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Architecture, School of Design, College of Liberal Arts
F. Jay Taylor Undergraduate Teaching Award Packet

I am honored to have been nominated by my colleagues for the F. Jay Taylor Undergraduate Teaching Award and respectfully submit my packet for review.

List of Undergraduate Courses Taught within the Last Six Years

Quarter	Course	Enrollment	Retention%	Summary Evaluation
Spring 2018	ARCH 435: Competition Studio	9		
	ARCH 445: Community Design Activism Center	8		
Winter 2018	ARCH 425: Sustainability Studio	9	100	3.5
	ARCH 445: Community Design Activism Center	9	89	4.0
Fall 2017	ARCH 411: Planning & Urban Design Theory	19	100	3.7
	ARCH 414: Professional Practice	21	100	3.8
	ARCH 445: Community Design Activism Center	5	100	3.7
Spring 2017	ARCH 435: Competition Studio	7	100	4.0
Winter 2017	ARCH 425: Sustainability Studio	7	100	4.0
	ARCH 445: Community Design Activism Center	3	100	3.5
Fall 2016	ARCH 414: Professional Practice	18	89	3.9
	ARCH 445: Community Design Activism Center	4	75	NA
Summer 2016	ARCH 445: Community Design Activism Center	5	100	NA
Spring 2016	ARCH 435: Competition Studio	15	100	3.1
	ARCH 445: Community Design Activism Center	9	100	3.2
Winter 2016	ARCH 425: Sustainability Studio	15	100	3.6
	ARCH 445: Community Design Activism Center	10	100	3.8
Fall 2015	ARCH 414: Professional Practice	16	100	4.0
	ARCH 445: Community Design Activism Center	6	100	3.8
	UNIV 100: University Seminar	34	100	NA
Summer 2015	ARCH 445: Community Design Activism Center	5	100	NA
Spring 2015	ARCH 435: Competition Studio	12	100	3.8
	ARCH 445: Community Design Activism Center	7	100	3.7
Winter 2015	ARCH 425: Sustainability Studio	13	100	3.7
	ARCH 445: Community Design Activism Center	12	100	3.8
Fall 2014	ARCH 414: Professional Practice	22	100	4.0
	ARCH 445: Community Design Activism Center	9	100	4.0
	UNIV 100: University Seminar	24	100	NA
Summer 2014	ARCH 445: Community Design Activism Center	6	100	NA
Spring 2014	ARCH 435: Competition Studio	12	100	3.3
	ARCH 445: Community Design Activism Center	6	100	3.8
Winter 2014	ARCH 425: Sustainability Studio	12	100	3.0
	ARCH 445: Community Design Activism Center	8	100	3.0
Fall 2013	ARCH 445: Community Design Activism Center	5	100	3.6
	ARCH 481: Professional Practice II	23	100	2.8
	UNIV 100: University Seminar	17	100	NA
Summer 2013	ARCH 445: Community Design Activism Center	9	100	NA
Spring 2013	ARCH 435: Design-Build Studio	12	100	2.7
	ARCH 445: Community Design Activism Center	5	100	3.5
Winter 2013	ARCH 425: Design-Build Studio	12	100	3.4
	ARCH 445: Community Design Activism Center	4	100	NA
Fall 2012	ARCH 445: Community Design Activism Center	4	100	NA
	ARCH 481: Professional Practice II	22	100	4.0
	UNIV 100: University Seminar	14	100	NA

Significance of Undergraduate Teaching within the Overall Mission of Louisiana Tech

Undergraduate teaching is the foundation of what we as faculty do at Tech. I believe teaching is the hallmark of what I do on a daily basis and my research and service complement and enhance my teaching. A great teacher is an advanced student, and thus I am constantly searching for new knowledge to impart to my students.

In my professional practice course, one piece of advice that I give students is that they must design their career and job position because they are all unique. As I complete my 12th year at Tech, I can honestly say that I am in that job position. Why? I get to teach aspiring architects my values and skills, I have the opportunity to lead a community design center and shape communities, and I have a supportive collegial environment within which to work.

I am blessed with hardworking, dedicated students in the SOD at Tech. Hard work and dedication are great, but students need a teacher that can focus on their work and hone their craft to be dedicated professionals in the future. My courses involve rigor and challenging assignments, but I have patience and an approachable demeanor to assist students whenever they have questions. This enables students to freely work on their assignments, get informed feedback, and instill confidence in their abilities in the process. It is my goal for students to develop a passion for architecture through the lens of their specific coursework, and me to be the facilitator in this process. Students know my door is always open, and I am willing to answer questions and assist whenever needed.

Developing a good rapport with students is very important to me. My encouragement helps students believe in themselves and strive for excellence. This is exemplified by the number of awards and recognitions students have achieved in my classes. Students have not only met the performance criteria in the classroom, but have achieved recognition for Tech, the SOD, and themselves through research and competitions. This success continues after they graduate and become practitioners.

Description of an Important Innovation Made in Undergraduate Teaching

I have taught the following courses multiple times since earning tenure and being promoted to Associate Professor the start of the 2013-14 academic year. These courses are senior level (with the exception of ARCH 445 in which juniors can enroll), and focus on preparing students to become future practicing architects.

ARCH 414: Professional Practice

As a licensed architect who continues to practice, this class feels right at home to teach. Recently I introduced a business plan poster assignment in which students envision themselves starting and leading an architecture firm in the future. The students develop their mission statement, structure, market analysis, competition, services, competitive edge, location(s), etc. The assignment is designed to help students clarify their professional goals and practice objectives and in turn, guide me in helping them pursue job opportunities to eventually reach their career goal.

ARCH 425: Sustainability Studio

Many studio courses focus on projects in local or regional environments. I have taught this course and made a point to focus on sustainability in other parts of the country to teach students about different climates and socio-political cultures and to focus on site specific environmental strategies. Projects incorporated challenging programs and have included: a homeless assistance center in San Francisco, a brewery in Portland, Oregon, a coffee experience center in Seattle, a K-8 STEM school in Austin, and an affordable housing complex in Puerto Rico. Students utilized 3D modeling and digital tools to analyze and optimize their designs to incorporate best use of daylighting, ventilation, and energy use reduction. These

students have utilized their sustainability research to place in the Tech Student Research Symposium multiple years.

ARCH 435: Competition Studio

This studio which focuses on innovative steel structures, was enhanced when I introduced the development of physical structural models. In the past, students relied solely on 3D digital models, which inhibited exploration and understanding of their proposed buildings. Utilizing 3D digital and physical models enabled students to have a better comprehensive steel structured building at the end of the quarter. During spring quarter 2018, students will also be analyzing their projects using virtual reality (I'm excited to see the results). Students in my studio have placed three out of the past four years in the ACSA national steel competition in which over half of the architecture schools in the US participate. The winning projects represent a selection rate of 2% from all entries. These students have established a legacy in which future classes have the expectation of placing in the competition.

ARCH 445: Community Design Activism Center

I have been Director of the Community Design Activism Center (CDAC) since I began teaching at Louisiana Tech in 2006. During the course of these 12 years, I have developed the focus from being a reactionary center (responding to calls and email requests for projects) to a proactive center, seeking to develop projects/community relationships and expand the scope of our service-learning work. This has resulted in the development of the South of California (SOCA) Project (working with the impoverished neighborhood just south of campus) and our ongoing work of the past 10 years. This work was recently recognized and will be featured as an academic case study in an international peer-reviewed book publication this summer. CDAC is also expanding into the realm of economic development through its Sustainability Consortium initiative (started winter quarter 2017). This work will focus on north Louisiana and serving cities and communities through sustainable and resilient design.

Role in Mentoring Undergraduate Students

I believe that mentoring goes beyond teaching in the classroom and providing advice during office hours or advising. I had a couple of great mentors during my undergraduate education, and I continue to reach out to them for advice and guidance in my career. Likewise, I try to serve this role for students because I have always seen myself as a "bridge" between education and practice. As the professional practice instructor, I strive to connect with students, understand their skills and talents, and make connections so they can get full-time jobs and/or summer internships. I often spend time reviewing students' portfolios, resumes, and cover letters as they prepare for interviews. One of the great joys of being a professor comes when I hear back from a student that they got the job after I reached out on their behalf or provided a positive recommendation. In recent years, I've personally made contacts to secure graduates positions at award-winning firms in Los Angeles and Chicago. I make it a point to stay in touch with our graduates, and enjoy visiting with them when they return to campus or reach out via email. Many times these are the alumni that will have job opportunities for our upcoming graduates, and I see my role as being a facilitator to connect these students with our alumni to continue the Tech architecture legacy. The path to becoming a licensed architect is long and arduous (12.5 years average, from start of school to licensure). I see my role as being a mentor, guide, and facilitator in this process. When I hear from a former student that they earned their license – that's a day for me to celebrate as well!

Publications Related to Undergraduate Teaching within the Last Six Years

International peer-reviewed book publication: Lisa M. Abendroth and Bryan Bell. (forthcoming summer 2018). *Public Interest Design Education Guidebook: Curricula, Strategies, and SEED Academic Case Studies*, New York, NY, Routledge.

Proceedings: American Institute of Architects Young Architects Forum's Practice Innovation Lab, October 2017.

Online: ArchDaily (December 4, 2015). *Beginning Your Career in Architecture: 3 Candid Pieces of Advice for Emerging Professionals*.

Podcast: Entrepreneur Architect (September 17, 2015). EA091: *Beginning Your Career in Architecture with Kevin J. Singh*.

Ebook: *Beginning Your Career in Architecture: Candid Advice for Emerging Professionals*, August 2015.

Online: ArchDaily (September 18, 2014). *21 Rules for a Successful Life in Architecture*.

Paper: *Design-Build as Social Design Instigation* – 2014 Association for Collegiate Schools of Architecture Fall Conference, Halifax – Nova Scotia, October 2014.

Presentations Related to Undergraduate Teaching within the Last Six Years

A Question of Leadership: The Citizen Architect and Public Interest Design (Paper Session Author/Moderator) for the Association of Collegiate Schools of Architecture Annual Meeting, Denver, CO, March 2018.

Professional Practice in School (with Kristina Yu) – 2017 National Council of Architectural Registration Boards Licensing Advisors Summit, Chicago, IL, July 2017.

Dealing with Big Systemic Problems – Association for Community Design National Conference, Dallas, TX, June 2017.

Professional Practice in School – 2016 National Council of Architectural Registration Boards Licensing Advisors Summit, Chicago, IL, August 2016.

Design-Build as Social Design Instigation – 2014 Association for Collegiate Schools of Architecture Fall Conference, Halifax – Nova Scotia, October 2014.

What's Going On in the Schools (with Edward Orłowski and James Wheeler) – Association for Community Design National Conference, Detroit, MI, June 2014.

* Over 30 ARCH 445: CDAC presentations to community groups with students

Undergraduate Student Poster Presentations Placing in the Tech Student Research Symposium within the Last Six Years

Seattle Coffee Experience Center – Selected project to present at the University of Louisiana System Academic Summit – (Trent Harrison, student) – 2016

Tech Pointe Two – 2nd Place – (Matt Barkley, student) – 2015

Haiti: Out of the Rubble – Selected project to present at the University of Louisiana System Academic Summit – (Mason Nabors, student) – 2014

Undergraduate Student Submissions Placing in National or Regional Competitions within the Last Six Years

ACSA 2016-17 Steel Design Student Competition, Open Category (*Summit Climbing Retreat*) – 3rd Place (Daniel Campbell and Chase Johnson – students, with Pasquale De Paola) – 2017

ACSA 2015-16 Steel Design Student Competition, Open Category (*Unearth Archaeology Research Center*) – Honorable Mention (Trent Harrison and Andrew Lopez – students) – 2016

ACSA 2013-14 Steel Design Student Competition, Open Category (*Emergence: A Center for Astronomy*) – 2nd Place (Colton Stevenson – student) – 2014

Greenbuild 2014 Student Booth Competition Selection for the Forest Stewardship Council (FSC), (Lonnie Bennett and Alayna Fritz – students) – 2014 (winning built project)

AIA Houston's Gulf Coast Green Symposium Student Design-Build Competition (*Classroom of the Fuchair*) – 2nd Place (Kaleb Bonvillain and Saraya Saadat – students) – 2014

Funded Grants to Enhance Undergraduate Teaching

Origin Bank (2015) – *Neighborhoods Unified for Hope* - \$150,000 (seed funding to build the Hope House in the SOCA neighborhood, CDAC students are the designers)

Student Technology Fee Board Grant (2014) – *Drone* (with Robert Brooks, Brad Deal, and Adam Forrester) - \$2,900

Prince of Peace Fund (2014) – *Headstart Painting Project* - \$2,800 (CDAC service project)

Lagniappe Ladies Grant (2013) – *Freedom by Design - HabiTECH Ramp* (with Samantha Raburn – student) - \$5,000 (funding to build an accessible ramp for the HabiTECH13 house)

Student Technology Fee Board Grant (2012) – *Large Format Scanner* - \$8,295

Lagniappe Ladies Grant (2012) – *HabiTECH Tools* - \$5,000

Board of Regents Support Fund (2011-12) – *Touchscreen Monitors and Webcams for Enhanced Studio Critiques* - \$37,600

Encana Community Investment Grant (2012) – *HabiTECH12* (with Chrissy Short - student) - \$10,000 (funding to support building the HabiTECH12 house)

Teaching Awards and Honors

Building Design + Construction magazine – 40 Under 40 Honoree – 2014

Outstanding Young Person of the Year Award (Lincoln Parish) - Ruston Jaycees – 2013

President's Higher Education Community Service Honor Roll – Louisiana Tech University (*SOCA Community Garden* project featured) – 2012

President's Higher Education Community Service Honor Roll – Louisiana Tech University (*Trust Builder* project featured) – 2011