Lawrence Technological University
College of Architecture and Design
Visiting Team Report
Master of Architecture (132 undergraduate credit hours plus 36 graduate credit hours)
The National Architectural Accrediting Board
26 March 2008

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. Lawrence Technological University Visiting Team Report 22–26 March 2008
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Lawrence Technological University Visiting Team Report 22–26 March 2008
I. Summary of Team Findings

1. Team Comments

Program Strengths

The new dean, Glen LeRoy, is doing an outstanding job. He has brought fresh ideas to the College and Department and is highly respected.

The college and Dean LeRoy are supported by a strong dedicated administrative team.

There is a strong collegial and supportive relationship between members of the full-time faculty and the adjunct faculty.

Relying on the teaching of qualified adjuncts as part of the history and philosophy of the program and university, the program is fortunate to have a significant pool of talented and dedicated adjuncts to draw from in the metropolitan area.

The collaborative and the interdisciplinary focus of the Integrated Design Studios and the Allied Design Studios continue to be a unique educational opportunity.

The structural component of the program shows significant strength in rigor and creativity.

The Detroit Studio offers significant opportunity for program growth and community outreach.

The program curriculum prepares students for the workplace by bringing real office experiences to classwork.

The night classes offer a tremendous opportunity for access to the profession in a non-traditional format.

The university should be commended for the commitment to increase the number of full-time faculty commensurate with the growth of the student body.

The Architecture Resource Center is an excellent resource for faculty and students of the College of Architecture and Design (CoAD).

The issues of sustainability permeate throughout the curriculum.

2. Progress Since the Previous Site Visit (2002) Criteria 12.11, Non-Western Traditions (2002): Awareness of the parallel and divergent canons and traditions of architecture and urban design in the non-Western world

Previous Team Report (2002): The team did not find significant evidence to indicate that this criterion is being addressed. It recognizes that a key faculty member recently died and that the history curriculum is undergoing some refinements. Special presentations have been made on Japanese architecture and other non-Western cultures, but the team did not feel as though these events satisfied the spirit of this criterion.

2008 Visiting Team Assessment: Since the previous visit, Lawrence Technological University (LTU) has made credible efforts in their history sequence to now include non-Western tradition discussions. Evidence can also be found throughout various electives and some studio courses. They have added six individual lectures on non-western traditions from China, Japan, India and Islamic architecture into their required history courses. Faculty members that have recently traveled abroad have brought back their experiences and have been invited to provide lecture material for future classes. There have also been school lectures on these subjects through the ArchiLecture series. The college and university have hosted two traveling exhibits on Japan and China since the last NAAB visit. Lawrence Technological University Visiting Team Report 22–26 March 2008 2
Other efforts in international architectural awareness have been addressed in individual studios with travel to China and Korea, and pockets of exposure have appeared in such other classes as Environmental Issues. The school is encouraged to increase these efforts as global interests of the students increase. [Causes of Concern taken from VTR dated March 6, 2002]

A. Communication Issues

1. There is a need to strengthen avenues of communication between the students and the administration on major program or policy shifts.

   Students should be able to contribute to “policy” issues or ideas.

   There needs to be a formal procedure for student grievances.

   2008 Visiting Team Assessment: The team found that this concern has been addressed through the formation of the Student Leadership Council.

2. There is a tremendous opportunity to combine a “studio culture” with mutually agreed upon hours of operation to enhance the rich collaborative spirit that exists within the program.

   2008 Visiting Team Assessment: The architecture facilities are now available 24/7 with the use of a key card. 3. “Personalization” of the new studio spaces by students is essential for fostering a studio culture. 2008 Visiting Team Assessment: There has been some personalization to studios through the posting of student work. Personal placement of studio furniture is more difficult because of spatial, technological and electronic restrictions. 4. There is a need for the University to consider in its “technology standards” the storage demands of the graphic architectural software programs and files. 2008 Visiting Team Assessment: The University provides a laptop computer for each undergraduate student. The software programs are also provided. According to the APR, the laptop processors have been upgraded to accommodate the intensive graphic programs for architecture. However, students have mentioned that they are still slow. The laptops are made available to graduate students with a fee. The team encourages the University to reconsider this policy for students in professional graduate programs.

B. Growth Issues

1. As the College considers the future growth of programs, degree types, and students, it needs to examine the ratio between full-time and adjunct faculties.

   2008 Visiting Team Assessment: The case for additional full-time faculty has been made to the University administration. This year, five new lines in the Lawrence Technological University Visiting Team Report 22–26 March 2008
College, two in architecture, are being added to the full-time faculty and searches are currently under way. The team applauds this effort and encourages the administration to continue this practice until more reasonable full-time faculty/student ratios are achieved. 2. Student growth should be carefully considered so as not to jeopardize the dedication of individual studio space. 2008 Visiting Team Assessment: This remains a concern. See Causes of Concern below. 3. The faculty and staff do not adequately represent the diversity of the Detroit region or that of the student body. 2008 Visiting Team Assessment: Improvement in the diversity of the faculty has occurred. The team feels that there is much room for improvement in the diversity of the students, particularly increasing the number of African American students.

C. Public Information
1. The team found that the articulation of the time needed to obtain the M. Arch. degree as found in the literature to be confusing and somewhat misleading, i.e., a 4 + 1 + summer or 4 + summer + 1 + summer.) 2008 Visiting Team Assessment: This concern has been addressed and clarified in the APR and the University catalogs. 2. The terms “professional” and “postprofessional” can be confusing and need to be distinctly clarified. 2008 Visiting Team Assessment: The postprofessional degree has been discontinued. 3. The published curricula schedule needs to be examined so that it reflects concentrations and the flexibility of outside interests within the electives. 2008 Visiting Team Assessment: The 2007 Graduate Catalog has addressed this concern. 4. The team is somewhat confused over the method used to change the 48-credit-hour requirement at the graduate level to a 36-credit-hour requirement. 2008 Visiting Team Assessment: This has been clarified in the APR and the response is acceptable to the team. 3. Conditions Well Met 13. Formal Ordering Skills 13.7 Collaborative Skills 13.15 Sustainable Design 13.18 Structural Systems Lawrence Technological University Visiting Team Report 22–26 March 2008

5. Causes of Concern Growth of Student Body Beyond Facility Capacity

Undergraduate enrollment in the architecture program has grown about 5% a year and now numbers over 700 students, with an additional 125 graduate students. The occupancy of the space allotted to the college has reached capacity to the point where additional students would jeopardize the dedication of individual studio space. The team believes the program has reached a point where it could consider options either for capping enrollment in the undergraduate architecture program with higher admission standards at various levels or pursuing additional space for the program.

**History Sequence**

The team has identified a common thread of concerns that may be symptomatic of a larger issue with the faculty resources for the architectural history sequence. Because so many NAAB Criteria rely on a strong foundation in history, including writing skills, critical thinking, research methods, human behaviors, and western and non-western traditions, the team believes this issue warrants immediate and strong attention. Specifically, the large class sizes and lack of teaching assistants seem to create an undue burden on the instructors which, in turn, prevents the introduction of more rigorous coursework such as essay responses within exams, research papers, and focused discussion groups. While the team understands that core university lecture classes are capped at a class size of 25 and other architectural lecture classes are of a similar size, the history lectures are enrolled with upwards of 95 students. Full-time staffing levels for the sequence appear inadequate, especially since this is a subject area that can be extremely difficult to cover with adjunct professors. Faculty resources and focus on electives in history of theory and contemporary criticism appear to be increasing, and the team is optimistic that rigor will increase as the graduate concentration in criticism gains strength.

**Human Resources**

The Department of Architecture is the largest department in the university with over 825 students. It is headed by a chair who is assisted by faculty coordinators. The university might consider whether it has reached the point in the development of the program where creation of an associate chair to assist in the managing of the department and providing additional support for coordinators might be appropriate.

**Advising**

There is a disconnect between the administration’s view of the advising program and the reality experienced by the students. The more mature students had little difficulty in charting their own path through the progression flowchart of classes required. Transfer students and some others had difficulty in meeting with their advisors face to face and determining the best path of study. Many students mentioned as troublesome the practice of advisors being reassigned every year.
Writing Skills While the team finds that this criterion is met, the team is concerned with the generally low level of writing skills among the student work presented. The team recognizes that the university has made a focused and aggressive effort at the university level to address writing skills and requires a writing test at the junior level prior to advancement. The team has reviewed writing samples from these classes as well as architectural coursework. However, written material from all sources has serious shortcomings and the overall impression of student writing skills is not compelling. Basic grammar and spelling errors within both graphic presentations and papers are endemic and seriously undercut the professionalism of the students' work. Written material on boards does not appear to have been written or edited with the same degree of care as the design and technical content. Given the professional nature of the program and the importance of communicating ideas as well as an impression of competence in practice, the team feels that writing skills warrant attention within the studio environment. Written material from the graduate level courses was minimally acceptable but not at a level commensurate with expectations for advanced students. There are notable exceptions, and examples of competent writing among the student work were found, especially in the theory and criticism coursework. At the undergraduate level, the lack of written exam questions and required papers in the history sequence compounded the team’s difficulty in evaluating students’ writing skills. The team has addressed concerns specifically with resources for the architectural history sequence above. Lawrence Technological University Visiting Team Report 22–26 March 2008
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. Met Not Met [X] [ ] LTU offers a full range of multi-disciplinary professional degree programs in architecture, design, management, and engineering and selected disciplines in the arts and sciences. All undergraduate students at LTU, including architecture majors, must satisfy a 45-hour semester credit general education core as part of their degree requirement. Collaboration and interdisciplinary study within the CoAD and other units on campus is emphasized. Faculty participates in the governance of the university by serving in the Faculty Senate, College Faculty Council and various committees and task forces. Faculty contributes to the social and intellectual life of the university by serving as advisors for student organizations, participating in university symposiums and campus-wide student oriented activities. Students contribute to the governance of the college by serving on the College Faculty Council, Student Leadership Council and participating in student organizations and in the university’s student government.

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. Met Not Met [X] [ ]

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There is a sense of strong respect of the majority of the faculty and administration by the students. Students mentioned the ease of talking to professors whether or not they were in their class. The students are exposed to leadership throughout their undergraduate career. Students are required to take the one-credit Freshman Seminar course that includes leadership training. The university is also in the process of including a leadership seminar class at all undergraduate levels in the core requirements for all university students. Students also receive adequate leadership and collaboration opportunities through critique presentations and group work in their studio courses. Leadership is available in the student organizations. There are active chapters of AIAS, IASO, ASID, IIDA, AIGA, ASHRAE, NOMAS and Tau Sigma Delta. There is also the Student Leadership Council that facilitates dialog between the dean and students. 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. Met Not Met [X] [ ] The APR states “Students are well informed on the legal definitions and responsibilities associated with the practice of architecture, and student discussions take place with national and state representative of the Intern Development Program (IDP) and on other AIA and NCARB issues. Practicing architects participate in classroom instructions, a professional practice lecture series, and in studio critiques.” LTU’s unique relationship with the professional community provides the students with a strong understanding of the requirements for licensure and the Intern Development Program. 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. Lawrence Technological University Visiting Team Report 22–26 March 2008 8
The program clearly lives up to its self-professed goal of a professionally oriented program on several fronts:

The fact that most current graduate students are engaged in full- or part-time work in local firms has a marked impact on the quality of work, although the impact on studio culture is noted below.

The large number of energetic and dedicated adjunct faculty imbues the program with a deep connection to current modes of practice.

The "master class" approach to engage prominent current practitioners as lead instructors lends an invigorating theoretical dimension to students’ work that is simultaneously more connected to the world outside the academic confines of the school.

The respect with which leading professionals accord the graduates of LTU attest to the program’s responsiveness to local practitioners’ needs.

Students appear to have a clear and realistic understanding of expectations as professionals.

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 Not Met

The team identified many projects in the exhibition that were based on concept to solve social and environmental problems found in both a rural and urban context. LTU has demonstrated that much of the course work focuses on and partners with the community development organizations and citizen groups. The Detroit Urban Design Studio is a result of this important goal. This was found in the undergraduate and graduate Program design studio work.

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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. Met Not Met [X] [] The team found that a variety of means exist for continually assessing the progress the program is making in achieving the NAAB Perspectives and assessing the extent to which it is fulfilling its mission. The college prepares program level assessment studies each year in conjunction with the university-wide assessment initiatives. In 2002-2003, the Architecture Assessment Committee was formed and a plan was formulated that included provisions for conducting an assessment every semester while demonstrating relationships to NAAB criteria, collaborating with the CoAD Curriculum Committee and updating faculty. Since then, every semester at least one area of the curriculum has been assessed. Individual faculty or groups may make formal proposals for curriculum or course changes. Proposals, both undergraduate and graduate, are subject to a university approval process. Students, both undergraduate and graduate, participate in the assessment of the program’s curriculum and learning context. Course evaluations are conducted every semester. The Dean’s Student Leadership Council meets several times a semester and provides students opportunities to discuss curriculum issues and other student concerns. Assessment information at the graduate level is also provided by the College Advisory Board and the CoAD Alumni Council. Several members of the board or council serve on reviews or as adjunct faculty, giving them first hand exposure to the curriculum and knowledge from which to make assessments. 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. Met Not Met [X] [] The NAAB statement can be found on page 66 of the LTU undergraduate catalog. It is also located on LTU CoAD’s website under „Graduate Degree Programs.” Lawrence Technological University Visiting Team Report 22–26 March 2008 10
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. Met Not Met [X] [ ] The college has made an effort to diversify the faculty. As reported in the APR, “the most recent tenure track faculty hires are of Egyptian, Indian, and Asian decent. In addition, the college has hired two full-time, non-tenure track faculty members, one of Hispanic decent and the other African-American.” The team hopes that this trend will continue in the upcoming five funded new positions in architecture. 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] [ ] A positive studio culture is clearly evident in the undergraduate studios. With dedicated locker and lockable desk space, students are able to leave their work and materials at the studio. The newly extended 24-hour access has allowed students more studio time that precludes a more dynamic studio culture. Spaces were clean and well lit by both natural and motion-censored lighting. However, students were concerned about the lack of opportunities regarding personalization of studio space, besides posting up progress work. Due to technological reasons, furniture placement is permanent. The team commends the college and student body for their efforts for discussion, conducting the Studio Culture Policy survey and developing their initial Studio Culture Policy. Studio sizes are very manageable and organization allows for more collaboration between students. Students mentioned that that there is an improvement in studio relationships due to the extended access hours. Lawrence Technological University Visiting Team Report 22–26 March 2008
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 CoAD has a sufficient complement of administrators that include the dean, associate dean, assistant dean, architecture department chair and art and design department chair. The assistant dean currently serves as chair of art and design; the architecture department chair will be returning to the faculty at the end of the academic year. Currently the college is conducting a national search to fulfill both positions. Finding the right person for the architecture chair is paramount in the team’s mind as providing leadership and management of both the full-time and adjunct faculty is critical. The college also has an administrator of student services and staff that manage student services such as advising, registration and records and support for student organizations. Additional staff consists of woodshop supervisor and an imaging director who is responsible for coordinating all the graphic output capability of the college. A librarian employed by the university library is assigned to the college to manage the Architectural Resource Center. Two administrative assistants support the administrative suite. Historically, the faculty in the department of architecture has consisted of full-time and adjunct faculty. The department, which has had to rely on a significant number of adjuncts, is fortunate that there exist an extensive pool of talented and dedicated professionals in the metropolitan area from which to draw from to teach. However, no matter how good the adjuncts may be, a program needs a substantial component of full-time faculty to provide continuity and direction. The university has recognized this fact recently and currently there is a search in progress for five new full-time faculty and two replacements. The team encourages the university to continue support the department with future full-time lines.

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. Met Not Met [X] [ ] The APR reports in detail the school’s Policy for Human Resource Development. Through discussions with faculty members, the team verified that there is ample opportunity and university support for faculty professional development. The CoAD mounted an extensive exhibit of full-time and adjunct faculty projects. The work ranged from built projects to scholarly research. There are varied visiting lecture series in individual course work and others available to the entire student body. The premier ArchiLecture Series, in its 34th year, provides an important opportunity for students and the local design community to hear outstanding nationally known architects and designers. Lawrence Technological University Visiting Team Report 22–26 March 2008 12
The CoAD has hosted on average one traveling national or international exhibit per year since the last NAAB visit. There is a disconnect between the administration’s view of the advising program and the reality experienced by the students. The more mature students had little difficulty in charting their own path through the progression flowchart of classes required. Transfer students and some others had difficulty in meeting with their advisors face to face and determining the best path of study. Many students mentioned as troublesome the practice of advisors being reassigned every year. One of LTU’s strengths is the high level of students that work in local architects’ offices. The local architectural community is to be commented for their support and mentoring of the students. The students in the required first year graduate master class participate in a field trip to a major metropolitan area for tours and visits with a renowned critic. The students traveled to Toronto in the Fall of 2007 and plan to visit New York City in 2008. Other travel opportunities are also available. The college has active chapters of the AIAS, Tau Sigma Delta, AIGA and IASO. The APR goes into great detail on final three bulleted items of policies, procedures, and criteria for faculty appointment, promotion and tenure, access to faculty development opportunities, faculty research, and continuing education. The team found the faculty to be an extremely congenial and supportive group of dedicated professionals.

**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. Met Not Met [X] []

The college and the department occupy the majority of the original architecture building and the relatively new (2001) University Technology and Learning Center (UTLC). The building houses many of the disciplines of the college and was designed to accommodate up to 1000 students. Growth over the past six years has filled the building to capacity and the university needs to be mindful of any future growth implications. See Causes for Concern. **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. **Lawrence Technological University** Visiting Team Report 22–26 March 2008
that promote the research skills and critical thinking necessary for professional practice and lifelong learning. Met Not Met [X] [ ] The team found the architecture library collection housed at the University Central Library, along with the Architecture Resource Center housed in the CoAD together provides adequate information resource support for the program. The Architecture Resource Center director and the university’s library staff are committed to serve and educate the students of the program. 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. Met Not Met [X] [ ] The team finds evidence that there is parity in fiscal allocation to meet the needs of the program when compared to other professional programs in the 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 architecture program is housed within the CoAD at LTU, which is an institution accredited by the North Central Association of Colleges and Schools. The team found an administrative structure that assures autonomy within the college and a status that is in accordance with other professional programs on campus. 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] [ ] Lawrence Technological University Visiting Team Report 22–26 March 2008 14
The professional curriculum leading to a M. Arch degree consists of a 168 credit-hour program including a core of general studies, professional studies and electives. The program requires 132 undergraduate credits and 36 graduate credits. The university designates a very stringent core curriculum that all programs on campus must adhere to without a wide range of choices as to courses elected by students. 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 Met Not Met [X] [ ] While the team finds that this criterion is met, the team is concerned with the generally low level of writing skills among the student work presented. See Causes for Concern above. 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 Met Not Met [X] [ ] This condition was best met through ARC 5643 Design Theory. Even though this condition was met there is room for improvement, especially in the design studios and ARC 5012 Research Methods. 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 Met Not Met [X] [ ] Through undergraduate requirements in ARC 1213 & 1223 Visual Communications 1 & 2, ARC 2117 & 2126 Integrated Design Studios, along with the rendering and computer imaging curriculum as a foundation, appropriate graphic presentation skills are developed, and subsequent presentation training is facilitated through the master class, ARC 6103. The quality of the graphic work communicates the intent of the design. Lawrence Technological University Visiting Team Report 22–26 March 2008 15
13.4 Research Skills Ability to gather, assess, record, and apply relevant information in architectural coursework Met Not Met [X] [ ] ARC 5012 Research Methods, ARC 2313 Building Systems 1, and ARC 2323 Building Systems 2, demonstrate adequate ability for this criteria and the team found ample evidence in the terminal graduate studio projects. 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 Met Not Met [X] [ ] The team believes this criterion is well met as demonstrated by the work displayed in ART 1113 Basic Design 1 and ART 1133 Basic Design 2, and ARC 1213 Visual Communications 1 and ARC 1223 Visual Communications 2. 13.6 Fundamental Skills Ability to use basic architectural principles in the design of buildings, interior spaces, and sites Met Not Met [X] [ ] The undergraduate design studios, particularly the Integrated Design Studios 1, 2, 3, and 4, clearly demonstrate this ability. 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 Met Not Met [X] [ ] The team would like to commend the program on its innovative and thorough approach to interdisciplinary studies through its Integrated Design Studios. The issue of cross-pollination with allied fields is often cited in other architecture programs as a worthy goal but infrequently accomplished, and very rarely at the intensity demonstrated at LTU. The knowledge of other disciplines’ realms prepares future professionals to engage other design team members in a meaningful way, and the additional content appears to strengthen the depth of architectural explorations. Lawrence Technological University Visiting Team Report 22–26 March 2008 16
Also, the team recognizes a strong and successful effort at using teams of students to approach specific design studio problems, elective coursework, and competitions. Acknowledging that teamwork is often challenging on an interpersonal level, the approach replicates practice conditions and is good preparation for professional collaboration. **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. Met Not Met [X] [ ]

There is vast evidence of study in Western architecture. In both architectural history courses, there is a wide array of architectural traditions examined. Courses not only highlighted the architectural traditions throughout history, but the technological, socioeconomic and cultural aspects as well. **13.9 Non-Western Traditions**

Understanding of parallel and divergent canons and traditions of architecture and urban design in the non-Western world. Met Not Met [X] [ ]

Since the previous visit, LTU has made credible efforts with their history sequence to include Non-Western Tradition discussions. Evidence can also be found throughout various electives and some studio courses. They have added six individual lectures on non-western traditions from China, Japan, India and Islamic architecture into their required history courses. Faculty members that have recently traveled abroad have brought back their experiences and have been invited to provide lecture material for future classes. There have also been school lectures on these subjects through the ArchiLecture series. The college and university have hosted two traveling exhibits on Japan and China since the last visit. Other efforts in international architectural awareness have been addressed in individual studios with travel to China and Korea, and pockets of exposure have appeared in such other classes as Environmental Issues. The school is encouraged to increase these efforts as global interests of the students increase. **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] [ ]

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The background for these elements is identified in ARC 3623 History of the Designed Environment 2 with course work and lectures on the 20th Century. Evidence is presented in the successful exams in the undergraduate level and then again in ARC 5623 Current Issues in Architecture and ARC 5643 Design Theory. The team found compliance in lectures with topics on the foundations of “Modernism” and the work of the Saarinens, and other Detroit architects. 13.11 Use of Precedents Ability to incorporate relevant precedents into architecture and urban design projects Met Not Met [X] [ ] The team found ample evidence of precedent study in the graduate level studios. However, there is an opportunity to expand the use of precedents in the undergraduate design studios. 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] [ ] ARC 5012 Research Methods directly addresses this criterion. 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] [ ] A range of constituents is considered in design studios and shows that attention is given to occupants with a variety of needs. 13.14 Accessibility Ability to design both site and building to accommodate individuals with varying physical abilities Met Not Met [ ] [X] Even though this criterion was introduced in the early design studios, the projects in ARC 4114, Architecture Design Studio 5, and graduate level studios consistently lacked accessible parking spaces.

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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. Met Not Met [X] [ ] The team observed significant work with sustainable concepts at all levels of the curriculum. The group was impressed with the quality of the sustainable student work in the exhibition. It was noted that the faculty exhibit also carried a significant amount of sustainable project work. 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. Met Not Met [X] [ ] The team found evidence of satisfying this criterion demonstrated in the work of both third year IDS studios, ARCH 4114 Architectural Design Studio 5, as well as the graduate 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. Met Not Met [X] [ ] Site analysis is introduced in the first-year integrated studio and carried through the entire undergraduate studio sequence. At times there is a lack of sensitivity to site conditions; urban sprawl seems to be continued as project solutions. At the graduate level there is significant site analysis and response. 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. Met Not Met [X] [ ] This criterion is well met not only within the rigorous technical requirements of the structural and building systems coursework, but to the extent that creativity and understanding of structural principles are evident even in the earliest design studios. The use of physical models that explore construction issues simultaneously with Lawrence Technological University Visiting Team Report 22–26 March 2008.
programmatic and core design skills at the second year level are particularly commendable. 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 Met Not Met [X] [ ] Work exhibited and classes attended by the team show an excellent understanding at all levels of the integration of environmental systems. The class content identifies the basic principles, but goes beyond a simple application into a complete integration and study of how building systems work together. The team also observed the use of computer programs to assist in the evaluation of systems and material decisions. 13.20 Life-Safety Understanding of the basic principles of life-safety systems with an emphasis on egress Met Not Met [X] [ ] Evidence in meeting this criterion is found in Arc 2126 Integrated Design Studio 2. The team would like to see further discussion of life safety issues in renovation or adaptive reuse projects. 13.21 Building Envelope Systems Understanding of the basic principles and appropriate application and performance of building envelope materials and assemblies Met Not Met [X] [ ] The team found the appropriate information on building envelope concepts and the student tests and reports. Projects on display show a thorough understanding of the building envelope technologies. 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 Met Not Met [X] [ ] The information gathered for the Building Service Systems provided the team evidence that basic principles and application has been incorporated in the program. The vendor presentations that were documented in the reports are a good source of current information and training in this area. Lawrence Technological University Visiting Team Report 22–26 March 2008 20
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 Met Not Met [X]  [ ] The LTU curriculum provides a very thorough background for the students to understand the importance of systems integration. See 13.19, 13.21 and 13.22. The Building Systems coursework rises to the level of ability.  

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 Not Met [X]  [ ] ARC 2313 Building Systems 1, ARC 2323 Building Systems 2 Global Lecture, ARC 4423 Environmental Control Systems 2, and the Structures sequence provide significant background knowledge in this area. The exhibit displays construction document sets and specifications using Building Information Modeling and other software packages. Several projects used precedent studies in the evaluation of detail options for different systems and materials.  

13.25 Construction Cost Control  Understanding of the fundamentals of building cost, life-cycle cost, and construction estimating Met Not Met [X]  [ ] Coverage of estimating concepts and techniques is found in the Professional Practice sequence, and reference to life cycle costs are dealt with in building systems coursework and classes dealing with sustainable design.  

13.26 Technical Documentation  Ability to make technically precise drawings and write outline specifications for a proposed design Met Not Met [X]  [ ] The work presented shows a thorough ability to produce drawings, which communicate technical aspects of a given design using accepted drawing conventions. Linkages between plans, sections, and detail are apparent. Material selections are integrated in the early years, particularly in the Integrated Design Studios.  

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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 Not Met [X] [ ] Evidence of this criterion was found in ARC 5913 Professional Practice 1 and ARC 5922 Professional Practice 2.

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 Not Met [X] [ ] This criterion is met at the graduate studio level and within the Allied Design Studios. The team has a concern that mechanical systems design is not included in the comprehensive design studio, but the ability to integrate systems is found in other courses.

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 Met Not Met [X] [ ] The team found several examples in the ARC 5913 Professional Practice 1 course outline and presentation materials, including the student tests and reports.

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 Met Not Met [X] [ ] Materials presented for this category provide a basic understanding and cover all areas in the course ARC 5913 Professional Practice 1. The student tests and reports indicate to the team a foundation of knowledge in this topic area.

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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 Met Not Met [X] [ ] LTU’s unique relationship with the professional community provides the students with a strong understanding of the requirements for licensure and the Intern Development Program.

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 Met Not Met [X] [ ] Students receive adequate leadership and collaboration opportunities through critique presentations, group work and student organizations.

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 Met Not Met [X] [ ] Students’ comprehension of the legal framework of practice is evident in the required Professional Practice sequence.

13.34 Ethics and Professional Judgment Understanding of the ethical issues involved in the formation of professional judgment in architectural design and practice Met Not Met [ ] [X] The team found only cursory references to professional ethics in the professional practice lecture series, and no evidence of understanding in the student work presented. The team encountered students who had taken ethics classes offered by other programs as part of dual majors; it appears that the architectural offerings in this subject are not on par with other courses in the university. Lawrence Technological University Visiting Team Report 22–26 March 2008 23
III. Appendices Appendix A: Program Information

1. History and Description of the Institution

The following text is taken from the 2008 LTU Architecture Program Report. Lawrence Institute of Technology was founded in 1932 as an independent nonprofit institution of higher learning. A firm belief in the future motivated Russell E. Lawrence to establish a College in 1932 in the midst of the economic chaos of the Great Depression. The institution was "founded on the integrity of teachers and the fostering of a real spirit of educational cooperation between industry and learning". By the late 1940s, severe overcrowding within the institution's original building in Highland Park led the second president, E. George Lawrence, to seek a new campus site. In 1955, Lawrence Tech moved to the present location on Ten Mile Road in Southfield, MI, a progressive community of about 75,000 residents. The third President of the institution was Wayne H. Buell who served as President from 1964 - 1977 and then as Chairman of the Board and CEO until 1981. Dr. Richard E. Marburger served as President from 1977 to 1993, and Dr. Charles M. Chambers was appointed President 1993, and served until he retired in 2005. The current president is Lewis Walker who took office in 2006. He had previously served as Provost and Vice President. In 1989, the Board of Trustees changed the designation of the institution to LTU changing the name as well as its organization and goals. The University is a co-educational, accredited university composed of colleges of Architecture and Design, Engineering, Management, and Arts and Sciences. LTU enrolls over 4000 students, and offers over 60 day and evening associate, undergraduate, and graduate programs. Eleven major buildings comprise the 100 acre campus. The University is a non-stock, non-profit trusteeship educational corporation chartered in the State of Michigan. The corporation is governed by a Board of Trustees with Board members elected to three year terms. These terms are staggered so that one third of the terms expire each year. Trustees are eligible for reelection until reaching 70 years of age and serve without compensation. The board may consist of not less than five and not more than 15 trustees. Currently there are fourteen trustees and the University president, who serves ex officio with a vote. The officers of the corporation appointed by the board are President, Provost, Secretary and Treasurer. The Board has the sole authority to amend the Articles of Incorporation and the Bylaws. The Board accomplishes its work through three standing committees: academic affairs, finance, and executive, and an ad hoc nominating committee. The Board may establish other standing or special committees as appropriate. The Board holds its regular meetings in September, January, and June. The committees meet once or twice between board meetings and the executive committee is empowered to act on behalf of the Board.

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The function of the Board is to oversee all operations of the University, including approval of the annual budget; establishment of academic programs, rules and regulations, granting tenure, adoption of personnel practices, and all other policy matters concerning the general interests of the corporation. The Board is assisted in its work by an advisory body. Members of this advisory body are appointed by the board and do not hold terms. Current members are distinguished representatives of the community, outstanding alumni, retired and/or emeritus trustees and industrial leaders. The members receive information on University activities and meet annually in June to consult with and advise the Board. Board of Trustees CLASS OF 2006 Joseph E. Champagne  Chairman, Ross Controls; former president, Oakland University Raymond R. Khan, BSEE’70 Former senior vice president and CIO, Blue Cross/Blue Shield of Michigan Barbara Samardzich  Vice president, Powertrain Operations, Ford Motor Company David B. Wohleen  Vice chairman, Delphi Corp. CLASS OF 2007 Frederick M. Adams Jr.  Chairman, Northern Trust Bank Lauren L. Bowler  Former vehicle line executive, midsize/large cars, Adams Opal AG, General Motors Corp. Douglas G. DelGrosso, BSME’84  President and COO, Lear Corp. Howard B. Padgham  Former vice president, Advance Manufacturing-Engineering Powertrain, DaimlerChrysler AG CLASS OF 2008 Mathew A. DeMars, BSME’78  Executive vice president, Plastech Douglas E. Ebert  Coordinator, Cranbrook Educational Community Larry D. Lyons  Vice president, Small Vehicle Production Team, DaimlerChrysler AG John G. Petty, BSMED65  Former director, Fox Land Systems, General Dynamics Corp. James E. Queen  Vice president, Global Engineering, General Motors Corp. Lloyd E. Reuss  Chairman of the board, Lawrence Technological University; former president, General Motors Corp. EX OFFICIO Lewis N. Walker  President and Chief Executive Officer, Lawrence Technological University ADVISORY MEMBERS OF THE CORPORATION Richard H. Cummings  Former senior vice chairman, NBD Bank and NBD Bancorp, Inc. Edward Donley, BME’43  Former chairman, Air Products and Chemicals, Inc. Lawrence Technological University  Visiting Team Report 22–26 March 2008 26
2. Institutional Mission

The following text is taken from the 2008 LTU Architecture Program Report. Lawrence Technological University’s Mission Statement and Date of Adoption

Lawrence Technological University has a history of Strategic Planning. The latest update was adopted by the Board of Trustees in June, 2007. The Plan includes a statement of the University’s mission, vision, values, cause and strategic direction. The strategic direction section is further divided into five sub-sections entitled:

- People
- Programs
- Positioning Support, and Partnerships
- Physical Environment and Infrastructure
- Financial Integrity and Growth

Each sub-section addresses the strategic direction, as well as strategic objectives and tactical initiatives. The strategic plan was prepared with extensive input from the entire University community. The entire text of the University’s strategic plan is in the appendix.

The CoAD also has an adopted strategic plan. It was prepared in 2005 following the approval of the previous University strategic plan. The College plan is scheduled to be updated during the 2007-08 academic year to coordinate with the University’s newly adopted plan. Key Statements in the 2007 University Strategic Plan are as follows

LTU’s Mission is to Develop Leaders through innovative and agile programs embracing theory and practice.

LTU’s Vision is to be a Preeminent Private University producing leaders with an entrepreneurial spirit and global view.

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LTU’s Values

Theory and Practice Teamwork and Trust Character and Integrity

LTU’s Cause is the intellectual development and transformation of our students into critical thinkers, leaders, and lifelong learners.

3. Program History The following text is taken from the 2008 LTU Architecture Program Report. The School of Architecture was established in 1962, having evolved from the former Architectural Engineering department of the School of Engineering. Earl W. Pellerin directed development of the architectural program from the institution’s founding in 1932 until his retirement in 1974. Karl H. Greimel served as Dean from 1974 to 1990, and Neville Clouten served as Dean of Architecture from 1990 to 2002. Following Dean Clouten’s tenure, the College was served by two interim Deans, David Chasco from 2002 to 2004, and Joseph Veryser in the 2004-2005 academic year. The current Dean of the CoAD, Glen LeRoy, FAIA, FAICP, was appointed in June of 2005. The B.Arch. professional degree program was first accredited by the National Architectural Accrediting Board (NAAB) in 1974. The School of Architecture was named the CoAD in 1989, at the same time the institution became Lawrence Technological University. NAAB teams have visited LTU in 1974, 1979, 1984, 1989, 1994, 1997, and 2001. In 1997, the Master of Architecture, which began in 1973, was accredited as the professional degree program at LTU. At that time, the B.Arch. degree was discontinued. A semester calendar was adopted for the University in 1994, and the CoAD incorporated major curricular changes in all programs in the College. A four-year pre-professional B.S. in Architecture is available, as a prerequisite to entry into the professional M.Arch. A Master of Architecture post-professional degree was adopted in 1995, however, a moratorium was placed on admission to this program in 2005 and the program will be officially dropped in 2007. Other programs in the CoAD include a Bachelor of Fine Arts degree program in Imaging that was first offered in 1992 as a program in Architectural Illustration. The Imaging program is accredited by the National Association of Schools of Art and Design (NASAD). There is a CIDA accredited Bachelor of Interior Architecture and a Master’s in Interior Design. A new Bachelor of Science in Transportation Design has begun in Fall 2007. Since 2005, the administration of the College has worked closely with the College Faculty Council and the College graduate faculty to refine integrated studios and develop other curricular opportunities, including the introduction of four areas of concentration (with accompanying certificate offerings) in the Master of Architecture Degree Program. The CoAD is continuing to enrich the University’s motto “Theory and Practice” through problem-based learning and outreach opportunities to the local community. Strong support from the College is given to the University in its mission to empower students with the ability to think both critically and creatively; to develop the capacity for making sound judgments on the basis of valid information; to develop strong leadership and teamwork Lawrence Technological University Visiting Team Report 22–26 March 2008 28
skills; and to encourage students to seek active and meaningful participation in the life of their communities. **Recognized Academic Unit** The CoAD is a single academic unit with two departments. The Dean of the College reports to the Provost who, in turn, reports to the President of the University. The members of the Council of Deans are the Provost, the four academic deans, the Associate Provost/Dean of Graduate Programs and the Dean of Students. The Director of Admissions, Registrar, and Director of Institutional Research attend meetings as observers. The Council of Deans meets every two weeks. Both the University Graduate Council and Graduate Admissions Committee of the CoAD assist the Dean through the establishment, review, and recommendation of admissions procedures and policies for the Master of Architecture professional degree program. Within the CoAD, the Dean is assisted by the Associate Dean, the Assistant Dean of Graduate Studies, the Chairperson of the Architecture Department, and the Chairperson of the Art and Design Department. **Recognized Program Type** The Department of Architecture houses the undergraduate and graduate Architecture programs. The professional architecture program, accredited by NAAB, is a 36 credit hour Master of Architecture (M.Arch). The Bachelor of Science in Architecture is a four-year pre-professional or non-professional degree. Students with high academic standing in the B.S. in Architecture are accepted into the M. Arch. Professional degree program. The Department of Art and Design houses four programs - the Bachelor of Interior Architecture degree program accredited by CIDA (Council for Interior Design Accreditation); a B.F.A. in Imaging accredited by the National Association of Schools of Art and Design (NASAD); a Master’s in Interior Design, and a Bachelor of Science in Transportation Design. **Bachelor of Science in Architecture** The BS Arch pre-professional degree is designed to provide a broad foundation for enrollment in a professional degree program. The Integrated Design Studios in Years 2 and 3 encourage students to combine the knowledge acquired in the design studios with information offered in the component courses of site design, landscape design, theory, interior design, lighting, physics, urban design and structures/building systems. Students in the fourth year pursue an individual integration of all previous design issues and select a topical design studio from a range of offerings. **Bachelor of Interior Architecture** The Interior Architecture program at LTU prepares graduates for careers in interior architecture and design through placing value and emphasis on technical, social, psychological, cultural, environmental, economical, spiritual, and physical factors to comprehensively respond to human needs. The program is integrated with the undergraduate program in architecture and provides students opportunities to experience the interrelationships among disciplines and the ability to examine a variety of design theories and philosophies. Critical thinking and creativity are important in the development of the person and are emphasized throughout the curriculum. **Lawrence Technological University Visiting Team Report 22–26 March 2008 29**
Bachelor of Fine Arts in Imaging The Bachelor of Fine Arts in Imaging degree program is based on a broad foundation in the fine arts and visual communication with application of a variety of media and techniques to achieve creative solutions to design problems. The primary goal of the program is to creatively apply the design process in development of hand drawing, graphic identities, Internet designs, photography, motion graphics, and other new emerging technologies to meet the needs of corporate and private enterprises. Bachelor of Science in Transportation Design Lawrence Tech has worked with industry leaders to create a unique transportation design program that blends design skills with technological influences, so graduates will be able to compete for top design positions in the automotive and other transportation industries. The Bachelor of Science in Transportation Design combines in-depth conceptual investigations with hands-on projects and extensive exposure to working professionals. Dual Degree Programs Dual degrees can be earned in Architecture and Interior Architecture, Architecture and Civil Engineering, and Architecture and Construction Management. If entered during the sophomore year, a dual degree program can be completed in five years. Master of Architecture Professional Degree This program, which provides the academic credentials needed for professional licensure, includes four areas of concentration (Urban Design, Architecture Design and Practice, Sustainable Architecture, and Critical Studies in Architecture), Master Class taught by visiting professionals, and courses in research methods, environmental issues, design theory, and professional practice. In addition, certificate offerings are available in each of the areas of concentration. Master of Architecture 4+ Professional Degree For students who have an undergraduate baccalaureate degree in a field other than architecture, but would like to pursue a Master's of Architecture degree, LTU offers the M. Arch 4+ program. Students interested in this option must have a 3.00 or higher undergraduate GPA. These students are admitted with graduate standing yet start by taking undergraduate core courses in architecture before they are allowed to fully engage in the graduate program. The program includes a combination of both specific coursework from the 4 year undergraduate B.S. Arch degree (requiring at least two full years) and the 36 credit hour M. Arch degree. After successful completion of both the undergraduate and graduate course requirements, the degree awarded is a Master of Architecture accredited by NAAB. Master of Interior Design The Master of Interior Design combines theory, professional issues and current technology to provide a program aimed at people who are interested in expanding or updating their knowledge of the field. The program has a core in research, theory, issues, and design application and allows for independent exploration of topics. The program has two tracks. A 37 credit hour curriculum for people with undergraduate degrees in Interior Design or Interior Architecture and a 4 + 3 track available to people who hold at least a bachelor's degree in another discipline. Lawrence Technological University Visiting Team Report 22–26 March 2008 30
4. Program Mission  The following text is taken from the 2008 LTU Architecture Program Report. Accredited Program’s Mission Statement and Date of Adoption and Endorsement by the University  The MISSION of the CoAD at LTU is to provide a comprehensive architecture and design education, which synthesizes diverse approaches, disciplines, and human resources, while respecting the uniqueness of the environments and societies we affect. The intent is to develop graduates committed to creative inquiry, critical thinking, judgment, and progressive design through community and professional leadership. 5. Program Strategic Plan  The following text is taken from the 2008 LTU Architecture Program Report. The University and CoAD have been involved in a process of periodic review and updating of their Strategic Plans. A summary of the central objectives from the Strategic Objectives and Initiatives - 1/11/2007 Status Report follows below. Enrollment and Recruitment  The College continues to see modest enrollment gains but is leading the University in overall enrollment gains. The College has continued to expand recruitment efforts and development of new brochures and digital presentation files. The efforts are coordinated with the University Admissions office to recruit a diverse student base regionally, nationally, and internationally. New programs in the College, i.e. Transportation Design, have developed new recruiting materials and strategies to build a base for steady enrollment. Program Development and Instructional Delivery  The Master’s of Architecture Program was revised (2005) with a focus on new concentration areas, and new post degree certificate programs as continuing education opportunities for working professionals. A new 4+ Architecture Master’s degree was developed and implemented in 2005 to provide a short track version of the traditional Master’s degree for students with BA or BS degrees in non-architectural fields. The “Master Class” course has been revised and developed to better prepare students for upper division graduate studios. Work is in progress to expand partnering options with other institutions on joint degrees. Discussions are in progress with Michigan State University for a joint program in Urban Planning and Architecture. New programs are under development in the field of Architectural Engineering in cooperation with the College of Engineering at LTU, with a focus on sustainability. A new Transportation Design Program was adopted this year in the College. Efforts have been made to expand and enhance classroom instruction by using new digital technology, digital media and advanced digital media techniques to expand the potential of the University’s Laptop Initiative and Black Board course management system. Freshman and junior courses have been revised and a new emphasis on Building Integration Modeling (BIM) has been adopted in the electronic methods courses. Efforts have been made University-wide to expand the online course opportunities and funding/training for faculty. The College has expanded the use of data projectors and is Lawrence Technological University Visiting Team Report 22–26 March 2008 31
involved in seeking funding for the ongoing efforts of digitizing the College slide collection.

Exhibitions and Visiting Lectures The recruitment of top ranked visiting lectures has been a priority with speakers such as Randall Croxton, FAIA (Sustainable Architecture), and Jonathon Barnet, FAIA, FAICP (urban design) and Blair Kamin (Pulitzer Prize winning columnist on architectural criticism) in 2007. The distribution of visiting lecture posters was developed to expand outreach to other institutions. Research and Faculty/Development Efforts have been made by the Administration to expand funding for sabbaticals, and provide new research stipends for graduate students. These efforts resulted in increased sabbaticals in 2006/07 and three graduate research stipends each term. The College has developed a new Applied Research Committee, and University research committees are developing the processes and procedures to expand research opportunities on campus. In 2006/07 The University was selected to participate in the International Solar Decathlon Competition to design a state of the art solar residence. The project initiated by The Department of Architecture involves all major academic units on campus. The University received $100,000 from National Renewable Energy Lab and has raised approximately $340,000 to complete the project. The College is developing opportunities for service learning and continues relationships with Habitat for Humanity, and community outreach research studios through The Detroit Studio. Student Development The College continues to expand opportunities for Student Groups on campus forming a new student group for the Imaging Program in 2006. The AIAS student group has expanded membership to over 100 students in 2006-07 and in 2006 hosted a regional conference for the first time in 15 years. Two students ran for national leadership positions in ACSA and the 2005-06 Chapter President won the National Chapter President's Award. A new Student Leadership Council was formed in 2006/07 to meet monthly with the Dean to discuss student issues in the College. Lawrence Technological University Visiting Team Report 22–26 March 2008 32
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Appendix B: The Visiting Team

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Lawrence Technological University
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Appendix C: The Visit Agenda Lawrence Technological University NAAB Site Visit March 22-26, 2008 Saturday, March 22nd P.M. 3:00 P.M. Team Arrival and check in at the hotel 6:30 P.M. Team Introductions and orientation 7:00 P.M. Dinner with Dean Glen LeRoy (Forte in Birmingham) **Sunday, March 23rd** A.M. 8:00 A.M. Team only breakfast at the Marriott (team) 9:00 A.M. Architecture Program Report (APR) review and assembly of issues and questions (team) 10:00 A.M. Overview of the team room by the program head (Assistant Dean North, Associate Dean Veryser, and Chair Orlowski) 11:00 A.M. Initial review of exhibits and records (team) P.M. 1:00 P.M. Team lunch with program administrators (Assistant Dean North, Chairman Orlowski, Associate Dean Veryser) Meriwether’s 2:30 P.M. Tour of the facilities (Associate Dean Veryser) 3:30 P.M. Continued review of exhibits and records (team) Team only dinner- offsite restaurant of team’s choice (team) Debriefing session (team) Lawrence Technological University Visiting Team Report 22–26 March 2008 36
Monday, March 24th  A.M.  7:30 A.M. Continental breakfast on campus (team and faculty)  
Ordered from Taher 8:00 A.M. Team meeting with the faculty – Lear Auditorium (team and faculty) 9:30 A.M. Entrance Meeting with the chief academic officers of the administration (President Walker, Provost Vaz) T-310 10:30 A.M. Entrance Meeting with the school or College administrator(s) (Dean LeRoy, Associate Dean Veryser, Assistant Dean North, Chairman Orlowski, Student Service Coordinator, Leslie Michalik) T-310 11:30 A.M. Continued review of exhibits and records (team) P.M. 12:30 P.M. Depart Detroit Studio 1:00 P.M. Lunch with selected faculty members (Dean LeRoy, Associate Dean Veryser, Professors Joon Kim and Anirban Adhya) Location: TBD 2:30 P.M. Visit Detroit Studio (Profs. Joon Kim and Anirban Adhya, Dean LeRoy, Mark Nickita, students) 3:30 P.M. Depart Detroit Studio for main campus 4:00 P.M. Continued review of exhibits and records (team) 5:00 P.M. School wide entrance meeting with students (team/students) A200 6:00 P.M. Reception with faculty, administrators, alumni/ae, and local practitioners (Architecture Gallery/Exhibition room) 7:30 P.M. Team only dinner (team) - Ali will order from off-site T-310 8:30 P.M. Continued review of exhibits and records (team) 10:00 P.M. Debriefing session (team) Lawrence Technological University Visiting Team Report 22–26 March 2008
**Tuesday, March 25th**

A.M. 7:30 A.M. Team breakfast with program heads (Assistant Dean North, Chair Orlowski) They will meet you at the hotel and dine there. 9:00 A.M. Review of general studies, discussion of electives and related programs (Assistant Dean North, Chair Orlowski, potentially incoming Chair, and Assistant Dean of Arts & Sciences Glen Bauer) T-310 9:30 A.M. Observation of lectures and seminars (Professor Means/Environmental Systems 1, Lecturer Donna Voronovich/History Design Environmental 2) 10:00 A.M. Continued review of exhibits and records (team) P.M. 12:00 P.M. Team lunch with the student representatives (team/student leadership and/or general student body) T-310 Ordered from Taher 1:30 P.M. Complete review of exhibits and records (team) 5:30 P.M. Observation of graduate studios and meet with thesis committee chairs and studio faculty (Professors Smith, Wang, Wolk, Novak, Brown, Plowright, LeRoy, Orlowski, Martin) T-150 6:30 P.M. Team only dinner (team) T-310 Ordered from Taher 8:00 P.M. Accreditation deliberations and drafting the Visiting Team Report (VTR) (team) **Wednesday, March 26th**

A.M. 8:00 A.M. Check out of the hotel 8:30 A.M. Team Breakfast /Exit meeting with the school or College administrator(s) (Dean LeRoy, Associate Dean Veryser, Assistant Dean North, and Chair Edward Orlowski) at the Marriott **Lawrence Technological University** Visiting Team Report 22–26 March 2008
10:00 A.M. Exit meeting with the chief academic officers of the institution (President Walker, Provost Vaz) T-310
11:00 A.M. School wide exit meeting (team, faculty and students) A200
12:00 P.M. Team lunch with Dean LeRoy and team member departures (team) Ordered from Taher

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IV. Report Signatures Respectfully submitted, Michael J. Buono, AIA Representing the ACSA Team Chair Christine Malecki West, AIA Representing the AIA Team member Henry G. Schneider, IV Representing the AIAS Team member Jane Frederick, AIA Representing the NCARB Team member Alan Cobb, FAIA, NCARB, LEED AP Observer Lawrence Technological University Visiting Team Report 22–26 March 2008 40
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