Architecture Program Report for 2011 NAAB Visit

Master of Architecture
138 undergraduate credit hours + 30 graduate credit hours

Year of Previous Visit: 2005
Current Term of Accreditation: Six-Year Term

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The National Architectural Accrediting Board
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Table of Contents

Section			Page
Part One	**Institutional Support and Commitment to Continuous Improvement**		1
I.1	Identity and Self Assessment		2
	1.	History and Mission	3
	2.	Learning Culture and Social Equity	19
	3.	Reponses to the Five Perspectives	25
	4.	Long Range Planning	32
	5.	Program Self-Assessment	41
I.2	Resources		54
	1.	Human Resources and Human Resource Development	55
	2.	Administrative Structure and Governance	73
	3.	Physical Resources	76
	4.	Financial Resources	88
	5.	Information Resources	93
I.3	Institutional and Program Characteristics		103
	1.	Statistical Reports	104
	2.	Annual Reports	108
	3.	Faculty Credentials	117
I.4 Policy Review			122
Part Two	**Educational Outcomes and Curriculum**		123
II.1	Student Performance Criteria		124
II.2	Curricular Framework		127
	1.	Regional Accreditation	128
	2.	Professional Degrees and Curriculum	131
	3.	Curriculum Review and Development	135
II.3	Evaluation of Preparatory/Pre-Professional Education		137
II.4	Public Information		138
	1.	Statement on NAAB-Accredited Programs	138
	2.	Access to NAAB Conditions and Procedures	138
	3.	Access to Career Development and Information	138
	4.	Public Access to APRs and VTRs	138
	5.	ARE Pass Rate	138

Part Three	**Progress Since Last Site Visit**	139
III.1	Summary of Responses to the Team Findings	140
	1. Reponses to Conditions Not Met	140
	2. Reponses to Causes of Concern	144
III.2	Summary of Responses to Changes in the NAAB Conditions	150
Part Four	**Supplemental Information**	151
IV.1	Course Descriptions	152
IV.2	Roster of Instructional Staff / Faculty Resumes	207
IV.3	Visiting Team Report from 2005 Visit	231
IV.4	University Catalog	232

Part One **Institutional Support and Commitment to Continuous Improvement**

I.1 Identity and Self-Assessment

1. History and Mission
2. Learning Culture and Social Equity
3. Reponses to the Five Perspectives
4. Long Range Planning
5. Program Self-Assessment

I.2 Resources

I.3 Institutional and Program Characteristics

1. Statistical Reports
2. Annual Reports
3. Faculty Credentials

I.4 Policy Review

I.1: Identity and Self-Assessment

I.1.1 History and Mission

I.1.2 Learning Culture and Social Equity

I.1.3 Responses to the Five Perspectives

A. Architectural Education and the Academic Community

B. Architectural Education and the Students

C. Architectural Education and the Regulatory Environment

D. Architectural Education and the Profession

E. Architectural Education and the Public Good

I.1.4 Long-Range Planning

I.1.5 Self-Assessment Procedures

I.1.1: HISTORY AND MISSION

A brief history of the institution, its mission, founding principles, and a description of how that is expressed in the context 21st century higher education.

University History and Founding Principles
Created under Act 68, 1894, of the General Assembly of Louisiana, the University at Ruston has operated under four names: Industrial Institute and College of Louisiana (1894-1898); The Louisiana Industrial Institute (1898-1921); Louisiana Polytechnic Institute (1921-1970); and Louisiana Tech University (1970 - present). Act 68, 1894, provided for the establishment of "a first-class" institution designed to educate citizens of the state in the arts and sciences and in "the practical industries of the age." The school was located on 20 acres of land and in a single building, both donated by the city of Ruston.

The College opened in September 1895, with 200 students and six teachers. Work of the College was conducted in a two-story brick building consisting of eight classrooms, an auditorium, a chemical laboratory, and two offices. Shop work was taught in a small frame building. In 1897, the first commencement was held with one graduate, Harry Howard. Mr. Howard was not required to go through a formal graduation program. After his qualifications were examined. Col. A.T. Prescott, the school's first president, awarded the degree. The first graduation exercises were not held until the following year, 1898, when ten degrees were awarded in a ceremony at the Ruston Opera House.

From 1897 until 1921, the College granted the Bachelor of Industry junior level degree. On June 15, 1921, the first baccalaureate degree was granted. The State Board of Education first authorized the offering of existing graduate degrees as follows: master's degree programs in engineering, mathematics, science, and education in 1958; a specialist degree program in education in April 1967; and three doctoral degree programs in December 1967. The first doctoral degree was awarded in May 1971. The University currently offers doctoral degree programs in applied computational analysis and modeling, business administration, counseling and industrial/organizational psychology, education, engineering, biomedical engineering and audiology.

Enrollment approximates 11,200 students, and the physical campus has grown to over 130 buildings since 1894. There are approximately 260 acres on the main campus; a 472-acre demonstration farm; over 500 acres of forest land in Webster, Winn and Lincoln parishes. Louisiana Tech University leases four acres of farm and pasture lands for the animal production units and operates facilities at the Ruston Airport in support of the Professional Aviation program. Louisiana Tech University's recent construction projects have included a new Biomedical Engineering Building (2007); new Student Housing (2007-2010) and the Center for Entrepreneurship and Information Technology (to be dedicated in2010). Future projects include Tech Pointe (a business incubator, currently under construction), a new College of Business building, a new pool complex at the Intramural Center and a new Field House for the Athletics department

One of the most significant projects in the history of Louisiana Tech University is currently underway. Enterprise Campus is a 50-acre research park located on the eastern edge of the campus and adjacent to downtown Ruston. Enterprise Campus at Louisiana Tech University represents a new era for the institution, signifying the commitment that the University has made to building strong research partnerships with the private sector. Enterprise Campus will "enrich learning experiences for students, provide research synergies between tenant companies and faculty, and accelerate technology transfer through collaborations with those who are most effective at commercializing technologies. Enterprise Campus will be a vibrant extension of Tech's main campus, connecting it with downtown Ruston and creating an attractive district for business locations. It will be an open, inviting, and pedestrian-friendly complex giving all who enter the opportunity to experience the convergence of a beautiful traditional college environment with a forward looking commercial research district." Construction of Tech the new

College of Business building are the first buildings planned for Enterprise Campus.
http://www.latech.edu/enterprise/

Louisiana Tech University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; telephone number 404-679-4501) to award associate, baccalaureate, master's, and doctoral degrees. Initially accredited in 1927, the University has maintained accredited status since that date. In addition, ninety-eight percent of all academic programs eligible for accreditation have been accredited individually by respective accrediting bodies. http://www.latech.edu/academics/accreditation.shtml

University Mission
Louisiana Board of Regents' Statement for Louisiana Tech University (adopted 2008)
Louisiana Tech University recognizes its threefold obligation to advance the state of knowledge, to disseminate knowledge, and to provide strong outreach and service programs and activities. To fulfill its obligations, the university will maintain a strong research, creative environment, and intellectual environment that encourage the development and application of knowledge.

Recognizing that service is an important function of every university, the Louisiana Tech provides outreach programs and activities to meet the needs of the region and the state.

Louisiana Tech views graduate study and research as integral to the university's purpose. Committed to graduate education through the doctorate, it will conduct research appropriate to the level of academic programs offered and will have a defined ratio of undergraduate to graduate enrollment. Doctoral programs will continue to focus on fields of study in which the University has the ability to achieve national competitiveness or to respond to specific state or regional needs. As such, Louisiana Tech will provide leadership for the region's engineering, science and business innovation.

Louisiana Tech is categorized as an SREB Four-Year 2 institution, as a Carnegie Doctoral/Research University, and as a COC/SACS Level VI institution. Louisiana Tech will not offer associate degree programs. The university maintains defined standards for admission. Louisiana Tech is located in Region VII.

Louisiana Tech University Mission Statement
Louisiana Tech University is a comprehensive public university committed to quality in teaching, research, creative activity, public service, and economic development. A selective admissions university, it offers a broad range of fully accredited undergraduate degrees to qualified students in Louisiana, as well as from the region, the nation, and foreign countries. Integral to the purpose of the University is its expanding commitment to graduate-level and interdisciplinary education in its areas of strength. Louisiana Tech offers master's degrees in a variety of areas and doctoral programs in areas of specified expertise.

Louisiana Tech maintains, as its highest priority, the education of its students. To that end, it recruits a faculty committed to teaching and advising, a student-oriented faculty dedicated to preparing students to achieve their goals in a rapidly changing economic and civic environment. The University provides, in a challenging, yet safe and supportive environment, extra-curricular and athletic programs that foster and enrich the development of its students. In addition, it provides opportunities for interaction between students and the larger business and civic community. The University encourages its students to regard learning as a lifelong process.

Recognizing that research and service are fundamental to its mission, Louisiana Tech recruits and retains a faculty who see research and teaching as intertwined, complementary, and interdisciplinary and who, through both theoretical and applied research and creative activities, contribute to the development of new knowledge, new art, and new technology.

Louisiana Tech University understands its community and civic obligations. Through on-campus learning, through its off-campus presence, through outreach programs and continuing education, the University will continue to enhance the quality of life and the economic development of the region, state, and nation.

As a university with a rich engineering heritage, Louisiana Tech has a special responsibility to integrate advanced technology into teaching and learning. At Tech, advanced technology supports quality teaching, research, administration, and service. The University is committed to providing its students with the advanced technological skills that will help to ensure their success both in the internal environment of the University and in the wider surrounding community.

The University and 21st Century Higher Education
The Fisher Report
In February 2007, the Board of Supervisors for the University of Louisiana System contracted with educational consultant Dr. James Fisher to provide an institutional review of Louisiana Tech University (Tech). Dr. Fisher agreed to:

- Identify and appoint a team of persons considered authorities in higher education and experienced in conducting institutional reviews and also to serve as lead reviewer;

- Conduct an objective assessment of the general condition of Louisiana Tech University and identify opportunities for operational improvements; and

- Formulate specific recommendations that address (1) academic programs, (2) technology, (3) faculty, (4) students, (5) administration, (6) budget and finance, (7) intercollegiate athletics and auxiliary services, (8) senior officers, (9) private support and outside grants, (10) public relations, (11) governance, both Board and campus, and (12) other issues and conditions presented during the course of the Review.

In February and March of 2007, a team of higher education professionals reviewed the general condition of Tech by assessing materials and conducting on-site interviews, which were carried out on March 18-21, 2007. The purpose of the Review was to assess the condition of the University from an objective and uninvested but informed perspective. It was felt that a completely objective assessment would candidly identify and address issues affecting Louisiana Tech University and help establish a tentative agenda for the immediate future.

Before beginning interviews, team members read and evaluated materials assembled by Tech staff and position papers prepared by the President and the Vice Presidents for Academic Affairs, Finance and Administration, Research and Development, Student Affairs, University Advancement and the Graduate School. All counted, over 300 persons were interviewed including faculty, students, staff, alumni, elected/appointed officials, area residents, local business persons, members of the Board of Supervisors and Board of Regents, potential benefactors, professionals at the regional and national levels, persons selected because of special knowledge, and randomly selected persons. Interviewees were selected based on position, stratified random sample, and random sample. All interviews followed a general format that included 18 separate areas. Interviewers were to ask about each of the areas and all interviewed were advised that their opinions might be used in the final report but without attribution.

The findings of the Louisiana Tech University Review by James L. Fisher, Ltd. may be found at the following URL: http://www.latech.edu/administration/tech_institutional_review_final.pdf

The University has utilized the findings and recommendations in the *Fisher Report* to proceed with a new mission and vision for the University called *TECH 2020: Tomorrow's Tech Today.*

TECH 2020: Tomorrow's Tech Today
http://2020.latech.edu/

Mission and Vision
Tech 2020 is a roadmap for Louisiana Tech University's transition from a very good institution to a great one – one that most effectively serves the citizens of the State of Louisiana and prepares us to be competitive in this complex and rapidly changing world.

Louisiana Tech University will be recognized as a top public research university with an unparalleled integrated educational experience.

Tech in the Year 2020
Louisiana Tech will become one of America's top public research universities with highly acclaimed and award-winning faculty who value and contribute to the rich learning environment.

- Providing an educational experience for all students that integrates the best in experiential learning from the classroom to the laboratory to the living environment to the community and beyond.
- Featuring extensive interdisciplinary courses and curricula that provide unique learning opportunities and prepare all graduates to succeed in the Flat World.
- Operating an Honors College that provides students from diverse backgrounds with a highly interactive personalized learning environment that is comparable to the best of the Ivy League schools.
- Implementing strong doctoral programs that support interdisciplinary and disciplinary research in all colleges focused in areas of research strength.
- Offering graduate programs that not only provide students with high quality educational and research experiences, but that also prepare graduates to serve their organizations and communities as leaders.
- Featuring a laboratory school expanded through 12 grades - a place where students are exposed to cutting-edge learning approaches, where teachers from schools in Lincoln Parish and beyond develop new skills, and where the curricula that shape Louisiana's future PK-12 education programs are developed and piloted.
- Incorporating a Research Park that provides opportunities for faculty, students, graduates, and others to work with high-growth and high-wage technology businesses, and that serves as a magnet for the recruitment and retention of bright citizens for North Louisiana.
- Distinguishing its storied athletics program that is writing new chapters of success as an athletic champion that competes with integrity.
- Connecting seamlessly to information, resources, decision-making tools, people, communities…anyone, anywhere, anytime.
- Managing well-established service learning programs across all colleges that allow students to work together and use their newfound knowledge and skills in ways that create a better world for all humanity.
- Launching more pioneering majors (such as nanosystems engineering) that prepare undergraduate and graduate students to enter a global job market.
- Teaching and living the sustainable practices that will ensure future generations won't be burdened by toxic waste, reduced energy supplies, or lack of water.
- Connecting the campus to downtown Ruston via a green space with reflecting pond that is anchored by Green villages and a park system with a universal wireless connection in Ruston's historic cyber downtown.

Focus Areas
Tech 2020 identifies strategic focus areas for the University:

- To support high quality education from birth through life
- To enrich the learning outcomes for all students through highly integrated and interdisciplinary programs that encompass service learning and global awareness
- To build an innovative research and graduate program that is nationally prominent and aligns with Louisiana and national economic interests

Tech 2020 sets challenging goals by which the University will benchmark its progress

Graduation rate of 70%

- First-year retention rate of 85%
- 25% of first-time freshmen in the top 10% of their high school class
- 20-25% graduate students
- Triple our research productivity
- 10 patents granted per year
- 20 active tenants & five graduates per year from our Technology Incubators
- Research Park with six tenant companies
- Triple our endowment

It is the considered judgment of the Louisiana Tech University Family that an enrollment of 15,000 students would maximize the achievement of these goals.

A brief history of the School of Architecture, its mission, founding principles, and a description of how that is expressed in the context 21st century higher education.

School of Architecture Context
The School of Architecture at Louisiana Tech University is Louisiana's only professional degree program in architecture north of the I-10 corridor. Ruston, Louisiana is located at the intersection of State Highway 167 and Interstate 20, which connects Ruston to Shreveport and Dallas to the west and Monroe, Jackson, Birmingham and Atlanta to the east. Ruston is closer in proximity to the cities of Dallas, Texas; Little Rock, Arkansas; Jackson, Mississippi and Memphis, Tennessee than to New Orleans.

Serving the population of north Louisiana (over 75% of in-state students come from northern half of the state), the Louisiana Tech University's School of Architecture requires approximately four hours of car travel to its closest in-State program (University of Louisiana at Lafayette); approximately four and one half hours of car travel to the two Baton Rouge programs (Louisiana State University and Southern University) and approximately five and one half hours of car travel to New Orleans (Tulane University). By comparison, the travel time between the three programs in Baton Rouge and Lafayette is less than one hour along Interstate 10.

The observation of geographic location within the State of Louisiana is important. Louisiana Tech University and its School of Architecture not only serve the State of Louisiana but primarily, due to its location, the northern half of the State, southern Arkansas, eastern Texas and Western Mississippi. The extensive and numerous service projects undertaken by the School's faculty and students, the practice-ready graduates and summer interns who become employees of the region's architectural offices, and the professional continuing education outreach initiatives offered by the Louisiana Tech University's School of Architecture, would not be realized without its presence in the region.

Louisiana Universities with Professional Programs in Architecture

School of Architecture History/Timeline

1968 a 4+2 architecture curriculum established; Milton Pickett named first department head
1969 first students enter architecture curriculum
1976 Tom McNaulty named department head; NAAB pre-accreditation visit
1978 curriculum changed to a 5 year B. Architecture with a built-in 4 year B.A. degree; Edward V. Kemp named department head; NAAB accreditation visit
1979 Creative Continuum held for the first time with Amy Freeman Lee, Don Koberg, Robert Preusser, Peter Waldman, Rodolfo Machado and Herb Greene as participants
1980 NAAB accreditation visit
1983 NAAB accreditation visit; Peter Schneider named department head
1985 elimination of built-in B.A. degree; Creative Continuum returns as a debate between Peter Eisenman and Stanley Tigerman moderated by O. Jack Mitchell
1986 NAAB accreditation visit; Creative Continuum is a dialogue between George Ranalli and Michael Sorkin; duplicate program review by Board of Regents
1989 NAAB accreditation visit; Novem Mason named interim department head
1990 Dr. Dennis Radford named department head
1992 Students construct Habitat for Humanity house; Creative Continuum returns from a hiatus as a dialogue between Nancy Holt and Peter Pfau; students design and construct “The Cardboard House” in Creative Continuum charette with Peter Zweig
1993 Creative Continuum is a dialogue between Wellington Reiter and Susan Joy Share
1994 NAAB accreditation visit; Creative Continuum is a dialogue between Niall Kirkwood and David Wills; interior design program moves to architecture program from art department; professional-in-residence position established for architecture program; Henry Stout named interim department head
1995 Board of Regents establish School of Architecture; creation of linkage agreement with the Escuela del Habitat at the Universidad Autonoma de San Luis Potosi, Mexico; Creative Continuum is a dialogue between Perry Blake and Mark Robbins; FIDER accreditation visit

1996 Creative Continuum is a dialogue between Dr. Jay Bolter and Michael Benedikt; Board of Regents' duplicate program review begins

1997 NAAB accreditation visit; Creative Continuum is a dialogue between Dr. Larry Hickman and Dr. Alan Borkman; Dr. Kenneth Schaar receives a $5000 grant from Metal Building Manufacturers Assoc.; Board of Regents' duplicate program review ends

1998 Result of Board of Regents' duplicate program is a collaborative agreement between the four state-supported programs; Henry Stout named Director of the School of Architecture; Dr. Kenneth Schaar receives $100,000 BORSF grant to digitize William King Stubbs Architecture Archive; Dr. Kenneth Schaar and Associate Professor Robert Fakelmann receive $10,000 grant from Metal Building Manufacturers Assoc.; architecture curriculum credit hours reduced from 174 to 159

1999 Group of students under the direction of Assistant Professor Guy Carwile receives 2nd Place in the Peterson Prize competition

2000 NAAB accreditation visit; Associate Professor Robert Fakelmann and Assistant Professor William Willoughby receive $123,000 BORSF grant for a 3d digital input and output studio; Assistant Professor William Willoughby receives $21,000 BORSF grant to present a series of symposia discussing critical practice issues in architecture; School establishes the Community Design Assistance Center; group of students under the direction of Assistant Professor Guy Carwile receives 2nd Place in the Peterson Prize competition; architecture faculty select Assistant Professor Karl Puljak to serve as architecture program chair

2001 A group of students under the direction of Assistant Professor Guy Carwile receives 1st Place in Peterson Prize competition; William B. Weiner Memorial Lecture held in conjunction with Design Expo in Shreveport with Ralph Rapson as lecturer; FIDER accreditation visit; School of Architecture implements a selective admissions policy

2002 Ground broken for the reconstruction of Hale Hall; William B. Weiner Memorial Lecture held in conjunction with Design Expo in Shreveport with Brian McKay-Lyons as lecturer; architecture program's degree design project or comprehensive project changes from a traditional design-on-paper scenario to a design-construct scenario with Associate Professor Professor Karl Puljak

2003 Associate Professor Robert Fakelmann and Assistant Professor William Willoughby receive $112,000 BORSF grant for enhancing 3d studies within the design studio; fabrication/assembly shop constructed on the farm campus for the School's use; group of students under the direction of Associate Professor Guy Carwile receives 2nd Place in Peterson Prize competition; William B. Weiner Memorial Lecture held in conjunction with Design Expo in Shreveport with Barton Myers as lecturer; School establishes an enrichment week in the Fall and Spring Quarters for lectures, workshops, demonstrations, etc.; Fifth-year design students with Kinzleman Kline Gossman of Cincinnati, Ohio participate in a master planning charette for the City of Ruston

2004 Creative Continuum hosts a dialogue between Hani and Karim Rashid; William B. Weiner Lecture held in conjunction with Design Expo in Shreveport with Robert Hillier as lecturer; request made to Board of Regents to reconfigure architecture curriculum from 5-year B. Architecture program to a 4-year B.S. in Architectural Studies program and a 1-year M. Architecture program; School occupies the reconstructed Hale Hall; group of students under the direction of Associate Professor Guy Carwile receives 3rd Place in Peterson Prize competition

2005 Louisiana Board of Regents approves and establishes new Master of Architecture (30 credit hour professional degree program) and Bachelor of Science in Architectural Studies (138 credit hour pre-professional degree program); NAAB accreditation visit; student complete; students complete construction of a picnic pavilion at Lincoln Parish Park and a bunkhouse for the Louisiana Methodist Children's Home; group of students under the direction of Associate Professor Guy Carwile receives 1st Place in Peterson Prize competition. Karl Puljak named as Interim Director

2006 Associate Professor Kevin Stevens to serve as Architecture Program Chair; Students complete construction of first house in collaboration with Habitat for Humanity. Robert Fakelmann and Assistant Professor Michael Williams receive $142,000 BORSF grant for full scale CNC fabrication equipment (CNC router, CNC plasma cutter, CNC milling center) for the fabrication/assembly shop; Robert Fakelmann and Troy Malmstrom receive $43,000 from the

Louisiana Tech Student Technology Fee Board (STFB) for a laser cutting system; group of students under the direction of Associate Professor Guy Carwile receives 2nd Place in Peterson Prize competition; School receives Curricular Award from the American Democracy Project for service learning projects

2007 First graduate of the new Master of Architecture program; students complete construction of second house in collaboration with Habitat for Humanity; School receives $19,000 for an artificial lighting laboratory; group of students under the direction of Professor Guy Carwile receives Honorable Mention in Peterson Prize competition. Karl Puljak named as Director

2008 Students complete construction of third house in collaboration with Habitat for Humanity; two graduate students complete first "digitally fabricated" project; School receives a $3,700 STFB grant for a digital surveying system and a $10,995 for a 3-D scanner; Grambling State University concludes its course offerings of Statics and Strength of Materials, Steel/Wood Structural Design and Reinforced Concrete Design to Louisiana Tech University architecture students: Structures coursework for architecture students commences on the Louisiana Tech campus in Spring quarter

2009 Instructional Policy Committee at Louisiana Tech University approve a series of course additions, changes and deletions in the Bachelor of Science in Architectural Studies program; students complete construction of fourth house in collaboration with Habitat for Humanity (Louisiana's first LEED certified house outside of New Orleans, a silver rating); Professor Robert Fakelmann and Michael Williams receive $141,000 BORSF grant for digital prototyping and scanning within the design studio; Lisa Mullikin receives a $12,450 STFB grant for a heliodon; one of three national panelists in the Walter Wagner Forum at the 2009 AIA National Conference in San Francisco; School collaborates with Department of History to plan summer study abroad opportunities (Florence and Berlin)

2010 School recognized in *Architect Magazine* as a program "that excels in Design/Build;" last student in Bachelor of Architecture professional degree program graduates; students complete construction of fifth house in collaboration with Habitat for Humanity; initiated Berlin study abroad program with sixteen students participating; School recognized in *Architect Magazine* as a program "that excels in Design/Build"

School of Architecture Vision Statement
http://www.arch.latech.edu/SOAhome.htm
Existing in two places - the physical setting of north Louisiana and in part electronically through the Internet - the School of Architecture brings together educators, students, lecturers, practitioners and interested public to mutually collaborate in an architectural education that blends tradition and innovation with craft and technology in order to impact its region and operate globally.

More specifically, this entails:

- *Providing educational opportunities for multiple constituencies through undergraduate and graduate degree programs, post-professional certificate studies, continuing education programs, service-learning initiatives, domestic and international study tours, public lecturers and symposia, and exhibitions.*
- *Providing educational opportunities that value collaboration, and involve the life-long student of architecture in the continual discovery and understanding of the production of architecture as a multi-discipline design and cultural practice.*
- *Contributing to architecture and architectural education through leadership and participation in research, creative work, community service, and professional organizations.*

School of Architecture Mission Statement
http://www.arch.latech.edu/SOAhome.htm
Recognizing that architecture is one of the basic or root arts in human culture, the primary mission of the School of Architecture is ***to provide an accredited professional degree program in architecture that is reflective of the architect's role as the primary shaper and steward of the built environment throughout the life cycle of its buildings and communities****. Additionally, the School of Architecture acknowledges that the conscientious making of the built environment is a collaborative endeavor, and consequently its secondary mission is to provide accredited degree programs in allied fields of study that share responsibility for influencing and effecting the nature and quality of the built environment.*

More specifically, this entails:

- *Teaching architecture in a manner that places a premium on design excellence understood as transcending mere utility to meet intellectual, aesthetic and spiritual needs.*
- *Teaching architecture with an emphasis on design excellence informed by ethics and an appreciation of the cultural, social and physical contexts.*
- *Teaching architecture by placing value on design excellence as the preservation of the environment, the maintenance of sustainable growth and change, and the embodiment of appropriate cultural patterns, values and forms*
- *Teaching architecture through understanding the relationship between what has been and what could be, and investigating both the timeless and the topical as measures of design excellence.*
- *Teaching the critical theoretical framework and skills necessary to challenge current methods and paradigms of practice in architecture and its allied fields.*
- *Teaching architecture and its allied fields within the context of the liberal arts and sciences by stressing the integration of knowledge from other disciplines in a process of design comprised of analysis, synthesis and production.*
- *Teaching architecture through School supported travel to regionally, nationally and internationally significant sites and places.*

Architecture Program Mission Statement
http://www.arch.latech.edu/Programs.htm

To provide a comprehensive and uncompromising, balanced and demanding education in the ***art*** *(poetic expression),* ***craft*** *(technical processes) and* ***practice*** *(professional services) of ethical building through the polytechnic tradition of "hands-on" experiences and empirical learning that prepares an individual to be an architect who engages the community in the fullest sense of the term.*

The School of Architecture and 21st Century Architecture Education
Strength 1: The School of Architecture is among the leaders of the University in community service and outreach.

Character, leadership and service are the attributes that a liberal arts education seeks to instill within a student. The program's liberally-technical curriculum provides an armature for utilizing these attributes to address societal needs through a commitment to "hands-on" experiences. Historically, the program has utilized numerous projects that engage its students with "hands-on," community service experiences, which serve as models of a pro-active profession that leads in shaping the built environment and responding to societal conditions. Two primary of this effort have been the School's tenth consecutive

year of **Community Design and Construct** projects and the establishment of the **Community Design Assistance Center**.

If state and national eminence rests on the ability of students to produce quality design and enhanced service-learning, even higher eminence rests on the capacity of those students to utilize those capabilities to improve the quality of people's lives. The School's **Community Design and Construct** educational strategy emphasizes a pedagogy in which capstone projects demonstrate student abilities to integrate design skills with knowledge of "materials and methods," while serving the common good. With financial support from corporations, municipal agencies and non-profit organizations (including Habitat for Humanity), the School of Architecture has successfully designed, fabricated and constructed 19 projects over the past ten years that evidence these abilities. Project range in scale and scope from outdoor classrooms to include four uniquely designed houses in collaboration with the local Habitat for Humanity chapter. Together, these projects account for over $700,000 in construction costs and have enabled the School of Architecture to become a regional leader in design-build community service. The results of these efforts have been presented at over 15 regional and/or national conferences with articles of the constructions published in venues as wide-ranging as *Imagine: The Magazine of Louisiana Philanthropy* (Summer 2005), *Architectural Record* (September 2006), *Crit: The AIAS Journal* (Fall 2006), *suckerPUNCH* (2008), *Summer Institute for Architecture Journal* (2008), and *Dwell.com* (January 2010).

Secondly, the **Community Design Assistance Center** (CDAC) has successfully completed over 80 community design assistance projects, and its campus component, the University Design Assistance Center has successfully completed over ten campus planning facility design and projects. CDAC was established in Louisiana Tech's School of Architecture to provide service-learning opportunities for students and to support our communities by envisioning design issues and promoting economic development throughout northern Louisiana. The expanse of CDAC's outreach encompasses nearly every parish in the northern half of the state and has been the presented at over 15 regional and/or national conferences, including winning a Curricular Award through the American Democracy Project (2006) and being selected as one of three national panelists in the Walter Wagner Forum at the 2009 AIA National Conference in San Francisco. Now in its third year, a long-term public awareness, planning and design initiative, named the *SOCA Project*, will aim to assist and support an underserved neighborhood on the southern edge of the University campus.

Both the Community Design/Construct and CDAC offer the students in the School of Architecture an opportunity to understand and to partake in the complexities of "the real" with real clients, real projects, real budgets and real time. These experiences within a University education have served the students (and the communities they serve) well and communicate the obligations, the privileges and the opportunities inherent within the profession's societal responsibilities.

Strength 2: Through several grant awards, the School of Architecture is among the leaders nationally of digital design, craft, prototyping and fabrication.

The School of Architecture's leadership in advanced technology among state-supported schools is evidenced by its advances in information processing and dissemination, and project delivery. This emphasis on "digital" craft directly supports the "hands-on" pedagogy of its programs. The School of Architecture was the first state-supported architecture programs in Louisiana to create an in-house computer lab (1991); network all facilities (1995); offering on-line courses through the *Southern Regional Electronic Campus* (1998); digitizing the *King Stubbs Archive* (BoRSF 1997-1998); offeri *Shared Electronic Symposia on Practice Issues* (BoRSF 2000-2001); provide a *Digital 3-D input and Output Studio* (BoRSF 2000-2001); develop a *Studio for Enhanced 3-D Studies and Rapid Prototyping* (BoRSF 2003-2004); adopt a "state-of-the-art" infrastructure with the Hale Hall reconstruction (2004); developing a *3-D Digital Fabrication and Assembly Studio* (BoRSF 2006-2007); introduce "state-of-the-art" *laser cutting technology* with University support (2006); enhance existing 3-D modeling and 3-D scanning capabilities

of *3-D Laser Scanner* with University support (2008) and *The Digital Prototyping Studio Upgrade and Enhancement* (BoRSF 2008-2009); and utilize and deploy "Maker Bots" in the studio/classroom to self-generate 3-D printers (2010). This combination of BoRSF awards and University support has enabled the School of Architecture to sustain a leadership role in teaching innovative technologies that are shaping the 21st century architectural practice.

The School of Architecture's digital pedagogy is modeled after emerging paradigms for the 21st century architectural practice in which data is extrapolated from small hand-built models, refined and prototyped for evaluation, and realized through full-scale digital fabrication. It places the School in the unique position to bring digital craft technologies that drive a real-world leading edge practice to students of architecture and into the regional practice community. This endeavor of linking technology and architecture students to the State's professionals is sustained with a reliable state-of-the-art infrastructure through which the technological skill-sets of a 21st century workplace can be nurtured, enabling the School of Architecture to build an educational thread at the professional level. It will further enable the School to sustain its commitment to promote technological literacy in higher education, the community, and the profession.

The School of Architecture is a primary architectural/educational resource for area practitioners and regional communities. A long-term impact of this technology is currently being realized as the School expands its service-learning relationships by sharing the benefits of this technology with the municipalities, school boards, neighborhoods and non-profit organization that may benefit from implementation of the School's digital craft technologies. Regional practitioners who have neither the exposure nor the economic resources to engage this technology would experience its benefits first-hand—their relationship with the School will be enhanced as students and practitioners work together to advance the state of the art. Regional communities, through the Community Design Assistance Center and the Community Design and Construct programs, would receive design services and built projects which would utilize digital technologies, resulting in more innovative, efficient and, potentially, more economical solutions.

The ability to extend the School of Architecture's instructional and technological resources beyond the limits of the university is directly linked to the inherent capabilities of its infrastructure. The School's rapid-prototyping technology lends itself to an evolving digital culture which is fundamentally changing architectural project delivery. Expensive technologies are sometimes slow to penetrate the professional market. While this technology's potential for economic development will be initially realized through the School's service-learning relationships, its real economic potential will be realized as more of the School's graduates will have the necessary "hands-on" skill, which make investing in this technology a viable option for local, regional and state firms.

The School of Architecture and *Tech 2020*

As an academic unit in the College of Liberal Arts, the School of Architecture and its Architecture Program are preparing to serve as a vital contributor to the University's *TECH 2020* plan. Over the next several months, the University, the College and the School will begin another round of discussions in more clearly identifying and establishing the criteria, the benchmarks and the spirit of the new University mission through an initiative called the *2010 Roadmap*. It has been established that the most primary of requirements to fulfill the School of Architecture's contribution to the *TECH 2020* initiative is to maintain its standing as an accredited program with the NAAB. Additionally, the School of Architecture will seek to address its new strategic and long-range planning in concert with the *2010 Roadmap* and *TECH 2020*.

Activities and Initiatives Demonstrating Program's Benefit to Institution

The School serves the University in several direct ways. Through its community outreach projects through CDAC and the Community Design and Construct, the School has provided very tangible evidence of its commitment to the Institutional mission of "recognizing that service is an important function of every

university, Louisiana Tech provides outreach programs and activities to meet the needs of the region and the state." In the *TECH 2020* roadmap, the University clearly identifies service as a key component to implementing its mission by "[m]anaging well-established service learning programs across all colleges that allow students to work together and use their newfound knowledge and skills in ways that create a better world for all humanity." The University has, through plan and through action, demonstrated a commitment to a vital "town/gown" relationship with the City of Ruston. The School's work through community design charettes, design proposals and construction activities continues to provide an important contribution to Tech/Ruston collaboration. In nearly all of Louisiana Tech University's promotional materials, the activities of the School of Architecture are documented and communicated to alumni and friends of the University. Listed below are examples of recent postings which feature contributions of the School of Architecture:

> Serving Learning and TECH 2020:
> http://2020.latech.edu/theme_two_outcomes.shtml
>
> Recognition in Center for Academic and Professional Development
> http://www.latech.edu/capd/service%20learning.shtml
>
> Recognition in *News @ Tech*
> http://news.latech.edu/2010/04/07/school-of-architecture-recognized-for-program-excellence-by-national-publication/

CDAC's work on what has been dubbed the *SOCA Project* will serve as a long-term commitment to an underserved neighborhood and neighborhood in our city:

> The *South of California* (SOCA) community is an impoverished community in Ruston, Louisiana. The community is adjacent and immediately south of the Louisiana Tech University campus. This proximity provides a unique, local, in-need community that is readily accessible and can be served by the School of Architecture. There are very few design professionals in Ruston and the surrounding communities that can serve these residents. *from the SOCA Strategic Plan*

The constructed projects in the community, including five recent houses designed and built by students of the School of Architecture in cooperation with Habitat for Humanity assist in elevating the University's prominence in the area of service and student learning. Louisiana Tech was recently named to the *2009 President's Higher Education Community Service Honor Roll* through the Learn and Serve America program. This honor is clearly due to the efforts of the faculty whose projects were submitted as exemplary service-learning projects at Louisiana Tech, including the work of the School of Architecture. The School also presents regularly at the University workshops and at the University of Louisiana System "Learn and Serve" conferences as a representative of Louisiana Tech University. Most significantly, a presentation of the *SOCA Project* was one of three selected for the 2009 Walter Wagner Forum, entitled *Architectural Education in a Complex World: How Diversity in Preparing our Future Practitioners*, in San Francisco, which was supported by the AIA, EPN, ACSA and the AIAS.

The School also participates directly in serving the University with research, design and construction projects to enhance the campus experience. The **University Design Assistance Center**, through the Division of Finance and Administration, supports two to three School of Architecture students and a faculty member to assist the University in architectural programming, visualization and schematic design on future renovations and new construction on the University campus:

University Design Assistance Center (UDAC) Projects - 2005-10

- Schematic Design and Computer Visualization for George T Madison Auditorium
- Conceptual Design, Schematic Design, and Construction Documents for Spirit Park
- Programming, Conceptual Design, and Computer Visualization for the Student Achievement Center in Wyly Tower
- Schematic Design and Computer Visualization for improved Parking behind Nethken Hall
- Conceptual Site Master Plan and Building Design Massing Study for a new Applied and Natural Sciences Building
- Conceptual Design and PowerPoint Presentation of a University Research Park
- Outdoor Space Improvements and repair of Retaining Wall for the Visual Arts Building
- Combined Exploration of CAB and CAB Annex Connection and a new CEnIT Research Facility
- Conceptual Design, Final Design, and Construction Administration of the Adaptive Reuse of the Old Lincoln Parish Library into the Enterprise Center and Business Incubator

Because the University does not utilize the services of a University Architect, the work of UDAC fulfills a very important part of improving the physical appearance of the University through research, planning and design. Additionally, the pre-design and programming work of UDAC assists the University in becoming a better, more informed client as these projects move toward professional design services and eventual construction.

A final component of the campus outreach work is a series of smaller design/build projects implemented by students and faculty. The most recent example of this activity is the design, fabrication and construction of three benches for the Shakespeare Courtyard in the George T Madison Building. These benches utilized the digital equipment of our fabrication and assembly building.

Benefits Derived to the Program from the Institutional Setting
The Architecture Program utilizes its context as a member of a medium-sized campus and student body very well. The proximity of nearly all forms of college life (academics/research, co-curricular activities, etc.) allows faculty and students the opportunity to participate in activities outside of Hale Hall, the home of the School of Architecture. The University, with its significant changes in infrastructure, new degree programs, unique degree programs, national recognitions and interdisciplinary spirit supports the School very well.

While the idea may sound nostalgic to outsiders, the reality of the “Tech Family” runs quite strongly throughout the campus. This phenomenon is described in the 2007 *Fisher Report*:

> *One cannot help but be impressed by how many members of the Louisiana Tech community refer to the “Tech Family.” This terminology and a spirit of unity pervade faculty, staff, and administrators, as well as many students. A number of students talk about the closeness of the campus and the feeling that someone knows and cares about their progress at the University…. Louisiana Tech is a campus where faculty, staff, and administrators use the pronoun “we” far more that the pronouns “I” and “they.” There is a general feeling that everyone is part of the success. Everyone sacrifices, everyone shares resources….”*

The outcome of this spirit is a genuine sense of community and collaboration among the people of the University. The School of Architecture strongly benefits from the University’s active support of interdisciplinary research, work and activities which mutually enhance student learning and faculty opportunities. Identified below are examples within the School, College and University that indicate how the architecture program benefits from its institutional context.

INTERIOR DESIGN PROGRAM

As an important component in the School of Architecture, the Interior Design Program is supported by and approached as a complementary education, discipline, and practice to architecture. In addition to sharing all facilities (studios, classrooms, equipment, information resources), both programs share much of the freshman and sophomore level curriculum including design, drawing, architectural history and computer applications courses. In the junior and senior levels, advanced courses in building systems are offered School-wide. Opportunities in the upper-level studios and the Community Design Assistance Center to work with architecture students and other stakeholders on projects (both real and speculative) reinforce and strengthen the unique skill-sets of the interior design student.

Perhaps the most vital component of the relationship between the Interior Design and Architecture Programs is the School's faculty. Although there are historically two full-time faculty designated specifically to the instruction of Interior Design in the School, all full-time architecture faculty engage in the pedagogy of Interior Design Program through School-wide coursework instruction, through discipline-specific (interior design-only) instruction, and through formal and informal participation in workshops, reviews, and events of the Interior Design Program. The Interior Design Program's close association to the Architecture Program is considered an asset to both programs.

SCHOOL OF ART

The School of Art and the School of Architecture have remained close partners within the College of Liberal Art. Since the dissolution of the School of Art and Architecture in 1995, both Schools collaborate in multifaceted ways. At a curricular level, academic courses in the School of Art, primarily in the subjects of Sculpture and Art History, have served as elective credits in the matriculation of students in both the pre-professional (BSAS) and professional (M.Arch) programs.

Both Schools share and utilize the Art and Architecture Workshop on the University's South Campus. The Workshop provides facilities for programs in the Foundation Design, Printmaking, Sculpture, Ceramics, Architecture and Interior Design. The Art and Architecture workshop serves as an important facility to the missions of both Schools and is utilized by well over one hundred art and architecture students over an academic year. In Fall 2009 the School of Art and the School of Architecture collaborated on a BoRSF Grant to upgrade a portion of the equipment inventory in the Workshop's Metal and Wood labs in an effort to provide students more precise and more portable equipment. The emphasis on the portability of the new equipment was to significantly enhance School of Architecture's ability to work on Community Design and Construct projects and for the School of Art to enhance its ability to develop site-specific and public art projects. While the grant was unsuccessful in 2009, the Schools will continue to seek potential funding sources for this equipment enhancement. The two Schools, with assistance from the College of Liberal Arts were able to purchase a new, professional-grade table saw with enhanced safety features in Summer 2010.

The Schools have also collaborated on a three-week travel program to Paris, France. Offered to students of the School of Architecture and administered by the School of Art, this study abroad opportunity, called *The French Quarter*, is traditionally offered during the first three weeks of April. Artistic and collaborative relationships among faculty within both Schools have further enhanced the bond between two of the largest units in the College of Liberal Arts.

DEPARTMENT OF HISTORY

Over the past two years, the School of Architecture and the Department of History have collaborated to establish two new study abroad opportunities for the students of Louisiana Tech University. On alternating summers, the faculty of architecture and history will sponsor six-week excursions to Berlin and

Florence. Sixteen students (fourteen Architecture students) and three faculty (two Architecture faculty) participated in the inaugural Berlin program in June/July 2010.

PSYCHOLOGY DEPARTMENT
All undergraduate students in the School of Architecture (architecture and interior design majors) are required to take Environmental Psychology (PSYC 455) to fulfill not only one-third of the Social Science requirement of the University's General Education Requirements, but also to address NAAB's Student Performance Criteria and CIDA's Standards. Additionally, faculty of the Psychology Department have worked with several student teams of the Community Design and Construct projects by facilitating in group dynamic workshops and seminars.

COLLEGE OF ENGINEERING
All undergraduate students in the Architecture Program are required to take Structural Systems I and II (ARCH 341/343), courses taught by a Professor of Civil Engineering and an Instructor of Civil Engineering. Additionally, several faculty members in the College of Engineering and the School of Architecture have shared equipment and technology to facilitate research and pedagogy. Faculty members have collaborated on white paper proposals. Students of the School of Architecture have assisted the College of Engineering with design proposals for a new facility housing the College's Freshman Integrated Curriculum.

CEnIT
Students of both academic units in the School of Architecture have participated in the Louisiana Tech University's Center for Entrepreneurship and Information Technology's (CEnIT's) Innovative Product Design course (ENTR 430). Students of the School of Architecture have assisted the CEnIT not only with preliminary design proposals for the new facility (located in the former Visual Arts Building) but were also involved in the design and construction of the temporary CEnIT space in the University's Student Center in 2001-2002. The new CEnIT building (to be dedicated in late 2010) will provide faculty offices and conference rooms for professors from throughout the university, including the School of Architecture, who have provided collaborative discussions on the value of design, technical assistance in analog and digital fabrication and have a member of the faculty serving on the CEnIT's strategic planning committee. The School of Architecture intends to actively collaborate in future CEnIT initiatives.

ENTERPRISE CAMPUS
Two of the School of Architecture's faculty participated in the master planning sessions and remain on the committee for assessing the design guidelines for Enterprise Campus. The School of Architecture envisions many opportunities for involvement, collaboration and potential leadership as the programs, buildings and activities of Enterprise Campus evolve into synergistic place for innovation and new ideas.

The Enterprise Center, housed in the former Lincoln Parish Library and adjacent to the main campus, was designed by CDAC and was constructed in 2005. Housing the Louisiana Tech Technology Incubator and the Technology Business Development Center, one Center's significant offerings to campus and public life is hosting art and design exhibitions each month. These exhibitions, which feature faculty and student work from the Schools of Art and the School of Architecture, offer a venue to display of new and retrospective work to the community.

AE PHILLIPS LABORATORY SCHOOL (AEP)
The School continues to foster a relationship with the administration, faculty and students of the K-8 school on the University campus. Recent activities with AEP include:

- AIAS members participating in an annual pumpkin carving context and exhibition with AEP students.

- Graduate architecture students designing and fabricating recycling facilities to support the AEP's curricula and to bring student awareness about issues of waste.

Currently, the School is coordinating with AEP's art instructor in the implementation of an Architecture Unit as elective credit for sixth and seventh grade students. This eight-week program is currently underway and will involve members of the AIAS and ASID as well as several instructors in the School of Architecture. Activities within the Architecture Unit include tours of Hale Hall, the campus and local landmarks, a survey architectural terminology, identification of architectural components, design of a small scale project, design reviews with faculty and students and an exhibition of the final work of the AEP students in Hale Hall.

While it is clear that all of these relationships benefit all parties, it is the context of our institution that provides these opportunities to occur. There is a clear intention among the School's administration, faculty and students that our programs will continue to "move towards the center" of campus life and remain a key contributor and recipient of synergies created by sharing and collaborating.

It is also clear that the University remains committed to the long-term success of the School of Architecture and its programs. The University has committed significant resources for the reconstruction of Hale Hall. The iconic structure on the campus has become the unofficial symbol for the University. The faculty offices, instructional classrooms and student workspaces are some of the finest at Louisiana Tech and within the State. The University has also dedicated funds to support the digital fabrication component of the program with the construction of fabrication and assembly workshop and with the support, through matching funds, of hardware and software for the facility. Despite very difficult economic times for the State of Louisiana and the Institutions resulting in a large number of open faculty positions remaining unfilled, the President has granted permission for the School to fill two of the three open positions for the 2010-2011 academic year. These observations, placed within the context of the University, places the School of Architecture in a very privileged position, both as a place and within the Louisiana Tech family.

Program's Course of Studies and how it encourages the holistic development of young architects through both liberal arts and practicum-based learning.
The architecture program's curriculum has continued to evolve over the past twenty years. During its evolution, the program has sought to maintain an educational context in which a design-oriented professional education is emphasized: a design-oriented professional education which accentuates the interrelated influences of history, theory, physical and cultural context, technology, and practice on the form and quality of buildings; values the important traditions, methods and concerns of the discipline; and expects that program's graduates will apply and extend these in their practice of the discipline.

Ultimately, the program educates architects who do architecture in the fullest sense of that term: architects who accept responsibility for their primary obligation as the shapers of the physical environment; recognize their influence and effect on the nature and quality of those environments; and are aware of their obligations, status, and roles as professionals. This intention has always imposed and continues to impose a set of corollary responsibilities, expectations, and capabilities on the program's curriculum. This of standards is discussed in *Section II.1: Student Performance Criteria*.

I.1.2 LEARNING CULTURE AND SOCIAL EQUITY

On Learning Culture
A college or university is often defined by the traditions, values, and principles established by its leaders over the course of many years, and how effective those leaders were in infusing these concepts into the culture of the institution. Over time, these concepts become the cornerstone of the institution's identity and the pillars upon which its mission and vision is built. They should also comprise a large part of the students' personal character as well as serve as a guideline for future generations.

The Division of Student Affairs at Louisiana Tech University has developed twelve guiding principles, or tenets, that exemplify the qualities that Tech students should possess upon graduating from this institution. It is expected that students will conduct themselves according to these tenets during their academic careers at Tech and, after graduating, continue to personify these tenets in their personal and professional lives. In essence, these tenets become more than ideas to be learned; they become a moral and an ethical compass with which to navigate through life.

The Tenets of Tech are as follows:

1. Confidence (confisio)
2. Excellence (bonitas)
3. Commitment (commendo)
4. Knowledge (agnitio)
5. Integrity (integritas)
6. Respect (adsurgo)
7. Leadership (ductus)
8. Loyalty (fides)
9. Enthusiasm (studium)
10. Caring (affectus)
11. Hope (spes)
12. Pride (spiritus)

Using the *Tenets of Tech* as the context for issues of studio culture, faculty and students have discussed the issues outlined in the AIAS documents on studio culture since the previous accreditation visit. The most recent version of the School's evolving document on studio culture occurred during the Spring 2010 quarter in ARCH 361: Theories Special Topic I, resulting in a video presentation entitled *Studio Culture in Hale Hall*. From the video and ongoing discussions among students and faculty, the current version of the *Statement on Studio Culture at Louisiana Tech University* is below:

Statement on Studio Culture at Louisiana Tech University (2010 version):
This is our chance to describe the valuable things we all believe and share in the studio experience at Louisiana Tech University. But any statement we make should address the totality of learning environments at use in architectural education, which include the classroom, the studio, the campus, and the community too—but we must never forget the people. For the students of ARCH 361, Winter 2009-2010, all who engaged in the workshop on studio culture (which was everyone) were excited to articulate their understanding and set forth their visions on crafting a statement on studio culture. Over many years a unique learning environment has grown at the School of Architecture, much of it is worth preserving and protecting, because each one of us knows that:

Without our students, we have no future as a profession
Without our classmates, we have no voice
Without Interior Design, we lack a valued professional ally
Without our professors, we have no mentors
Without our colleagues, 23 lack inspiration and support in teaching, research and service
Without our administrators, we would lose our leadership and representation
Without our staff, who would we turn to for administrative assistance and maintenance?
Without our facilities, we lack a place to learn and consider home

Without our technology, we cannot strive to be cutting edge
Without our university, we lack support and governance
Without our community, we lack a reason to act as citizens and serve those in need
Without our alumni, we offer no legacy to the profession
Without our people, we are nor a community

> "To design a healthy studio culture, we have laid forth five essential values: optimism, respect, sharing, engagement, and innovation."—excerpt from the AIAS Studio Culture Task Force Report, 2002

> "A college or university is often defined by the traditions, values, and principles established by its leaders over the course of many years, and how effective those leaders were in infusing these concepts into the culture of the institution."—excerpt from the First Year Experience at Louisiana Tech University, the "Tenets of Tech"

At Louisiana Tech University, "studio culture" means more than just studio. We are all dependent on each other. As part of our experience, we must each—as professors, administrators, staff, students, and guests—promote a setting where optimism, respect, sharing, and engagement come full circle to strengthen us as a community at Louisiana Tech University. Bringing these four habits home, we can see how each fits to form a part of the Tenets of Tech, something that we all share as member of the "Tech Family." So,

Optimism includes hope, confidence, and enthusiasm;
Hope - Belief in future experiences and growth opportunities.
Confidence - A sense of self.
Enthusiasm - Excitement for personal characteristics and future opportunities.

> Smile, be serious, and have fun.
> Can't never could do. So never say "can't" - Always think "do!" Never be intimidated by a task—see every task as a challenge you must overcome and always envision a positive outcome to your work. If you can imagine the end result of your work, you can make it happen just by working it through.
> There is no need to be up all night working. Manage your time effectively and efficiently; by remaining focused on your goal, you can achieve more than you might imagine (and in less time).

Respect (a Tenet of Tech) includes caring, pride and acknowledgement of others' beliefs though personal interactions;
Caring - Affinity for beauty, performing arts, and human culture.
Pride - A sense of self-respect.
Respect - Acknowledgment of others' beliefs through personal interactions.

> Treat your fellow classmates with respect and care as individuals. Your professor wants you to achieve your best work; act with an air of dedication to your class and your project! As a class, cooperate with each other and offer everyone the respect they deserve. Compete only against yourself.
> A strategy for handling minor grievances and concerns will be developed to give students, faculty, and others a chance to be heard and seek respect in a respectful way and though a process of mutual respect.

Sharing includes integrity, knowledge, and loyalty;
Integrity - Ability to defend, evaluate, or question one's own beliefs.
Knowledge - Understanding of ideas based on actual experiences.
Loyalty - Faithfulness to values, commitments, and responsibilities.

> Remember, each of us cares about success—you, your classmates, your professors, and the university administration. Success is the result of the maximum utilization of your given abilities. Do all you can to be positive, respectful to others, helpful when there is difficulty, diligent in your work, and supportive of others in their efforts.

Engagement includes commitment, excellence, and leadership.
Commitment - Accept responsibility as a citizen of the University.
Excellence - Appreciation for first-rate experiences.
Leadership - Guidance through service, involvement, and mentoring.

> The School of Architecture is committed to offering leadership to its community and assistance to individuals in our community. We offer architecture to others as both a product and a service. A person's actions express the quality and character of the service offered. Don't just consider what you get done, but the effectiveness and attitude with which you do it.

Also, Graduate students have a special position and role of leadership in the program, through both their work ethic, peer mentoring, and involvement in the functioning of the program as Graduate Assistants.

Last but not least, sometime each year, all stake holders—students, faculty, administrators, and others—will assess the relevancy of the studio culture policy revise it to fit the contemporary needs of our School.

The *Statement on Studio Culture at Louisiana Tech University* will serve as an evolving document and will be annually discussed and amended, as necessary, by the Administration and Curriculum Committee, which consists of faculty and students in the School of Architecture, including the Director, the Program Chairs, the Coordinators, and members of the AIAS and ASID. The Studio Culture policy is prominently posted in Hale Hall and posted on the School's website.

Policies of Academic Integrity: Academic Honor Code
http://www.latech.edu/documents/honor-code.pdf

Academic integrity at Louisiana Tech University is based upon and encompasses the principle of honesty, fairness, respect, responsibility, and excellence. Through the active pursuit of academic integrity, the University strengthens the value of the education and degrees that students seek to earn. Conversely, misconduct tarnishes the reputation of Louisiana Tech University and discredits the accomplishments of current students as well as graduates. Consequently, the University expects that all members of its academic community will demonstrate honesty and integrity in all academic relationships.

The purpose of the Honor code is to articulate and support the interests of Louisiana Tech University in maintaining the highest standard of conduct in academic affairs. This policy has been developed to provide students and faculty with guidelines to determine what behaviors violate the honor Code and procedures for dealing with behaviors alleged to be in violation of the Code.

Honor Code Statement (included in all School of Architecture syllabi)
Being a student of a higher standard, I pledge to embody the principles of academic integrity.

The Academic Honor Code succinctly describes (1) the types of violations, including *cheating*, *falsification*, *stealing/unauthorized access* and *handling or using unauthorized devices and/or violating behaviorial testing instructions*; (2) the reporting of an Honor Code violation; (3) the structure and role of the Honor Council; (4) the procedures of the Honor Council; (5) Honor Council sanctions; (6) the procedure for appeal; (7) the role of the Administrative Review Board; and (8) the effectuation of any censures.

On Social Equity
Admissions (2010-11 University Catalog)
Louisiana Tech University assures equal opportunity for all qualified persons regarlgess of race, sex, sexual orientation, religion, color, national origin, age, disability, marital status, veteran's status in admission to the University.

Disability Services and Accessibility
Housed within the Division of Student Affairs, the Louisiana Tech University Office of Disability Services

(ODS) is committed to facilitating the self-advocacy of students with disabilities in order to experience full participation in all activities, programs, and services of the university. The ODS serves as a resource center for the university community and acts as a liaison between students and faculty, as well as with community agencies. The Office of Disability Services functions to provide information, reasonable accommodations, and other assistance to students and applicants at Louisiana Tech University. Services provided through the ODS are open to students with qualifying documented learning, physical, or psychological disabilities.

The ODS operates under the principle that no qualified student or applicant for student status shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity which the university sponsors or operates. It also serves to ensure that benefits and services to individuals with disabilities are provided in the most integrated setting appropriate to the person's needs and are equally as effective or equivalent to those provided to other university students. http://www.latech.edu/ods

Additionally, the ODS provides an Instructor Reference Guide, addressing the American with Disabilities Act and Section 504 Guidelines, as well as general statements to the faculty about the instructors' roles in communicating with students (and vice versa) at the beginning of an academic term to assure that necessary accommodations are met to fulfill the potential of all students.

Similarly, the *Manual of Policies and Procedures* clearly delineate institutional positions on accessibility and serving students with disabilities. The following policies are referenced as evidence of the institutions compliance.

Americans with Disabilities Policy **Policy 1433**
http://www.latech.edu/administration/policies-and-procedures/1433.shtml

Classroom Accessibility **Policy 2209**
http://www.latech.edu/administration/policies-and-procedures/2209.shtml

Students with Disabilities **Policy 2210**
http://www.latech.edu/administration/policies-and-procedures/2210.shtml

Employment (2010-11 University Catalog)
Louisiana Tech University is committed to the principle of providing the opportunity for learning and development of all qualified citizens without regard to race, sex, sexual orientation, religion, color, national origin, age disability, marital status, veteran's status for admission to participation in, or employment in the programs and activities which the University sponsors or operates. The President of the University has established the policy that all employment practices will be continually monitored to ensure that all University administrators, deans, directors, department heads, and other budget unit heads take positive action in complying with the goals of equal employment opportunity.

Policies and Procedures for Grievances Related to Harassment and Discrimination
Louisiana Tech University has created *Policy Procedures for Addressing the Issues Concerning Sexual Harassment* which is part of the *Student Handbook* created by Judicial Affair within the Division of Student Affairs. The document contains the University's statement on sexual harassment and the procedures for resolution of sexual harassment complaints.
http://www.latech.edu/documents/appendix_f.pdf

Similarly, the *Manual of Policies and Procedures* clearly delineate institutional positions on issues of harassment and discrimination. The following policies are referenced as evidence of the institutions compliance. All faculty must annually communicate with the University to inform them of their awareness of the content of the *Manual*.

Policy Procedures for Addressing the Issues of Sexual Harassment **Policy 1436**
http://www.latech.edu/administration/policies-and-procedures/1436.shtml

Procedures for Resolution of Sexual Harassment Complaints **Policy 1437**
http://www.latech.edu/administration/policies-and-procedures/1437.shtml

Harassment **Policy 1438**
http://www.latech.edu/administration/policies-and-procedures/1438.shtml

Discrimination **Policy 1439**
http://www.latech.edu/administration/policies-and-procedures/1439.shtml

Age Discrimination **Policy 1440**
http://www.latech.edu/administration/policies-and-procedures/1440.shtml

Retaliation **Policy 1441**
http://www.latech.edu/administration/policies-and-procedures/1441.shtml

Employee Training **Policy 1442**
http://www.latech.edu/administration/policies-and-procedures/1442.shtml

Nondiscrimination Policy Statement for Educational Programs **Policy 2222**
http://www.latech.edu/administration/policies-and-procedures/2222.shtml

Diversity Among Faculty/Staff and Students
As stated in the School's Strategic Plan, Objective 1.2 seeks to "recruit and retain a diverse, high quality faculty. Objective 1.3 seeks to "establish a quality staff capable of servicing the diverse needs of academic programs, students and faculty of the School." As the University, College and program implement the plans and goals of *TECH 2020*, the aim for diversity will continue to be a priority in student and faculty recruitment.

The School's faculty demographics (architecture and interior design) have changed somewhat from those of the NAAB accreditation visit in 2005. At that time, the faculty consisted of thirteen full-time positions and one full-time professional-in-residence position. In 2005 the positions were filled by ten males and four females. During the 2009-2010 academic year, the program's faculty consisted of fifteen full-time positions (which includes the Director and the Associate Dean of the College of Liberal Arts), one acting Assistant Professor (non-tenure track), one Professional-In-Residence and two part-time instructors. During the 2009-2010 academic year**,** the full-time tenure/tenure-track positions (including administrative positions) were filled by thirteen males and four females**.**

For the 2010-2011, the School sought to fill three open positions in the School of Architecture, filling two of these positions. The Faculty search committee consisted of two students and five faculty (three male/two female). Of the search pool for these architecture positions, over 90% of the applicants were identified as male and no applicants were identified as Black/African American, American Indian or Alaskan Native, Asian, Native Hawaiian/Pacific Islander. The School will continue to strongly emphasize that gender and ethnic diversity among the faculty are important considerations in subsequent searches. The School competes for faculty with universities in more populous settings, with the architectural profession, with places and regions that possess more professional-related opportunities and with programs with more financial incentives.

It is worth noting that the School's faculty represents geographic, age and professional diversity reasonably well for a small faculty. Of the current faculty only two have received professional educations in architecture from Louisiana Tech University. Only one faculty member has received all degrees from Louisiana Tech. The School is pleased to have a three faculty members with Master of Fine Arts educations and one faculty member with a Master of Landscape Architecture. The School continues to

endeavor to find ways to achieve a faculty that provides multiple perspectives and backgrounds to provide our students and School with diversity and plurality.

On issues of student diversity, the chart below describes the professional (M.Arch) and pre-professional (BSAS) programs' demographics within the University Context (with the change in professional degree nomenclature in 2005 as the primary reason for the disparity of student numbers in the Architecture Program between the range of dates within the data below):

TOTAL ENROLLMENT OF ALL UNDERGRADUATE STUDENTS BY RACE/ETHNICITY

	UNIVERSITY		ARCH. Program		UNIVERSITY		ARCH. Program	
	F 04	F 04	F 05*	F 05*	F 09	F 09	F 09	F 09
UNIVERSITY TOTALS	male	female	male	female	male	female	male	female
AM. INDIAN/ALASKA NATIVE	28	30	1	0	16	11	0	0
ASIAN OR PACIFIC ISLANDER	38	29	0	0	39	28	1	1
BLACK/NON-HISPANIC	679	804	3	0	509	592	10	3
HISPANIC	98	67	0	0	63	59	5	1
WHITE, NON-HISPANIC	3523	3187	19	17	2916	2597	85	44
OTHER	116	65	0	0	171	85	3	3
DECLINED /DID NOT SUPPLY	329	325	2	0	859	803	10	7
TOTAL	**4811**	**4507**	**25**	**17**	**4573**	**4175**	**114**	**59**

*1st cohort of BSAS students: F 2005

TOTAL ENROLLMENT OF ALL GRADUATE STUDENTS BY RACE/ETHNICITY

	UNIVERSITY		ARCH. Program		UNIVERSITY		ARCH. Program	
	F 04	F 04	F 06*	F 06*	F 09	F 09	F 09	F 09
UNIVERSITY TOTALS	male	female	male	female	male	female	male	female
AM. INDIAN/ALASKA NATIVE	2	7	0	0	1	8	0	0
ASIAN OR PACIFIC ISLANDER	6	6	0	0	5	4	1	0
BLACK/NON-HISPANIC	85	360	0	0	95	371	2	0
HISPANIC	12	17	0	0	5	9	0	0
WHITE, NON-HISPANIC	315	953	0	1	358	974	7	5
OTHER	409	140	0	0	245	94	0	0
DECLINED/DID NOT SUPPLY	21	40	0	0	106	241	0	0
TOTAL	**850**	**1523**	**0**	**1**	**815**	**1701**	**10**	**5**

*1st cohort of MARC students: F 2006

I.1.3: RESPONSES TO THE FIVE PERSPECTIVES

A. Perspective One: Architecture Education and the Academic Context

The architecture program was established with a philosophical premise that as part of the university it should establish connections with other academic disciplines to ensure that the students in the program are exposed to a broad range of ideas, issues and specialized ways of thinking, researching and providing service to their communities. These connections consequently represent the primary means through which the conditions of this perspective are met.

Firstly, the philosophical premise is made manifest by the program's curriculum that requires 38% of the 168 credit hours, as undergraduate and graduate course work, to be taken outside the professional core courses, utilizing the specialized and highly qualified faculties existing within the University's other disciplines. Louisiana Tech University's faculty ensure that the program's students are held to the same standards of intellectual growth and rigor that students in other disciplines within the institution are held to in pursuit of their respective educations.

Likewise, the program's faculty is part of a larger University community of educators, researchers and scholars that is inclusive of a wide range of discipline. The University, in order to administrate this academic community in a manner that nurtures and supports excellence, has set guidelines and policies for assessing faculty performance, hiring new faculty, mentoring junior faculty, and promoting or tenuring faculty. Adherence to the established guidelines and policies has enabled the architecture program to hire and retain a highly qualified and competent faculty that is reflective of the professional standards expected and required by the University in achieving the University's mission and the program's mission. In doing so, the architecture program, through its leadership in service learning initiatives and its willingness to collaborate across disciplines, has become a respected contributor and important asset within the University context.

Secondly, the philosophical premise is additionally made manifest through the numerous activities and programs the faculty and students participate in that connect the discipline of architecture with the University's intellectual and social life. Examples of these activities and programs are:

- Sharing of workshop with the School of Art
- Utilizing faculty from other disciplines as participants in the design studio mentoring groups
- Offering a lecture series to the University
- Offering planning, design assistance, and construction assistance on various campus projects through the School of Architecture's Community Design Assistance Center (CDAC) and Community Design and Construct (ARCH 425/435, formerly ARCH 473/480/490)
- Providing the services of the University Design Assistance Center (UDAC) for addressing campus design issues and support for the University's Colleges and academic units.
- Coordinating study abroad programs to Berlin and Florence with the Department of History
- Participating and co-sponsoring the University's Shaping the 21st Century series, lectures, exhibitions, concerts and panels on India, China, Russia, Latin America and Sustainability/Stability

During the 2000 NAAB visit one of the activities of the School of Architecture was in the planning and design assistance of a vacant Tolliver Hall as an extension of the University's Student Center. In the Fall of 2003, construction was completed on a renovated Tolliver Hall. The preliminary work of the School of Architecture was instrumental in the realization of this project. Since the 2005 accreditation visit, additional projects, including the establishment of the Bulldog Achievement Resource Center (BARC); the renovation of the 12th and 13th floors of Wyly Tower; the future planning of Prescott Library; and the preliminary design of the new CEnIT building, were assisted by the time and attention of faculty and students of the School of Architecture.

Thirdly, this philosophical premise is also extended to the governance of the University through the participation of the program's faculty in the University Senate and on various committees established by the University, College, and School. Additionally, the program's students have extended the premise to the University's intellectual and social life by their participation in the Student Government Association, Union Board, honoraries, Greek and campus service organizations.

Fourthly, this University has in place and supports an infrastructure that nurtures the intellectual resources of the architecture program in a manner consistent with the premise. The University provides faculty and staff with numerous development activities such as workshops, short courses and seminars on a variety of topics - sexual harassment, distance learning, service learning, strategic planning and assessment through the Center for Academic and Professional Development; with clerical and technical support for grant preparation through University Research; and with information resource availability through Prescott Memorial Library's on-site collection, document retrieval and inter-library loan services. In addition, through a concerted effort on the part of instructors of the Programs' history and theory coursework, an online image library has been created to assist students and faculty.

B. Perspective Two: Architectural Education and the Students

The architecture program exists within an institution that is recognized for the general quality of its range of academic offerings and for the inherently personal quality of its academic and educational environment. The program, as a result, has been created to provide its diverse student body with a rich mosaic of experiences for exploring the essentially personal nature of architecture. These experiences exist within a curriculum and teaching/learning environment which fosters individual development, and which places a strong emphasis on critical thinking and intellectual curiosity as vehicles for the development of a personal approach to architecture. The interaction of the University's commitment to excellence, the program's mosaic of experiences, and the program faculty's intention to educate architects who do architecture in the fullest sense of that term represent the programmatic characteristics which ensure that the conditions of the second perspective are met.

The initial opportunity to explore the personal nature of architecture is through the architecture program's curriculum. The program's curriculum enables each student to utilize 24 credit hours (nine undergraduate and thirteen graduate) of directed electives to individualize the curriculum to fit a personal agenda. A student in the program can utilize the directed electives to initiate pursuit of a second baccalaureate degree, to obtain a minor, or to develop a concentration other academic areas.

Also, by utilizing the program's curriculum requirement of 400 clock hours of practical experience and/or community service students can enhance the development of knowledge and skills unique to themselves and supportive of their individual learning agenda. The program expects its faculty as part of its academic advising responsibilities to assist students in establishing their individual learning agenda by providing advice and counsel on knowledge, skill development and career opportunities; and by encouraging students to utilize the University provided services available at the Career Planning and Placement Center.

The individual student and the program's faculty are only two of the parties involved in establishing an informed environment in which individual and collective learning agendas can be effectively created and pursued. The third party is the program itself. The responsibility for informing the program's students and faculty about the profession of architecture is one the program accepts and addresses both inside and outside the curriculum.

Inside the curriculum, professional issues such as requisite knowledge and skills, alternative careers, changing practice scenarios and specialization of talent are presented and discussed in the required professional practice course sequence (Arch 471, 481 and 548) and the variable topic professional practice seminar elective (Arch 511). Outside the curriculum, the program utilizes its lecture series, domestic and international field travel, invited project reviewers, exhibitions, a video and resource library, and student organizations as venues for student access to information associated with the current and

future context of practice and the work of allied design disciplines.

Student organizations (AIAS, USGBC Students, ASID, Tau Sigma Delta, NAWIC, a previously active NOMAS chapter), additionally, are the conduits the School utilizes to receive student concerns or issues regarding the collective learning agenda of the program's student body. Also, the student organizations serve as testing grounds for those students in the program that seek to assume leadership roles both now and later in their professional careers.

The student body is directly involved with many of the decision-making activities within the Architecture Program. Each of the Program's committees and task groups has two voting student representatives (one from the Architecture Program and one from the Interior Design Program). These decision-making bodies include:

- Administration and Curricula Committee
- Human Resources Committee
- Human Resources Development Committee
- Physical and Information Resources Committee
- Enrichment Task Group (Lectures/Exhibitions)
- Computer Applications Task Group
- Shop and Safety Task Group
- Studio Culture Task Group

Additionally, representation from the AIAS serves on the Architecture Program Advisory Council and the School's Strategic Planning Group.

Students' direct involvement in the short- and long-term goals of the School of Architecture and its Architecture Program not only create a greater sense of ownership for the student body but are also valuable for the faculty in these Committees and Task Groups.

Student organizations, enhancement activities, curriculum electives, and involvement with the developing Architecture Program create a mosaic of educational experiences that nurture a student's distinctiveness, self-worth and dignity while celebrating the inherent diversity of the School's student body. This diversity enriches the educational experiences of both the students and faculty, and, therefore, the University and the School are committed to providing equal opportunities to learn through cooperating with, assisting, or sharing decision making with those who may be different from themselves. This commitment is evidenced by the University's equal opportunity policy published in the *University Catalog* and by the program's utilization of group projects in studio and non-studio courses to create opportunities for students to develop the skills to work in teams, critical thinking and reasoning skills related to clarifying and solving problems.

Additionally, the issue of studio culture has been a source of discussion on many levels within the School since the last NAAB visit and since the publication of *The Redesign of Studio Culture*, more recently, *Towards an Evolution of Studio Culture*. As a result of these discussions, the Architecture Program remains engaged in creating a positive learning environment for its students.

The idea of Student-Centered Community Service has been an important component of the Program. This component of architectural education adds to dispelling the misconception that learning is a product passively transferred between instructors and students and reshapes it into a notion that learning is a collaborative endeavor, jointly owned by student and teacher. Learning is now shared equally by all participants. The acquisition of knowledge is the direct result of applying skills to community design problems – learning is extracted by student effort and action. In this scenario, students learn how practice is applied and ultimately how knowledge is acquired by doing.

By establishing a "learning fellowship" between students and instructor, projects are no longer hypothetical instruments of architectural education but are tangible – real clients, real places, real needs,

and real problems. Thus, learning is cast in a new light: no longer passive and self-centered, learning becomes collaborative and generous. When community service is tethered to learning, students discover that the skills acquired during their professional education have value when applied to the solving of real problems set forth by clients in need. Since the previous NAAB visit, two primary venues were established to engage in Student-Centered Community Service:

Students of the Architecture Program's design/construct project sequence (ARCH 415/425; formerly ARCH 473/480/490) use their fourth year to select issues of importance, interview user groups (local communities, parish school boards, non-profit organizations), design, fabricate and construct projects for community enhancement. By using this team approach to problem solving of a comprehensive project, students experience the entire process of ideation through construction. The work of the students over the past ten years has been lauded by University, and civic and business leaders and has made a substantial contribution to the City of Ruston and Lincoln Parish.

The establishment of the Community Design Assistance Center in the Fall of 2000 has created opportunities for students throughout the Program to participate in providing planning and design services for communities and groups throughout Louisiana. While CDAC serves the School of Architecture's mission of community outreach, it also serves as laboratory for undergraduate student research, faculty teaching, and unique situations for student learning. This intertwines service and learning into one center. CDAC is a unique opportunity: community service and teaching are combined so as to enhance student learning. This consolidates the ongoing tradition at the School of Architecture to expose students to "real world" design problems and hands-on experience through community design projects.

1. Over the past several years there has been in a discussion of evolving the policy of access to the School of Architecture facilities. Hale Hall utilizes key fob technology to allow all students who take studio courses in Hale Hall to have secured access to the spaces and facilities. The School does not offer a 24 hour policy on the use of the facility: the safety and welfare of our students, instilling the values time management, property protection, and energy management have contributed to the decision to maintain the current operational hours of Hale Hall, balanced with meeting student need to access the facilities and to maintain the studio as the primary place for discourse, communication and work. The facility operates Monday through Sunday from 7:30 a.m. until 2:00 a.m., with 24 hour access to Hale Hall for the week prior to final project due dates.

2. All studio projects are due a week prior to the end of classes to allow time for students to focus on final examinations and work in other courses.

3. Practitioners review professional concentration design studio work through mid-quarter critiques and end-of-the-quarter reviews. The practitioners not only advise students on their work but also provide instructors an assessment of the students' preparedness for the profession.

4. Initiated in Summer 2004, the School of Architecture has experimented with collaborative professional concentration design studios between the Interior Design and Architecture Programs. This collaborative opportunity reinforces the need for these two professions to share skill sets and break down stereotyped barriers. Among the collaborations during the current accreditation cycle has been the development of housing design prototypes for the members of the New Orleans Gert Town community that was affected by Hurricane Katrina.

C. Perspective Three: Architecture Education and the Regulatory Environment

This perspective asks the program to prepare its students for the transition to internship and licensure, and, by extension, to assure the public that its graduates have a level of competence in a wide variety of knowledge and skills related to an architect's professional responsibilities to society and the architect's role therein. By offering a comprehensive and balanced curriculum, the program's coursework has been conceived, developed, and refined to ensure that the conditions set forth in this perspective are met.

Specifically, the program's curriculum requires 138 credit hours of coursework to complete the pre-professional Bachelor of Science in Architectural Studies and 30 credit hours of coursework to complete the professional Master or Architecture requirements. Students are introduced to "the three E's" of pursuing architectural licensure (Education, Experience, Exam) and the collateral organizations which regulate the profession of architecture in ARCH 131 (Architectural Theory). Embedded within these 168 credit hours is a required three course sequence (ARCH 471, 481, 548) devoted to examining and discussing internship, registration/licensure, practice and professionalism.

ARCH 471 introduces students to internship requirements by inviting the state's IDP coordinator to make a presentation to the class, and a faculty member serves as IDP education coordinator for the program. Additionally, the students of ARCH 471 learn about the organization of architectural firms, trends in practice, and career paths associated with the profession. One of the projects in ARCH 471 requires a case study analysis of an architectural office, requiring the students to set up a meeting with an office, to visit the firm, to inquire about the firm's organizational structure, to meet the firm's principals, associates and interns (as appropriate) and to synthesize the findings into a class presentation.

ARCH 481 presents material focused on project and design management. Seeking to develop insights into the methodology of project delivery, ARCH 481 explores multiple issues that surround architectural practice topics, including an architect's legal responsibilities, building economics, the legal context of architecture (registration, contracts, codes), practice organizations and office management, professional internship rights and responsibilities, project delivery, scope of architectural services. Additionally, ARCH 481 seeks to develop insight into aspects of architectural practice by reading the writings of practicing architects, reviewing *AIA Contract Documents*, and encountering writings on professional practice.

ARCH 548 examines the idea of professionalism and an inherent code of conduct or ethics. Through the venue of a seminar, the students of ARCH 548 discuss classic readings on ethics and consider the contemporary architectural practice, the role of the architect and professional judgment, ethics in the context of sustainability and environmental stewardship, and social justice.

The three-course sequence, with its focus on professionalism, is coupled with the degree requirement to complete 400 clock hours of practical experience and/or community service to offer the program's students two different vehicles for examining the process of becoming an architect. The coupling assures that the student has a sound preparation for the transition to internship and registration based on thoughtful discussion within the academy and purposeful experience outside the academy.

The School has identified an IDP Education Coordinator. In addition to serve as a liaison between the students and the State Registration Board and NCARB, the Coordinator serves to offer opportunities to present additional communications (posters, websites, workshops and presentations) to the School and its students. The Coordinator facilitates the School's connection to the regulating bodies. The important role of the IDP coordinator is discussed in more detail in Section I.2.1 Human Resources & Human Resource Development

D. Perspective Four: Architectural Education and the Profession

The program emphasizes architecture as an aspect of general culture, and building as a primary human act. Within this, the program stresses that the role of the architect is as shaper of the human habitat, and that this requires the architect to practice both doing the right things and doing of things right. These programmatic characteristics, together with the program's compliance with the NAAB Performance Criteria, assure that the conditions of this perspective are met.

Positioned within the College of Liberal Arts, the architecture program relies on the general education requirements to form a foundation on which the program's students build an ethic of social responsibility that will inform their practice of the discipline as professionals. The program's professional practice course sequence (Arch 471, 481, 548) builds on the foundation by exploring the concept of professionalism itself and examining the issues facing the profession today.

The conditions of this perspective are also met by the degree requirement that the student complete 400 clock hours of practical experience and/or community service prior to awarding the degree. This degree requirement allows students the opportunity to experience first hand the diverse and collaborative roles assumed by architects in practice or community service; the interplay between architecture and its allied disciplines; and the application of professional ethics in the conduct of business or service.

The architecture program amplifies what is experienced and learned within the curriculum and the practical experience/community service requirement in creating notions of professionalism by utilizing the lecture series, various field trips, and external reviewers of the professional level design projects. These opportunities provide the student with external verification of the everyday display of professionalism offered by a faculty composed of approximately one half licensed/registered architects.

Additionally, the architecture program was fortunate to be a site within the state for AIA Louisiana Meetings during academic year. The meetings are set up by AIA Louisiana and include participation by the AIA Louisiana President and Executive Director. The meetings serve as a continuing dialogue between the regions practitioners in northern Louisiana, educators and AIA Louisiana in manner that would be informative to all parties and the state's architectural students. AIA/Louisiana plans to continue these meetings every year, and the architecture program will remain an active participant in the continuation of them.

The architecture program maintains connections with the AIA chapters in Alexandria, Monroe, and Shreveport, encouraging each chapter's involvement in the life of the School of Architecture by offering CEUs for attendance at the lecture series; having chapter members serve on the program's Advisory Council, soliciting chapter member participation in community-based design charettes, mock employment interviews, and portfolio reviews. The School's operating budget and discretionary monies enable the School to provide group travel opportunities to the annual AIA/Louisiana Design Conference, AIA/Louisiana Celebrate Architecture or other professional meetings within the region.

From 2008-2010, the Director of the School of Architecture has served as the AIA-Monroe Chapter President, as a member of the AIA Louisiana Executive Board, and Chair of the Education Committee. The Director, the School's faculty, and the students have presented to the Monroe, Shreveport and Alexandria chapters and have collaborated on projects and activities. Examples of these collaborations include an annual "firm crawl (in Alexandria, Monroe or Shreveport)," the realization of an AIA "Blueprint for America" grant with AIA Shreveport entitled "Social Technology as a Foundation for Sustainable Communities," and field trips to Monroe's G.B. Cooley House (only "prairie-style" house in Louisiana).

Lastly, the School of Architecture Strategic Planning Group and Architecture Program Advisory Council consists of individuals within the professional design community with keen insight, innovative ideas, strong organizational skills, and established personal contacts with people in architecture and its allied arts. Members of these bodies are representative of the diversity of the School's stakeholders and assist the School and its programs' missions through the development of educational and professional opportunities that impact the students, faculty and profession.

E. Perspective Five: Architectural Education and the Public Good

The architecture program is comprehensive and balanced, rigorous and demanding. It concentrates on the interrelated influences of history, theory, physical and cultural context, technology, sustainability and practice on the form and quality of buildings in their physical and cultural environments. It accentuates the historical traditions of both the discipline and its fundamental concerns, methods and practices: the constants which have historically accommodated themselves to changes in culture, technology, ideology, and the environment, and which have served to reconcile these changes and the ethical requirements of the discipline. In stressing the constant as the reciprocal of change, it provides the student with a valid method for addressing change, and a framework and set of values within which change may be considered. These programmatic characteristics ensure that conditions of the fifth perspective are met.

Character, leadership, and service are the attributes that a liberal arts education seeks to instill within a student. ARCH 548, as discussed within “Perspective Three: Architecture Education and the Regulatory Environment,” addresses issue of the role of the architect and his/her ethic role within the profession and within society. The term “Citizen Architect” is discussed in architectural theory coursework. The program’s liberally - technical curriculum provides an armature for utilizing these attributes to address societal needs through a commitment to “hands-on” experiences. Historically, the program has utilized numerous projects that engage its students with “hands-on,” community service experiences, which serve as models of a pro-active profession that leads in shaping the built environment and responding to societal conditions. Two examples of this effort since the 2005 NAAB accreditation visit have been a strong and sustained investment in the Community Design and Construct and the Community Design Assistance Center (CDAC), described in I.1.1 Identity and Self Assessment. The work of students and faculty within the realms community outreach and service learning is considered by the School to be its strength.

Both the Community Design and Construct and CDAC offer students of the School of Architecture an enhanced awareness and understanding of the role of architecture as a vital cultural and social agent. Students are provided a significant opportunity to enhance their abilities to address the complexities of the “real world” through contemplative and deliberative actions, assuring their acceptance of the profession’s societal responsibility. By doing so, the students leave their mark on our community and its people.

I.1.4: LONG RANGE PLANNING

The process for self-assessment is both continual and well developed within the architecture program. The program has, in many respects, been the object of an almost continuous process of review since it initially requested an NAAB Advisory Visit in 1976. It has responded to the concerns, recommendations, suggestions, and criticisms of approximately twenty discrete, external review teams, with the most recent being the 2005 NAAB visit.

The University in preparation for the 1994 SACS visit instructed each academic unit to begin a formal assessment procedure of its academic, research, and public service activities. Additionally, the University charged each academic unit with the preparation of a five-year plan. The plan is central to the University's budget review and allocation process and to its strategic planning process in order to ensure that it is offering effective education and support programs to its students, faculty, and staff.

The architecture program in developing its 1996-2001 Strategic Plan involved student-faculty task groups and a strategic planning group composed of alumni and non-alumni practitioners. These diverse groups worked both independently and collectively in preparing and revising the adopted strategic plan, and the strategic planning group has continued to monitor the program's progress relative to the plan's constituent parts.

In developing the 2002–2007 Strategic Plan, the Director convened a reconfigured Strategic Planning Group consisting of alumni and non-alumni practitioners, faculty, and students. The Strategic Planning Group began meeting quarterly in 1999, and initially worked on assessing the progress being made and refreshing the 1996 – 2001 Strategic Plan. From this initial work, the 2002–2007 Strategic Plan began to take shape, and ultimately became the document included in this Architecture Program Report.

The 2002-2007 Strategic Plan was reviewed and accepted by the University's administration, and currently it is reviewed and refreshed annually by the School's Strategic Planning Group. As currently configured, the Strategic Planning Group consists of the Dean of the College of Liberal Arts, Director of the School of Architecture, Program Chair of Architecture, Program Chair of Interior Design, Foundation Level Coordinator, Professional Concentration Coordinator, President of AIAS, President of ASID Student Chapter, and 3 members from each Program Advisory Council.

Tech 2020
At the conclusion of the 2007 planning period, discussion from the University administrators began of the *Tech 2020*. As the University established the vision and mission for the institution, the Divisions of Academic Affairs, University Research, Finance and Administration, University Advancement, Student Affairs, Enrollment Management and the Graduate School have developed key focus areas and benchmarks for the University. In doing so, the Division of Academic Affairs has worked with the University's Colleges (Applied and Natural Sciences, Business, Engineering and Science, Education, Liberal Arts and the Graduate School) to identify how each academic unit of the University will contribute to these focus areas and benchmarks. The School of Architecture, as a School in the College of Liberal Arts, has been in discussion with the Dean, Associate Dean and the other units in identifying roles and opportunities within *Tech 2020.*

Due to the evolution of the *Tech 2020* Strategic Plan, the School of Architecture's 2002-2007 Strategic Plan has been extended and modestly amended over the past three years in the School's preparation to utilize and to fully participate in *TECH 2020*. To reach this goal, the University is currently developing the *2010 Roadmap* to guide the University community towards the fulfillment of its long-range goals.

The 2010 Roadmap
*TECH 20*20 in 2010 is the University President's initiative to renew, refresh, and refocus the original *TECH 2020* strategic plan to ensure that the University stays in tune with academic, economic, and research trends in the State, region, and nation. The *TECH 2020* Steering Committee, appointed by the

University President, has been reviewing *TECH 2020* and assessing current and future issues that can be viewed as strengths and challenges to Louisiana Tech University.

The Steering Committee has developed a "Roadmap" for *TECH 2020* in 2010 to serve as a starting point for discussions among the constituents of the University. Initially, seven Focus Areas have been identified as critical to sustaining the University's growth and economic viability: Recruitment, Retention, Student Success, Enrollment, Diversity, Institutional Partnerships, and Research & Development.

To facilitate campus-wide discussion and to foster broad-based engagement with University President's initiative, the Steering Committee has developed a preliminary list of implementing strategies, actions, agents, and target dates under each of the Focus Areas. This Roadmap is designed to be the catalyst for discussion, brainstorming, developing strategies, and assessing outcomes with a view to improving and enhancing the University. As such, the Roadmap is a living document, subject to revision and open to creative problem solving. The Roadmap is designed to be a catalyst for discussion, brainstorming, developing strategies, and assessing outcomes with a view to improving and enhancing the University.

Current progress of the working groups for the *2010 Roadmap* can be view on the University website: http://2020.latech.edu/tech_2020_in_2010/working_groups.shtml

The Program's Mission Statement and Long-Range Planning

The mission statement for the architecture program contains three dimensions – **art**, **craft** and **practice** of ethical building – that may be assessed or measured to establish the progress being made in fulfilling its mission. The School and the architecture program rely on a survey instrument to gather data on these three dimensions from graduating students and alumni, and from project evaluation forms completed by external reviewers participating in the final project reviews for the professional concentration studios.

The data collected from the graduating students and alumni, who responded to the survey in 2008-2009 and 2009-2010, suggest that the program's mission is being fulfilled as 100% of the respondents indicated they were satisfied with their level competency in each of the three dimensions. As positive as the results of the survey have been for the past two academic years, the results of the previous project evaluation forms are only marginally different. In 2008-2009, for example, the external reviewers assessed 88% of the projects reviewed as being competent in each of the three dimensions of the mission statement. The external reviewers assessed 88% as competent in the art, 94% as competent in the craft, and 100% as competent in the practice of ethical building.

The architecture program has responded to the three dimensions of its mission statement and continues to evolve its responses to these dimensions through its studio pedagogy, support courses, facilities and digital technology, and enrichment activities. Examples of the evolving responses are the design-construct projects undertaken in ARCH 415 – 425 (formerly in ARCH 480 – 490) which require students to apply their knowledge of the art, craft and practice of ethical building; the expansion of a model and prototyping shop within Hale Hall and enhancing the tools and facilities of the fabrication/assembly shop on the farm campus; the establishment of course content associated with examining and exploring the application of rapid-prototyping technologies to the art, craft and practice of ethical building; and the connecting of the School's lecture series to each of the mission's dimensions.

Strategic Plan

1.0 Human Resources:

Students
The 1996-2001 Strategic Plan set a goal of establishing an architecture program with a "critical mass" of 175 FTE architecture majors by 2001. In the 2001 Fall Quarter, the FTE major headcount stood at 228 architecture majors. In preparing the 2002-2007 *[and through 2010]* Strategic Plan, the Strategic Planning group looked at this growth against the goal of building "a quality collaborative educational community

comprised of life-long students of architecture". To this end, a strategy was devised to stabilize the undergraduate FTE architecture major headcount at 216 majors through the implementation of a selective admissions policy. Implemented with the entering class of the 2001 Fall Quarter, the selective admissions policy has been an effective enrollment management tool. The 2009 Fall Quarter FTE architecture major headcount was 173 in the pre-professional BSAS program, 8 in the professional Bachelor of Architecture program (to be concluded in December 2010), 15 in the Master of Architecture program with an additional 10 FTE pre-architecture major headcount, for a total of 206 in the degree programs.

The School of Architecture and its architecture program have begun to implement other strategies to achieve Objective 1.1 of the 2002-2007 *[and through 2010]* Strategic Plan. The School's website has been modestly redesigned in 2009 for the benefit of prospective students, and the School has begun to carefully monitor the faculty-student ratios in its course offerings that reflect the optimal ratios to effectively teach architecture's requisite knowledge and skills.

Faculty
The 1996-2001 Strategic Plan set a goal to continue the diversification of the faculty, and this remains present in the 2002-2007 *[and through 2010]* Strategic Plan's Objective 1.2. The School of Architecture made modest progress on the gender, racial and ethnic diversity of its faculty between 1996-2001, and the progress has continued since 2001. During the 2009-10 academic year the architecture program faculty had two tenure-track positions filled by females with one holding architectural licensure. Additionally, the interior design program had two tenure-track positions held by two females, each with licensure with an Indian national holding an undergraduate degree in architecture in addition to a terminal degree in interior architecture. The School will continue to work hard at identifying potential candidates that offer further gender, racial and ethnic diversification; to recruit potential candidates, and, finally, to offer competitive employment packages, in light of current economic difficulties that have become a reality in higher education in Louisiana, including Louisiana Tech University.

Staff
The 1996-2001 Strategic Plan set a goal to provide adequate, qualified support of the School's information technology and construction/model shop infrastructure, and this remains present in the 2002-2007 *[and through 2010]* Strategic Plan's Objective 1.3. The School of Architecture and its architecture program have implemented one of the strategies identified by the Strategic Planning Group to utilize the School's graduate assistantship monies to utilize students from the new professional program in architecture (M.Arch) to provide local area network, rapid, and digital prototyping support. Currently, the School utilizes the services of four graduate assistantships.

The School of Architecture had sought a means of providing supervision and maintenance of its various shops with a staff position. It was suggested by the Strategic Planning Group that an assistantship position(s) be utilized. The School of Architecture now utilizes one graduate assistant position to assist with routine maintenance and extended operational hours of the fabrication and assembly workshop on the University's south campus. Additionally, the School of Art provides a graduate assistant to extend the operating hours of the Art and Architecture workshop. Most significantly, Schools of Art and Architecture receive technical support through the services of a half-time staff position to maintain the Art and Architecture workshop.

Additionally, the Strategic Planning Group in the 2002-2007*[and through 2010]* Strategic Plan felt there was a staffing need to address the cataloging and maintaining of the School's analog and digital image collections. Consequently, in the 2003-2004 academic year, the School of Architecture utilized two student workers to accomplish these tasks under supervision of Digital Image Collection task group. This process has largely been concluded and met. The only pending item would be considering digitizing the VHS video tapes to a DVD format; however, due to the quality of the VHS images and the availability of most titles available on DVD, this activity has been placed on hold.

2.0 Human Resource Development:

The 1996–2001 Strategic Plan had only two goals in this area: to emphasize improvements and innovations in the instructional capabilities of the School's faculty, and to develop research initiatives that support the School's mission and enhance the undergraduate programs within the School. As the Strategic Planning Group reviewed the 1996–2001 Strategic Plan, it realized that the two goals had essentially been accomplished through the School's continued pursuit of State of Louisiana Division of Historic Preservation's H.A.B.S. documentation grants, and the University's acquisition of the courseware application Blackboard. Additionally, the Strategic Planning Group realized that the 2002-2007 *[and through 2010]* Strategic Plan needed to have a more expansive goal and, consequently, formulated the goal "to maximize the potential of both the educational community and each individual within it".

The School of Architecture and its architecture program have implemented many of the recommended strategies for accomplishing the Strategic Plan's stated objectives for human resource development. The School of Architecture has prioritized its operating budget to support the faculty's opportunities for presenting scholarly, or exhibiting creative, work in regional, national and international venues; established a rotating schedule of field trips to various locations within Louisiana, the region and nation; encouraged faculty and staff to participate in University-offered training and professional development programs; recognized student achievement through an annual recognition reception at the end of the Spring Quarter; and disseminated the School's achievements through the University's and School's websites, local/regional newspapers, and *ACSA News*; and utilized *ARRIS*, the School's online newsletter. Over the past two years, however, the travel funds have been restricted University-wide in an effort to address reductions due to State mid-year budget cuts to higher education. The School, with the support of the College of Liberal Arts and the University President, has been able to offer travel opportunities to its faculty even within a challenging economic context, including participation in such venues as the 2009 ACSA Administrators Conference in St. Louis, the 2009 AIA National Conference in San Francisco, and the AIA Grassroots Conference in Washington, DC.

Prior to the formulation of the 2002-2007*[and through 2010]* Strategic Plan, the School of Architecture established policies and procedures for workload, annual evaluation, and research/creative work that are consistent with those established by the College and the University. The School's Human Resource Development committee has been charged with reviewing and refreshing these policies and procedures during the 2010-11 academic year.

3.0 Physical and Information Resources:

The 1996-2001 Strategic Plan had two simple goals: to provide the necessary hardware and software to support the School's computer policy, and to provide the necessary tools/equipment to support the architecture program's commitment to craft and its tradition of "hands-on" experiences. Both goals were achieved by the end of 2000-2001 academic year in the estimation of the Strategic Planning Group; therefore, the focus shifted in the 2002-2007 *[and through 2010]* Strategic Plan to establishing objectives and strategies that expanded on what was achieved through the 1996-2001 Strategic Plan.

The School of Architecture has achieved Objective 3.1. As experienced by the 2005 visiting team, there has been significant qualitative and quantitative enhancement of the School's facilities through the completion of the reconstructed Hale Hall, and the Fabrication and Assembly Shop. The reconstructed Hale Hall has been furnished and equipped with all new furniture and equipment replacing furniture and equipment purchased over the years since 1973. Additionally, the School continues to utilize the thirteenth floor of Wyly Tower for foundation level design and drawing.

The Strategic Planning Group recognized that in reaching for the School's vision of "existing in two places," the School would need to convert its non-digital or analog images into an accessible digital image library to facilitate the delivery of course on- or off-line. This resulted in Objective 3.2 and several strategies for achieving the objective. The School has implemented two of the strategies and the number of retrievable digital images in the library has increased significantly since 2005 NAAB visit. The School

established a Digital Image Collection Task Group, purchased as server, digitized slides, and purchased the *EmbARK Gallery System* collection management system. The School now has over 27,000 digital images accessible to students via password access.

Objective 3.3 focuses on strengthening the notion of craft and the act of "making" within the School through the use of traditional or handcraft technologies. The Strategic Planning Group recommended three strategies to achieve this objective, and the School has implemented all three strategies. One strategy was to increase awareness and utilization of traditional or handcraft technologies through studio application at Professional Concentration level. The architecture program offers Architecture 350 – Visual Studies and ARCH 559 – Specialized Individual Studio Problems during the Fall and Summer Quarter focusing on handcrafting an object. Students are also encouraged to consider Interior Design 451 – Furniture Design as craft elective where they can increase their awareness and utilization of traditional or handcraft technologies. A second strategy was to hire faculty with demonstrated abilities in traditional or handcraft technologies. Two of the last four faculty hired have this ability, and the individual appointed to the Professional-in-Residence position since 2003-2004 also has this ability. Additionally, a selection of traditional tools of the wood and metal shop in the Art and Architecture annex are currently being considered for upgrade and/or replacement, and in Fall 2009 the Schools of Art and Architecture have formulated plans to seek funding for an enhancement to the inventory. As evidence of progress, the College of Liberal Arts and the Schools of Art and Architecture purchased a new *SAWSTOP* professional cabinet saw to provide a top-of-the-line, efficient, and safe instrument for student and instructional use.

Objective 3.4 serves as a realization that the School of Architecture needed to more effectively integrate and use electronic media and computing and information technologies, proposed strategies for achieving the objective. Again, the School of Architecture has begun to implement the strategies proposed, and their implementation has been greatly facilitated by the hardware and software acquisitions associated with the occupation of the reconstructed Hale Hall. Hale Hall is equipped with both wired and wireless networks seamlessly connecting its offices, classrooms and studios; upgraded and new software applications accessible through either network; upgraded and enhanced peripherals; and two mobile computer labs. Additionally, one of the last four hires by the School of Architecture is highly proficient in computer technology while the other three have a level of competency and proficiency that supports the enhanced use of computer technology across the School's academic life. Recent acquisitions of updated software for faculty (*Adobe CS and Rhino 4.0*) as well as an institutional license for *Bentley Architecture*, further this commitment.

Objective 3.5 acknowledges that the technological environment in which practitioners produce and deliver projects is rapidly changing. The Strategic Planning Group, acknowledging this, challenged the School to look beyond handcraft technologies and towards three-dimensional modeling and rapid prototyping. The School of Architecture and its architecture program have successfully pursued four BORSF grants since 2000 to acquire hardware and software associated with rapid prototyping and three-dimensional modeling to substantially achieve Objective 3.5. Additionally, Objective 3.5 has been addressed through hardware and software acquisitions associated with the reconstructed Hale Hall. Besides implementing the two strategies involving increased physical resources, the School has pursued the third strategy of the objective. The third strategy was to hire individuals with demonstrated ability in rapid prototyping or three-dimensional modeling. Two of the last four hires have had demonstrated ability and proficiency in these areas. Additionally, three of the last four graduate assistants have demonstrated ability and proficiency in these areas.

4.0 Financial Resources:

The 1996-2001 Strategic Plan set three goals for financial resources. The School of Architecture and the architecture program achieved two of the three goals. As the Strategic Planning Group reviewed the 1996-2001 Strategic Plan, and began thinking about 2002-2007*[and through 2010]* collection management system Strategic Plan, it realized that even though the goals had essentially been achieved the funding context within which the School and the University operates required a continuation of the

goals. Consequently, the Strategic Planning Group condensed the three previous goals into a single goal with two objectives.

Objective 4.1 is to "continue work to secure adequate public funding", and its strategies have been employed by the School. The School has kept the University informed of its needs through the budgeting process, and in relation to salaries has kept the University appraised of national averages for the discipline by rank. The School has also begun to prioritize, according to the Strategic Plan, how it allocates its available financial resources. Accordingly, a significant portion of these resources is allocated to human resource development, and to enhanced support of its physical and information resources.

Objective 4.2 is to "develop private funding sources to supplement and enhance public funding". This continues to be difficult for the School and the architecture program to achieve despite the employment of a variety of strategies over the years. Because the College of Liberal Arts now has an individual within the Louisiana Tech Foundation assigned to it, the School of Architecture has moved forward in identifying and cultivating potential donors.

Increasing the opportunities for communication with alumni and friends has developed since 2007. Alumni and friends mailings have been sent over the last two years through the Office of University Advancement. The School has worked with faculty and students in the Communication Design program to develop a new identity system, a postcard collection and the design of an annual report to reach our alumni base. The email list of alumni and friends continues to grow, providing the opportunity to communicate via email "blasts" of upcoming events. The School has also created an Alumni Database, to provide students with contacts as they identify firm case-studies for their professional practice coursework; to assist the students seeking summer or permanent employment with professional contacts; to offer an opportunity for faculty to inquire alumni about participating in studio reviews and presentations; and to provide the administration with the opportunity to discuss support of the School and its programs.

5.0 Administrative Structure:

The 1996-2001 Strategic plan did not address administrative structure. The Strategic Planning Group in preparing the 2002-2007 *[and through 2010]* Strategic Plan felt it was important to establish goals and objectives for this aspect of the School's life, and for the benefit of its educational community. Consequently, four objectives where formulated and the School has taken actions to achieve all four.

Objective 5.1 is to "offer vision and direction to the School and its academic programs". Its strategies are to keep the Strategic Plan an "evergreen" document, and to reconfigure the Strategic Planning Group to be more inclusive. The School has reconfigured the Strategic planning Group to include the Dean of the College of liberal Arts, Director of the School of Architecture, Architecture Program Chair, Interior Design Program Chair, Foundation Level Coordinator, Professional Concentration Coordinator, President of AIAS, President of ASID student chapter, and three members from each of the two Program Advisory Councils. This reconfigured Strategic Planning group met for the first time during the 2004 Fall Quarter to begin a process of refreshing and renewing the Strategic Plan. Consequently, as the *Tech 2020* evolves, the need to address Objective 5.1 in the current plan will be an important component of the School's contribution to the University mission and vision.

Objective 5.2 is to "cultivate leadership" within the School and its academic degree programs. Its strategies are to term limit the positions of Program Chair and Level Coordinator to a maximum of two-4 year terms, and to rotate the Chair positions of the School's standing committees. Both strategies have been implemented with the current Architecture Program Chair completing his first four year term at the end of the 2010 Fall Quarter, the Foundation Level Coordinator finishing his second four year term at the same time, and the Professional Concentration Coordinator in the midst of his second four year term; and the Chairs of the standing committees being rotated annually now for the past two years.

Objective 5.3 is to "serve as an advocate of the School and architecture". The School of Architecture and the architecture program have faculty and students who are or have been actively engaged advocates

through their service on various College and University committees and governance bodies. Currently, the architecture program has one faculty member who serves on the College's promotion and Tenure Committee, and another who serves as one of the College's representatives in the University Senate.

Finally, the students and faculty of the architecture are involved in the local community through service with the HFH/North central Louisiana and University affiliates, the North Central Louisiana Arts Council, the Ruston 21 (the City's comprehensive planning process), and the Council of the AE Phillips Laboratory School. They have served as founding members and in positions as officers of these organizations over the years.

Objective 5.4 is to "assure that all constituencies…are given voice". The School of Architecture has achieved this objective through the implementation of the four strategies. First, more opportunities were provided for participation by students and more faculty members by increasing the number and size of the School's standing committees and task groups. Second, the terms for faculty serving on standing committees was set at three years with one year as Chair. Third, the standing committees were aligned with the sections of the Strategic Plan, and their respective charges keyed to achieve the objectives through the implementation of the stated strategies. Finally, the Architecture Program Advisory Council was reconfigured to involve a more representative mix of stakeholders.

6.0 Programs, Curricula and Degrees:

The 1996-2001 Strategic Plan set three goals in the area of curriculum, and the architecture program achieved those goals. The achievement of these goals resulted in a more liberally-technical curriculum for the architecture program than previously had existed, an expanded number of elective credit hours that permits students to "customize" the curriculum to be able to pursue alternative career tracks, and an expansion of the "hands-on" opportunities available within the architecture curriculum.

With those achievements accomplished, the Strategic Planning Group, in preparation for the 2002-2007 *[and through 2010]* Strategic Plan, began to look at the School's mission statement for its implications on the goals and objectives for this area of the Strategic Plan. They found three implications that were translated into objectives.

Objective 6.1 is to "offer a diverse palette of professional degree programs, post-professional certificate studies, and continuing education programs…." With the 2005 Board of Regents approval of the reconfiguration of the School's professional program into a pre-professional Bachelor Science in Architectural Studies plus a professional Master of Architecture, the School has achieved its most significant goal within this objective. The School also has identified that opportunities exist to advance this objective by collaborating with other academic units within the University, merging its interests in design/build, service-learning, and digital fabrication into realms outside of the School of Architecture, such as the College of Engineering and Science, CEnIT, and Enterprise Center.

Objective 6.2 is to "provide diversified, anytime-anywhere access" to the School's offered educational opportunities. The School of Architecture and the architecture program have a history of delivering educational opportunities through a variety of means. These means have included compressed video course offerings hosted by each of the State's four public programs, a compressed video series of symposia on architectural practice offered for continuing education credit to the professional practice community of the State, and the offering of ARCH 391 (Architecture of Louisiana) as an on-line, asynchronous course. The Administrative and Curricula Committee of the School of Architecture has been charged with identifying any additional courses in the current curricula that are appropriate for on-line, asynchronous delivery to meet the goals of this objective.

Objective 6.3 is to "develop curricula for existing and future degree programs grounded in the appreciation and understanding of architecture…". The School of Architecture has achieved this particular objective through its new professional curriculum.

The architecture program firmly believes it substantially achieved the stated goals of the 2002-2007 *[and through 2010]* School of Architecture Strategic Plan. As a result of these achievements and progress, the School of Architecture and the architecture program are stronger, better, and more focused than either was individually in 2001. Consequently, as it commences on the renewal and refreshment of the existing Strategic Plan, there is a confident eye on developing the promise and potential that will be manifest in the School's contribution to the *TECH 2020* plan.

As the School's Curriculum and Administration Committee and the Strategic Planning Group continue their work, they will seek to identify the trends that are emerging in the profession, and the implications that they will have on architectural education. In addition to identifying trends, the Strategic Planning Group will use data gathered by the School of Architecture and the architecture program through its annual survey of recent program graduates. The survey's instrument asks the graduates of the professional programs in architecture and interior design to assess their preparedness in the art, craft, and practice of building.

Assessment of the effectiveness of the overall curriculum and context is measured by the School and architecture program by gathering data from graduating students, alumni, external reviewers and employers related to the preparedness for an entry level position in an architectural firm. In recent years, the data gathered suggests that the overall curriculum and context is preparing individuals who can compete for and function well in entry level positions in architectural firms. All of the responding alumni (100%) indicated that they were satisfied with their preparedness for an entry level position. The data is further supported by the evaluation letters of the program's students employed in summer internships. An example of such an evaluation of a summer intern is as follows:

> *"…came to work with a positive attitude and a work ethic. He has approached all of his work assignments, including grunt work, with both a willingness and eagerness to learn that was noticed by all who work with him…came to receive his work assignments, he came well prepared and without prompting; seasoned interns could learn a few lessons from him…all of his work was performed thoroughly and on time…is a credit to Louisiana Tech…"*

The School and architecture program ask the external reviewers of the studio projects to assess the preparedness of its students for entry-level positions in architectural firms as evidenced by their respective studio projects. An example of such an assessment from 2008-2009 for ARCH 425 (studio indicated that 67% of the students were assessed as highly prepared or prepared, 33% of the students as somewhat prepared, and none as not prepared.

The reconfiguration of the professional education has capitalized on the strengths of the School of Architecture and architecture program through new curricula and its established educational context. These strengths, which the School and program have identified, are:

- the School's position as being "clearly highly valued within the Institution" that was recognized by the 2005 Visiting Team;
- the School's facilities in the reconstructed Hale Hall, and the fabrication/assembly shop;
- the School's enhanced digital environment with its focus on rapid-prototyping technology;
- the community-based and service-learning projects undertaken by the Community Design Assistance Center and ARCH 425-435 (formerly ARCH 480-490);
- the "close the loop" approach to studio pedagogy that is evidence between the Foundation Level studios and ARCH 425-435 (formerly ARCH 480-490).

The reconfiguration of the professional education has permitted the School to anticipate new opportunities for itself and/or its architecture program in the coming years. Some of these opportunities that have been achieved are:

- Expansion of distance learning/distributed education offerings to better serve the program's traditional and non-traditional students, off-campus or cooperative programs, and the continuing

education needs of the program's surrounding professional community (this has begun with the offering of ARCH 391 – Architecture of Louisiana as an online course offering);
- Establishing a "study-abroad" program (offered to Berlin in 2010; tentatively planned to Florence in 2011);
- Development of a graduate level focus on digital craft and rapid prototyping technologies (as evidenced by the offering of ARCH 559 and opportunities within the ARCH 510/520/530 Comprehensive Design sequence);
- Establishing multidisciplinary design studios involving architecture and interior design majors with those in other academic disciplines (as evidenced by the 2008 New Orleans/Gert Town Project;
- Expanding the inter- and cross-disciplinary work and research into venues such as the CEnIT and Enterprise Campus (as evidenced by participation in current planning efforts of these facilties).

The School of Architecture and the architecture program recognize the significance of what has been accomplished since 2005, and the due diligence that is exercised to see that these accomplishments survive and take root. Consequently, the School of Architecture and the architecture program seeks to maintain its position as being "clearly highly valued within the Institution" that was identified in the 2005 Visiting Team Report. While there remain challenges within higher education in the State of Louisiana and elsewhere, regarding future funding resources and a increased scrutiny on student performance regarding the enrollment, retention and completion within the institution, the architecture program, the School of Architecture, the College of Liberal Arts, and Louisiana Tech University have endeavored to set a course for the future of the University, as the University President has described, with "vision and veracity."

In the end, the strategic planning process and inherent self-assessment protocols have reaffirmed that the architecture program's mission has established an educational context in which a design-oriented professional education has been institutionalized and perpetuated. Also, it has provided a context which accentuates the interrelated influences of history, theory, physical and cultural context, technology, sustainability, and practice on the form and quality of buildings; values the important traditions, methods, and concerns of the discipline; and expects its graduates to apply and extend these in their practice of the discipline. Ultimately, it assumes they will practice it well.

I.1.5 SELF ASSEMENT PROCEDURES

Human Resources

GOAL 1: to build a quality collaborative educational community comprised of life-long students of architecture

Vision 2020 Link: Objectives 1.1, 1.6, 2.12, 2.14, 3.1
Louisiana Tech University Strategic Plan 2001/02-2005/06 link: Goal 1.0
Louisiana Tech University Strategic Plan 2001/02-2005/06 link: Goal 2.0
Louisiana Tech University Strategic Plan 2001/02-2005/06 link: Goal 3.0

OBJECTIVE 1.1:will recruit, retain and graduate a diverse, high quality undergraduate student body

Vision 2020 Link: Objectives 1.1, 1.6, 2.12, 2.14, 3.1
Louisiana Tech University Strategic Plan 2001/02-2005/06 link: Objective 1.1

STRATEGY 1:utilize the School's website as a user-friendly communication/recruitment instrument for prospective students
STRATEGY 2: hold prospective student receptions throughout the state in architecture and/or interior design offices of School's alumni
STRATEGY 3: establish and monitor a selective admissions policy for entry into the School's undergraduate degree program

ACCOUNTABILITY
between 2006-07 and 2009-10:

1. the entering first-time, first-year cohorts will maintain an ACT composite average equal to or greater than 22
2. the percentage of females in the architecture program will equal or exceed 40%
3. the percentage of students of color will equal or exceed 10%
4. the percentage of entering first-time, first year cohorts graduating with a professional degree in architecture will equal or exceed 60%

INPUT: fall 2006 ACT composite average architecture cohort: **25.2**
fall 2007 ACT composite average architecture cohort: **24.9**
fall 2008 ACT composite average architecture cohort: **25.4**
fall 2009 ACT composite average architecture cohort: **25.2**

2006-2007 percentage of female architecture majors: **39.3%**
2007-2008 percentage of female architecture majors: **44.6%**
2008-2009 percentage of female architecture majors: **39.5%**
2009-2010 percentage of female architecture majors: **35.3%**

2006-2007 percentage of architecture majors of color: **13.9%**
2007-2008 percentage of architecture majors of color: **15.3%**
2008-2009 percentage of architecture majors of color: **15.8%**
2009-2010 percentage of architecture majors of color: **15.5%**

fall 2002 architecture cohort: **42** 2007 graduates: **20** prof deg
fall 2003 architecture cohort: **36** 2008 graduates: **19** prof deg
fall 2004 architecture cohort: **40** 2009 graduates: **12** prof deg
fall 2005 architecture cohort: **40** 2010 graduates: **20** prof deg

2005: Website redesigned for the School of Architecture
2005: Selective admission policy for School of Architecture

amended (25.5 = ACT composite + High School GPA)

OBJECTIVE 1.2: will recruit and retain a diverse, high quality faculty

STRATEGY 1: establish contacts and maintain professional relationships with faculty and graduate program coordinators at other architecture, art and interior design programs to create a referral network for prospective faculty

ACCOUNTABILITY
between 2006-07 and 2009-10:

1. the percentage of female, tenured/tenure-track faculty will equal or exceed 25% of the FTE tenure-track faculty
2. the percentage of tenured/tenure-track faculty of color will equal or exceed 10% of the FTE tenure-track faculty

INPUT: 2006-07 % of female, tenured/tenure-track faculty: **21.4%**
2007-08 % of female, tenured/tenure-track faculty: **21.4%**
2008-09% of female, tenured/tenure-track faculty: **26.7%**
2009-10% of female, tenured/tenure-track faculty: **26.7%**

2006-07 % of tenured/tenure-track faculty of color: **7.7%**
2007-08% of tenured/tenure-track faculty of color: **7.7%**
2008-09% of tenured/tenure-track faculty of color: **7.1%**
2009-10% of tenured/tenure-track faculty of color: **7.1%**

OBJECTIVE 1.3: will establish a quality staff capable of servicing the diverse needs of the academic programs, students and faculty of the School

Vision 2020 Link: Objectives 1.7, 1.8, 2.5
Louisiana Tech University Strategic Plan 2001/02-2005/06 link: Objective 2.1

STRATEGY 1: continue to utilize graduate students from computer science as local area network, rapid and digital prototyping support

STRATEGY 2: establish and fill a graduate assistantship with responsibility for supervising and maintaining the School's model and paint shops

STRATEGY 3: establish and fill a graduate assistantship with responsibility for supervising, and maintaining the School's non-digital and digital image collections

ACCOUNTABILITY
between 2006-07 and 2009-10:

1. will utilize a minimum of one graduate assistant as network and software support
2. will utilize a minimum of one graduate assistant as a shop supervisor
3. will utilize a minimum of one graduate assistant as a slide/image librarian

INPUT: 2006-07 graduate student for network/software support: **1.3**
2007-08 graduate student for network/software support: **1**
2008-09 graduate student for network/software support: **1**
2009-10 graduate student for network/software support: **1**
2006-07 graduate assistant shop supervisor: **1**
2007-08 graduate assistant shop supervisor: **1**
2008-09 graduate assistant shop supervisor: **1**
2007-08 graduate assistant shop supervisor: **1**

2006-07 graduate assistant slide/image librarian: **0**
2007-08 graduate assistant slide/image librarian: **0**
2008-09 graduate assistant slide/image librarian: **0**
2009-10 graduate assistant slide/image librarian: **0**

NOTE: *Since 2007, the School utilized two graduate assistants to oversee the use of the School's CNC router, laser cutter and 3-D printers in Hale Hall.*

OBJECTIVE 1.4: will identify and establish a cadre of alumni capable of on-going engagement in and contribution to the life and work of the School and its academic programs

Vision 2020 Link: Objectives 1.8 and 2.10
Louisiana Tech University Strategic Plan 2001/02-2005/06 link: Objective 3.3

STRATEGY 1: identify a faculty member to serve as liaison with Louisiana Tech Alumni Association

STRATEGY 2: identify and engage alumni as resources to facilitate and support field trips; as critics/reviewers; as guest lecturers or technical support; as recruiters of prospective students; as members of the Strategic Planning Group; and as providers of continuing education programs

ACCOUNTABILITY
between 2006-07 and 2009-10:

1. will appoint a faculty member to serve as liaison with the Louisiana Tech Alumni Association
2. will increase the participation of alumni in the life and work of the School by a minimum of 25% from 2002-2003 benchmark level (20)

INPUT: 2006-07 number of alumni participating: **24**
2007-08 number of alumni participating: **33**
2008-09 number of alumni participating: **32**
2009-10 number of alumni participating: **36**

2008-2010: School works with Gary Strebeck of the Alumni Association for assistance with fundraising campaign.
Sources: studio critics/presentations, lecture attendees

OBJECTIVE 1.5: will identify and establish a cadre of artisans, craftspeople and practitioners capable of on-going engagement in and contribution to the life and work of the School and its academic programs

Vision 2020 Link: Objectives 1.8 and 2.10
Louisiana Tech University Strategic Plan 2001/02-2005/06 link: Objective 3.3

STRATEGY 1: utilize the Louisiana Division of the Arts' Artist Roster to identify artists and craftspeople with the potential to be engaged and contribute to the School

STRATEGY 2: plan and conduct an expertise survey of local/regional practitioners to uncover and identify what knowledge and skills each member of the practice community could contribute to the School

STRATEGY 3: engage identified artisans, craftspeople and practitioners as instructional resources; as members of the Strategic Planning Group; and as providers of continuing education

ACCOUNTABILITY
between 2006-07 and 2009-10:

1. will increase the participation of artisans, craftspeople and practitioners in the life and work of the School by a minimum of 25% from 2002-2003 benchmark level (10)

INPUT: 2006-07 number of artisans, etc. participating: **12**
2007-08 number of artisans, etc. participating: **10**
2008-09 number of artisans, etc. participating: **12**
2009-10 number of artisans, etc. participating: **15**

Source: studio reviews, class presentations, workshops, lecturers

OBJECTIVE 1.6: will engage the interested public in improving the quality of the region's built environment through architecture and its allied arts; and in the life and work of School and its academic programs

Vision 2020 Link: Objectives 1.8 and 2.10
Louisiana Tech University Strategic Plan 2001/02-2005/06 link: Objective 3.3

STRATEGY 1: nurture and support the continuing development of the Community Design Assistance Center
STRATEGY 2: investigate and establish new means of informing the public of School's activities (critiques/reviews, guest lectures, charettes, etc.)
STRATEGY 3: investigate and establish new means of delivering the School's activities to the general public (compressed video, on-line, public access channels, etc.)

ACCOUNTABILITY
between 2006-07 and 2009-10:
the number of community-service or service learning projects undertaken annually will equal or exceed 2002-2003 benchmark level (10)

INPUT: 2006-07 number of projects: **9**
2007-08 number of projects: **12**
2008-09 number of projects: **11**
2009-10 number of projects: **13**

SOURCE: projects undertaken as Community Design/Construct, CDAC, UDAC, Core Studio projects, Comprehensive Design Projects, etc.

HUMAN RESOURCE DEVELOPMENT
GOAL 2: to maximize the potential of both the educational community and each individual within it

Vision 2020 Link: Objectives 1.8 and 2.10
Louisiana Tech University Strategic Plan 2001/02-2005/06 link: Goal 2.0
Louisiana Tech University Strategic Plan 2001/02-2005/06 link: Goal 3.0

OBJECTIVE 2.1: will provide opportunities for individuals within the educational community for personal and professional development

STRATEGY 1: offer optimum faculty-student ratios reflective of the intimacy required to effectively teach architecture and/or interior design knowledge and skills
STRATEGY 2: promote and coordinate extracurricular activities (field travel, film series, foreign study programs, local/regional cultural events, etc.) for students
STRATEGY 3: endeavor to expand School's lecture series to include individuals from fields/disciplines outside of architecture and its allied fields

STRATEGY 4: investigate and identify opportunities for faculty exchanges with other institutions, particularly within the state
STRATEGY 5: encourage and support faculty/staff participation in professional and service organizations
STRATEGY 6: encourage and support faculty/staff participation in University-offered training and professional development programs
STRATEGY 7: encourage and support faculty utilization of discipline-related conferences, workshops, seminars and short courses linked to their career path and professional development
STRATEGY 8: establish and maintain equitable faculty assignments associated with academic advising, counseling and mentoring of the School's students in concert and consistent with University policy
STRATEGY 9: establish and maintain a School workload policy that is in concert and consistent with the University workload policy

ACCOUNTABILITY

between 2006-07 and 2009-10:

1. the faculty-student ratio in design studio courses will be equal to or less than 1:15, lab/seminar courses will be equal to or less than 1:18, and lecture courses will be equal to or less than 1:40
2. the number of extra-curricular activities participated in or offered will equal or exceed 6 annually
3. the percentage of faculty/staff participating in professional and service organizations will equal or exceed 50% of the FTE faculty
4. the average number of advisees assigned to a faculty member will be equal to or less than 25
5. the average number of credit hours/academic year assigned to a faculty member will be equal to or less than 16
6. the average number of contact hours/week assigned to a faculty member will be equal to or less than 15

INPUT: 2006-07 faculty-student ratio in design studio courses: 1:13.6
2007-08 faculty-student ratio in design studio courses: 1:14.2
2008-09 faculty-student ratio in design studio courses: 1:14.8
2009-10 faculty-student ratio in design studio courses: 1:13.6
Source: CICS
2006-07 faculty-student ratio in lab/seminar courses: 1:18.1
2007-08 faculty-student ratio in lab/seminar courses: 1:15.3
2008-09 faculty-student ratio in lab/seminar courses: 1:11.2
2009-10 faculty-student ratio in lab/seminar courses: 1:13.7
Source: CICS
2006-07 faculty-student ratio in lecture courses: 1:29.4
2007-08 faculty-student ratio in lecture courses: 1:31.7
2008-09 faculty-student ratio in lecture courses: 1:34.6
2009-10 faculty-student ratio in lecture courses: 1:37.5
Source: CICS
number of extracurricular activities for 2006-2007: 13
number of extracurricular activities for 2007-2008: 10
number of extracurricular activities for 2008-2009: 12
number of extracurricular activities for 2009-2010: 13
Source: lectures, trips, seminars, exhibitions, etc.
2006-07 % of faculty participating in prof/serv orgs: 71%
2007-08 % of faculty participating in prof/serv orgs 66%
2008-09 % of faculty participating in prof/serv orgs 81%
2009-10 % of faculty participating in prof/serv orgs 75%
Source: Annual Faculty Reports

2006-07 average number of advisees/faculty member: 21.9
2007-08 average number of advisees/faculty member: 24.3
2008-09 average number of advisees/faculty member: 22.8
2009-10 average number of advisees/faculty member: 23.4
Source: BOSS
2006-07 average number of cr.hr/faculty member: 15.0
2007-08 average number of cr.hr/faculty member: 15.4
2008-09 average number of cr.hr/faculty member: 16.3
2009-10 average number of cr.hr/faculty member: 18.2
Source: CICS

OBJECTIVE 2.2: will promote research and creative work by individuals within the educational community

STRATEGY 1: encourage and support faculty requests for sabbaticals or leaves for the purposes of research or creative work
STRATEGY 2: advocate, encourage and support grant-writing activity by individuals within the School's educational community, particularly among junior faculty and by collaborative groups from within the educational community
STRATEGY 3: advocate, encourage and support submission of research and/or creative work for presentation, exhibition and/or publication by individuals and collaborative groups within the educational community
STRATEGY 4: develop and support traveling exhibitions of the creative work produced by the educational community
STRATEGY 5: advocate, encourage and support participation in ACSA, ASID and other design-related competitions by creating alliances or partnerships between the various constituents of the educational community
STRATEGY 6: investigate and identify opportunities for collaborative research and creative work with other academic units within the College and University, and with other institutions within the state or region

ACCOUNTABILITY
between 2006-07 and 2009-10:
the number of faculty presentations, exhibitions and/or publications will annually equal or exceed 50% of the FTE faculty

INPUT: 2006-07 number of dissemination activities: 21
2007-08 number of dissemination activities: 16
2008-09 number of dissemination activities: 20
2009-10 number of dissemination activities: 18

OBJECTIVE 2.3: will recognize and reward individuals within the educational community for excellence in instruction, creative work, research and service

STRATEGY 1: establish a peer awards committee that proactively nominates the School's students, faculty, staff and alumni for campus and national awards
STRATEGY 2: reinvigorate the Tau Sigma Delta chapter to recognize and acknowledge student academic achievement
STRATEGY 3: recognize and reward faculty/staff participation in training and professional development programs
STRATEGY 4: recognize and reward faculty/staff participation in professional and service organizations
STRATEGY 5: hold an annual recognition event to celebrate achievements
STRATEGY 6: disseminate achievements by students, faculty, staff and alumni through various media outlets
STRATEGY 7: develop and maintain a 360-degree performance appraisal process for faculty, staff and administrators that is linked to their career path

STRATEGY 8: establish and maintain a School policy for research and creative work that is in concert and consistent with the University's policy
STRATEGY 9: provide tenure and promotion opportunities to faculty based upon clear criteria and rigorous performance appraisals that recognize both performance and progress
STRATEGY 10: administer an equitable compensation program for faculty and staff through annual merit raises based upon clear criteria and rigorous performance appraisals that acknowledge both performance and progress

ACCOUNTABILITY
between 2006-07 and 2009-10:

1. the percentage of tenure-track faculty awarded tenure will equal or exceed 75% of those who are eligible
2. the percentage of faculty promoted will equal or exceed 75% of those who apply
3. committee established for nomination of student/faculty awards

Faculty tenure:

INPUT:	2006-07 number eligible: 1	number awarded: 1
	2007-08 number eligible: 2	number awarded: 2
	2008-09 number eligible: 0	number awarded: 0
	2009-10 number eligible: 1	number awarded: 0

Faculty promotion:

2006-07 number applied: 3	number promoted: 3
2007-08 number applied: 2	number promoted: 2
2008-09 number applied: 0	number promoted: 0
2009-10 number applied: 1	number promoted: 0

2005: Student Awards Ceremony established
2007: Tau Sigma Delta chapter reestablished
2007: Annual end of the year student exhibition established

PHYSICAL and INFORMATION RESOURCES
GOAL 3: to provide the facilities and technologies necessary for the educational community and each individual within it to achieve and maintain excellence in instruction, creative work, research and service

Vision 2020 Link: Goal 2
Louisiana Tech University Strategic Plan 2001/02-2005/06 link: Goal 2.0

OBJECTIVE 3.1: will pursue qualitative and quantitative enhancement of School of Architecture facilities

STRATEGY 1: occupy new spaces such as Hale Hall and a fabrication and assembly shop
STRATEGY 2: assess the quantitative needs for space and furnishings/equipment annually, and seek creative ways for obtaining additional space
STRATEGY 3: assess the qualitative needs of spaces and furnishings/equipment annually, and seek creative ways to refurbish, retrofit and/or convert existing spaces
STRATEGY 4: develop guidelines for and assess annually the use of the School's facilities and technologies

ACCOUNTABILITY
between 2006-07 and 2009-10::

1. occupy a reconstructed Hale Hall
2. occupy a fabrication/assembly shop

INPUT: Hale Hall occupied
Fabrication/Assembly occupied

OBJECTIVE 3.2: will pursue the development of a digital image library, and implement access to it in a manner that is in concert and consistent with copyright laws

Vision 2020 Link: Goal 2
Louisiana Tech University Strategic Plan 2001/02-2005/06 link: Objective 2.2

STRATEGY 1: identify those slides and videotapes in the School's collections that have the highest demand and/or most utilized by offered courses
STRATEGY 2: identify a current faculty and/or graduate assistant to supervise the digitizing of the identified slides and videotapes, and cataloging of the captured digital images
STRATEGY 3: utilize student workers to digitize and enter cataloging information

ACCOUNTABILITY
between 2006-07 and 2009-10:

1. the number of slides digitized and network accessible will increase by a minimum of 25%
2. the number of videotapes digitized and network accessible will increase from 0 to 30

INPUT: 2006-07 number of digitized slides: 12,873
2007-08 number of digitized slides: 16,450
2008-09 number of digitized slides: 20,928
2009-10 number of digitized slides: over 27,000

OBJECTIVE 3.3: will encourage, provide and support the educational community with tools, techniques and knowledge to effectively use traditional or handcraft technologies through instruction, research, creative work or service
Vision 2020 Link: Objectives, 1.1, 1.6, 1.7, 2.13
Louisiana Tech University Strategic Plan 2001/02-2006/06 link: Objective 2.3

STRATEGY 1: provide the students of the School with an increased awareness and utilization of the tools, techniques and knowledge associated with traditional or handcraft technologies through studio application at the Professional Concentration Level
STRATEGY 2: investigate, plan and establish a Foundation Level course directed at providing orientation to the use of tools and techniques associated with traditional or handcraft technologies
STRATEGY 3: seek to employ individuals as faculty and/or staff that have demonstrated abilities in traditional or handcraft technologies

ACCOUNTABILITY
between 2006-07 and 2009-10:

1. a minimum of 75% of the responding alumni surveyed two years (id) or three years (arch) after graduation will express satisfaction with their exposure to and utilization of traditional or handcraft technologies
2. three of four most recent faculty hires have demonstrated abilities with traditional craft technologies

INPUT: alumni not surveyed

OBJECTIVE 3.4: will encourage, provide and support the educational community with tools, techniques and knowledge to effectively use electronic media, computing and information technologies through instruction, research, creative work or service
Vision 2020 Link: Objectives, 1.1, 1.3, 1.5, 1.6, 1,7, 2.4, 2.7, 2.11, 2.13
Louisiana Tech University Strategic Plan 2001/02-2005/06 link: Objective 2.2
Louisiana Tech University Strategic plan 2001/02-2005/06 link: Objective 2.3

STRATEGY 1: provide a computer-based capability for instruction from beginning to advanced levels on common software applications such as WWW browsers, e-mail, word processing, spreadsheets, databases, and courseware
STRATEGY 2: provide the School's Foundation Level students with opportunities for access and exposure to computer hardware and software associated with drafting and modeling
STRATEGY 3: require all students of the School, after the Foundation Level, to have access to a suitable computing device for high-speed access to the School's information resources, on-line instruction, and peripherals
STRATEGY 4: provide network access to all School/faculty offices and instructional spaces
STRATEGY 5: seek to employ individuals as faculty and/or staff that have demonstrated ability in information technology
STRATEGY 6: provide increased access to and utilization of information technology t hrough coursework and studio applications at the Professional Concentration Level

ACCOUNTABILITY
between 2006-07 and 2009-10:

1. a minimum of 75% of responding alumni surveyed two years (id) or three years (arch) after graduation will express satisfaction with the exposure to and utilization of electronic media, computing and information technologies

INPUT: 2006-07 percentage: 100%
2007-08 percentage: 100%
2008-09 percentage: 100%
2009-10 percentage: 100%

OBJECTIVE 3.5: will encourage, provide and support the educational community with tools, techniques and knowledge to effectively use technologies associated with three-dimensional modeling, rapid and digital prototyping through instruction, creative work, research or service
Vision 2020 Link: Objectives, 1.1, 1.3, 1.5, 1.6, 1,7, 2.4, 2.7, 2.11, 2.13
Louisiana Tech University Strategic Plan 2001/02-2005/06 link: Objective 2.2
Louisiana Tech University Strategic Plan 2001/02-2005/06 link: Objective 2.3

STRATEGY 1: provide increased access to and availability of three-dimensional modeling applications through coursework and studio application at the Professional Concentration Level
STRATEGY 2: provide increased access and availability to rapid and digital prototyping technologies through coursework and studio application at the Professional Concentration Level
STRATEGY 3: seek to employ individuals as faculty and/or staff that have demonstrated ability in three-dimensional modeling or rapid and digital prototyping

ACCOUNTABILITY
between 2006-07 and 2009-10:

1. a minimum of 75% of responding alumni surveyed two years(id) or three years (arch) after graduation will express satisfaction with the exposure to and utilization of software and hardware associated with three-dimensional modeling, rapid and digital prototyping technologies
2. three of four most recent faculty hires have demonstrated abilities with three-dimensional modeling, rapid and digital prototyping technologies

INPUT: 2006-07 percentage: 100%
2007-08 percentage: 100%
2008-09 percentage: 100%
2009-10 percentage: 100%

FINANCIAL RESOURCES

GOAL 4: to provide the educational community with adequate public and private funding for achieving and maintaining excellence in instruction, creative work, research and service

Vision 2020: Goal 2
Louisiana Tech University Strategic Plan 2001/02-2005/06 link: Goal 2.0

OBJECTIVE 4.1: will continue work to secure adequate public funding for the educational community

STRATEGY 1: keep the University's administrative structure aware of the School's needs through the budgeting process
STRATEGY 2: target the financial resources available to the School, annually, to the priorities indicated by the School's Strategic Plan
STRATEGY 3: work with professional organizations to create awareness at Board of Regents and Legislature of the funding needs of the state's programs in architecture and its allied fields

ACCOUNTABILITY
between 2006-07 and 2009-10:

1. maintain an average per capita financial support received from the University of at least $3000

OBJECTIVE 4.2: will develop private funding sources to supplement and enhance public funding available to the educational community

STRATEGY 1: identify specific needs of the School that are appropriate for external support, and target potential donors with a personal affinity or connection to a specific need

STRATEGY 2: identify a current faculty member to serve as liaison with the Louisiana Tech Foundation
STRATEGY 3: utilize College of Liberal Arts development staff to assist with development activities
STRATEGY 4: identify philanthropic organizations with the capability to support various School initiatives such as the Community Design Assistance Center, digital craft, or distance or remote learning, etc.
STRATEGY 5: organize and hold alumni receptions in regional cities where there exists concentrations of the School's alumni and/or at the annual conventions of professional organizations at the state, regional or national levels directed at creating a "culture of giving"
STRATEGY 6: recognize those individuals or companies annually who have given to the School of Architecture through ARRIS newsletter, the Awards reception, etc.

ACCOUNTABILITY
between 2006-07 and 2009-10:
increase private outside monies by 25% from the 2002-2003 benchmark level ($3000)

INPUT:	2006-2007 private outside monies:	$5000
	2007-2008 private outside monies:	$3650
	2008-2009 private outside monies:	$8650
	2009-2010 private outside monies:	$26,260

ADMINISTRATIVE STRUCTURE

GOAL 5: to marshal and manage the educational community's human, physical, information and financial resources

Vision 2020: Goal 2
Louisiana Tech University Strategic Plan 2001/02-2005/06 link: Goal 2.0

OBJECTIVE 5.1: will offer vision and direction to the School and its academic programs

STRATEGY 1: view the Strategic Plan as an "evergreen" document and diligently work to keep it fresh and renewable
STRATEGY 2: reconfigure the Strategic Planning Group to consist of the Dean of the College of Liberal Arts, School's Director, the Chairs of each of the School's standing committees, and the members of each Program Advisory Council

ACCOUNTABILITY
between 2006-07 and 2009-10:
Strategic Planning Group will be reconfigured
Strategic Planning Group will meet at least once per academic year

INPUT: 2006-07: 1 meeting
2007-08: 1 meeting
2008-09: Strategic Planning Group reconfigured
2009-10: 0 meetings
May 2010 meeting postponed: no quorum

OBJECTIVE 5.2: will cultivate leadership within the educational community

STRATEGY 1: rotate the Chair of each of the School's standing committees annually
STRATEGY 2: appoint Program Chairs for a four-year term with appointment renewable for a second four-year term
STRATEGY 3: appoint Level Coordinators for a four-year term with appointment renewable for a second four-year term

ACCOUNTABILITY
between 2006-07 and 2009-10:
the Chair of each standing committee will be rotated annually

INPUT: 2006-07: 3 new standing committee chairs, 1 continuing
2007-08: 3 new standing committee chairs, 1 continuing
2008-09: 2 new standing committee chairs, 2 continuing
2009-10: 2 new standing committee chairs, 2 continuing

OBJECTIVE 5.3: will serve as an advocate of the School, and for architecture and its allied fields within the University, the State, the region and the nation

STRATEGY 1: seek to increase the number of the School's faculty, staff and students who serve on College and University committees
STRATEGY 2: encourage and support students to become involved in leadership positions in the Student Government Association, Panhellenic Council, and other honorary or service organizations
STRATEGY 3: encourage and support faculty, staff and students to become involved in leadership positions within professional organizations at the local, state, regional and/or national levels
STRATEGY 4: encourage and support faculty, staff and students to become involved in leadership positions within community-based organizations such as HFH/North Central Louisiana affiliate, Christian Community Action, North Central Louisiana Arts Council

ACCOUNTABILITY
between 2006-07 and 2009-10:

1. the average number of faculty, staff and students serving on College and University committees annually will be a minimum of 10% of the FTE faculty
2. the average number of faculty, staff and students serving in a leadership role in community-based, professional and/or student organizations annually will be a

minimum of 10% of the FTE faculty

INPUT: 2006-07 # on Coll. and Univ. committees: 2 13%
2007-08 # on Coll. and Univ. committees : 2 13%
2008-09 # on Coll. and Univ. committees : 4 25%
2009-10 # on Coll. and Univ. committees : 4 25%

2006-07 number in leadership role: 1
2007-08 number in leadership role: 1
2008-09 number in leadership role: 2
2009-10 number in leadership role: 2
Source: Annual Faculty Evaluations

OBJECTIVE 5.4: will assure that all constituencies within the educational community are given voice in the School's decision-making and policy-formation processes

STRATEGY 1: provide increased opportunities for the School's faculty, staff and students to serve on its standing committees by expanding the number and size of the standing committees
STRATEGY 2: appoint faculty to the School's standing committees for staggered three- or four-year terms
STRATEGY 3: align the number of standing committees and responsibilities of the standing committees to the sections of the Strategic Plan
STRATEGY 4: create an Advisory Council for each academic program within the School consisting of those representatives of the program's stakeholders who serve on the School's Strategic Planning Group

ACCOUNTABILITY
between 2006-07 and 2009-10:

1. the number of standing committees and tasks groups will be increased from 6 to 10
2. faculty will serve a three term on a standing committee
3. standing committees and their charges will be aligned with the sections of the Strategic Plan
4. each program will have an advisory council consisting of 12 stakeholders

INPUT: 2005-2010: standing committees and task groups increased to 10
2005-2010: faculty begin serving three-year terms
2005-2010: standing committees aligned with sections of Strategic Plan
2005-2010: program advisory councils established with 12 stakeholders

PROGRAMS, CURRICULA and DEGREES
GOAL 6: to ensure the educational community and the individuals within it access to opportunities for the continual discovery and understanding of architecture as a multi-discipline design and cultural practice

Vision 2020: Goals 1 and 2

Louisiana Tech University Strategic Plan 2001/02-2005/06 link: Goal 1.0
Louisiana Tech University Strategic Plan 2001/02-2005/06 link: Goal 2.0

OBJECTIVE 6.1: will offer a diverse palette of professional degree programs, post-professional certificate studies, and continuing education programs that address the increasing specialization and multi-discipline nature of architectural practice

STRATEGY 1: investigate, plan and implement additional professional degrees in allied fields of study such as architectural engineering, design services administration, land development or facility management

STRATEGY 2: investigate, plan and implement post-professional certificate programs in areas of specialization such as facility management, rural/town design, or design-build
STRATEGY 3: investigate, plan and implement continuing education programs that serve the needs of the professional design community such as rapid prototyping, 3d modeling software or animation software

ACCOUNTABILITY
between 2006-07 and 2009-10:

1. will be investigate the possibility of offering an additional professional degree program
2. will investigate the possibility of offering a post-professional certificate program
3. will investigate the possibility of offering continuing education programs

OBJECTIVE 6.2: will provide diversified, anytime-anywhere access to existing and future professional degree programs, post-professional certificate studies, and continuing education programs

STRATEGY 1: nurture and support the development of new on-line courses by faculty through release time, funding to attend training, etc.
STRATEGY 2: nurture and support the conversion of existing courses to on-line courses by faculty through release time, funding to attend training, etc.
STRATEGY 3: make all new degree, certificate and continuing education programs deliverable both on-site and remotely

ACCOUNTABILITY
between 2006-07 and 2009-10:

1. the number of courses delivered on-line will increase by 100%
2. will investigate the possibility of offering/delivering degree, certificate and continuing education programs both on-site and remotely

INPUT: 2009-2010 on-line courses offered: 1

OBJECTIVE 6.3: will develop curricula for existing and future degree programs grounded in the appreciation and understanding of architecture as a basic or root art of human culture, and the acknowledgement of architecture as a multi-discipline or collaborative endeavor

STRATEGY 1: investigate, plan and implement a single, undergraduate pre-professional degree program with concentrations in architecture and allied fields of study

STRATEGY 2: investigate, plan and implement multiple graduate professional degree programs in architecture and allied fields of study

ACCOUNTABILITY
between 2006-07 and 2009-10:

1. approval to offer an undergraduate pre-professional degree program (B.S. in Architectural Studies) for architecture will be granted
2. approval to offer a graduate professional degree program (M. Architecture) for architecture
3. will investigate the offering of concentrations within the B.S. in Architectural Studies
4. will investigate eliminating the M.F.A. in Interior Design, and adding the M. Interior Design

INPUT: 2004-2005: permission to offer BSAS and M.Arch sought
2005: Board of Regents approve new degree programs
First cohort of BSAS students enter program
2006: NAAB approves nomenclature change
2007: First graduate of M.Arch program
2009: MFA in Interior Design removed from University Roster of Degrees

I.2: Resources

I.2.1 Human Resources and Human Resource Development

A. Faculty

B. Students

I.2.2 Administrative Structure and Governance

A. Administrative Structure

B. Governance

I.2.3 Physical Resources

I.2.4 Financial Resources

I.2.5 Information Resources

I.2.1 Human Resources and Human Resource Development

A. Faculty and Staff

The architecture program faculty and staff, like the program's student body, are precious resources and as such define the quality and character of the program. This is clearly evident when one reviews previous NAAB Visiting Team Reports that describe the program's faculty as inspired towards excellence, supportive of the needs to improve the program and themselves, cooperative with each other, determined, ingenious, and able to obtain the maximum capacity from everyone.

Matrices of faculty, courses assigned, credentials to support assignments
Please refer to Part Four: Supplemental Information (4.2 Roster of Instructional Staff/ Faculty Resumes)

Resumes for each faculty member
Please refer to Part Four: Supplemental Information (4.2 Roster of Instructional Staff/ Faculty Resumes)

Workload of Faculty and Staff
The School of Architecture utilizes 13 full-time architecture faculty (13 FTE), two full-time interior design faculty (2 FTE), two administrative positions who teach architecture (School of Architecture Director (1 FTE) and Associate Dean of the College of Liberal Arts (.6 FTE)), and two adjunct faculty (each teach one course annually (total .3 FTE)), to a total of 16.9 FTE. The School also utilizes one full time Administrative Coordinator, four Graduate Assistants and several undergraduate student workers to support it activities and day-to-day business.

If current faculty numbers were maintained, the School of Architecture would be able to support its two Program even with moderate growth in the student body. Faculty teaching loads in the School of Architecture average at 19 credit hours per academic year, which is approximately 2/3 of a full-time teaching load at the University (27 credit hours per academic year). However, faculty contact hours, due to a large number of design and drawing studios in the Architecture and Interior Design curricula, average over 15 hours per week. During the current academic year (2010-2011), the School was unable to fill one of its three open tenure-track positions, due to budgets restraints at the State and University levels. It is important to note that in the past two years, the University has suffered an overall decline of its operating budget due to severely declining State revenues. And as this report is being written, it is quite likely that the University will be subject to a mid-year budget cut and that it will fare about $13 million budget reduction for the next academic year (July 1, 2010 – June 30, 2011). Consequently, many open positions across all parts of the University are presently unfilled. The reduction in instructional staff has resulted in some changes in academic planning and addressing course assignments; however, these efforts have resulted in no significant changes to instructional loads and the quality of student learning (multiple sectioned studio courses have been consolidated with minimal impact on class size). The School is confident that should the economic situation resolve itself, the open position will filled promptly.

The School's full-time Administrative Coordinator, who provides the School with word-processing, filing, bookkeeping and other secretarial services, supports the School of Architecture. Federal Work-Study and regular funds students provide assistance to the School's administrative coordinator. These students, usually 4-5, support the secretary by answering the phone, running campus errands, monitoring the printer and plotter queues, digitizing images, and providing general support for the School. Additionally, the School of Architecture utilizes its four graduate assistants, who are all students in the Master of Architecture Program, to provide a variety of support services, including overseeing minor network and hardware/software updates, operating and supervising the School's plot room, managing the School's laser cutters, 3-D printers/scanners and other prototyping equipment; and providing extended access to the Fabrication and Assembly Workshop. Graduate assistant are required to work 16 hours per week.

Architecture Program Only
Undergraduate Student Credit Hours in Fall Quarter 2009 = 1375 SCH
Full Time Equivalency Undergraduate Students 1375/10 = 137.5 FTE
Graduate Student Credit Hours in Fall Quarter 2009 = 132 SCH
Full Time Equivalency Graduate Students 132/8 = 16.5 FTE
Total Full Time Equivalency Students 137.5 + 16.5 = 154 FTE

FTE Faculty = 14.9
Student - Faculty Ratio 154/14.9 = 10.34 > > > **11 : 1**

School of Architecture (Architecture and Interior Design)
Undergraduate Student Credit Hours in Fall Quarter 2009 = 1444 SCH
Full Time Equivalency Undergraduate Students 1444/10 = 144.4FTE
Graduate Student Credit Hours in Fall Quarter 2009 = 132 SCH
Full Time Equivalency Graduate Students 132/8 = 16.5 FTE
Total Full Time Equivalency Students 144.4 + 16.5 = 160.9 or 161 FTE

FTE Faculty = 16.9
Student - Faculty Ratio 161/16.9 = 9.53 > > > **10 : 1**

In the School of Architecture, 70% of full-time faculty time is dedicated to teaching and 30% is dedicated to research (and/or creative work) and service (to the University, Profession and/or Community). The School of Architecture expects the faculty to be primarily instructional providers of a professional education in the art, craft and practice of ethical building. As such, the School of Architecture seeks to distribute the instruction, research/creative activities and service responsibilities in accordance with the University's and School's policies.

The individual and collective growth of the program's faculty begin with the appointment of new faculty and continues through promotion and tenure by providing equitable access to development opportunities supportive of faculty needs. To assist the program and the School in these matters, the University has developed policies and procedures that ensure faculty are appointed, promoted and tenured without regard to race, gender, religion, color, national origin, age, disability, marital status or veteran status as evidenced by the University's *Manual of Policies and Procedures*.

In addition to University policies and procedures, the School of Architecture has developed a statement on research/scholarly activity. The School's statement offers the framework within which the School operates in respect to faculty development opportunities:

Definition of Scholarly/Creative Activities
The School of Architecture has a faculty composed of architects, designers, makers, researchers and scholars. This diversity celebrates the breadth and depth of the knowledge and skills required to provide a quality professional education in the art and craft of ethical building. Consequently, the School of Architecture recognizes a variety of activities as scholarly and creative work. These activities produce quantifiable work in the following areas:

1. VISUAL ARTS – painting, sculpture, printmaking, photography, drawing
2. FUNTIONAL ARTS – furniture design/making, architecture design/constructing
3. RESEARCH – grants, publications, papers

Qualified scholarly and creative work should be recognized by peer review. Peer review can occur at several levels (local, regional, national and international) and in many venues (exhibitions, guest lectures, competitions, conferences, symposia, workshops and publications). The School of Architecture does not consider all peer review to be of equal value. Increased value will be given to those levels and venues that expose the produced work to a broad and diverse audience. The intention is to encourage the production of work that will bring significant recognition to the individual, the School of Architecture, the College of Liberal Arts and the University at the broadest and highest levels of the discipline.

Evaluation Procedures
The School of Architecture uses the annual evaluation process to evaluate scholarly and creative work. This process engages peers from within the School and the School's Director to judge the merits or value of produced work, disseminated through the many venues, and recognized by peers outside the School at various levels. Candidates for promotion and/or tenure are required to submit, as part of their dossier, letters of acceptance or award as they relate to exhibitions/shows, publications, paper presentations or grants.

Reward
The School of Architecture assigns its faculty annual teaching loads at 70% of the University's referenced load to encourage and support scholarly/creative work. The annual teaching load assigned to a faculty may be adjusted based on the annual evaluation of a faculty member's performance.

Scholarly or creative work is a factor that is considered by peers who serve on the School's Promotion and Tenure Committee and the Director when reviewing applications for promotion and tenure; and by the Director when determining merit raises. However, it is never a more significant factor than instructional performance in the determination of a tenure recommendation; but is considered equal to instructional performance in the determination of a promotion recommendation.

Weighing of the relative value of scholarly or creative works may vary in order to reflect the faculty member's role within the unit and their individual goals, approved as part of the annual evaluation process.

As is evidenced by these policies and procedure, the School of Architecture and Louisiana Tech University expect its faculty to be engaged in creative work, critical practice and/or scholarly research that lead to professional development. Through the annual faculty evaluation process, the School of Architecture encourages the program's faculty to utilize opportunities such as the University's Summer Research Grant, the Internationalizing the Curriculum Grant and Instructional Innovation Grant programs to support their professional development.

Research, Creative Work and Professional Development
Evidence of productivity and opportunities among the faculty in the School of Architecture has shown continued growth and activity during the current accreditation cycle. Significant activities during the current accreditation cycle include paper presentations in several of peer-reviewed venues, including:

Association of Collegiate Schools of Architecture (ACSA) International, Administrative, National and Regional Conferences
Interior Design Educators Council (IDEC) International and Regional Conferences
European Association of Architectural Accreditation and the Architectural Research Centers Consortium (EAAE/ARCC) International Conference
Society for Commercial Archeology (SCA) National Conference
National Conference on the Beginning Design Conference (NCBDC)
American Democracy Project South Regional Conference
Design Communication Association (DCA) National Conference

Alliance of Artists' Communities National Conference
Design Principles & Practices International Conference
Southeast Chapter of the Society for Architectural Historians (SESAH)
Campus Compact Louisiana and Midwest Regional Conference
Association for Community Design National Conference
American Institute of Architecture-Louisiana Design Conference
American Institute of Architects National Conference
Society for Spanish and Portuguese Historical Studies Congress
University of Louisiana System Service Learning Conference

Faculty have also participated in conferences and workshops, including the Association for Computer Aided Design in Architecture (ACADIA) Conferences, TEX-FAB Digital Fabrication Alliance Conferences, GREENBUILD and other regional venues.

In addition to publications in the proceedings of these conference settings, the faculty have published both scholarly writings and creative works in periodicals such as the *Journal of Architectural Education, Architectural Record, Global Architecture Projects, CRIT, CITE, OZ, Center, Society for Commercial Archeology Journal, Preservation Architect, The Residential Architect, Airstream Life, Smithsonian Magazine* and *Dwell Magazine*. Book publications include works for the University of Tennessee Press, Van-Nostrand Rheinhold, and Fairchild (forthcoming).

Complementing this research in architecture and design pedagogy, the faculty is the ongoing creative work of the faculty. Recent curated and solo exhibitions have opened in venues throughout Louisiana (Ruston, Monroe, Shreveport, Alexandria, Pointe Coupee Parish and New Orleans; nationally (El Dorado, Arkansas; Mobile, Alabama; Fairhope, Alabama; St. Louis, Missouri; Houston, Texas; Chicago, Illinois; Muncie, Indiana; Columbus, Ohio; Portland, Oregon; Detroit, Michigan; Raleigh, North Carolina; Marietta, Georgia; Atlanta, Georgia; Northfield, Vermont; Washington, D.C; New York); and internationally (Montreal, Canada; Patzcuaro, Mexico; Sofia, Bulgaria and throughout India). In addition to art exhibitions, one faculty member performs regularly as a cellist of the University Piano Trio at Louisiana Tech University.

Many of the Architecture Program faculty are engaged in designing and constructing projects in private architectural and design practices. Several of these designed and built works have been the subjects of local, regional and national publications. Most faculty have made contributions to the School's concentration of community service and outreach through activities in the Community Design and Construct projects, the Community Design Assistance Center (CDAC), the University Design Assistance Center (UDAC) and other outreach initiatives.

Leadership positions in both community and professional organizations (described under "Extension and Service") further distinguish the School's faculty as important contributors to the service of the School of Architecture, Louisiana Tech University, Ruston and North Louisiana, the State and beyond.

The School has not granted any sabbatical leaves since the last accreditation cycle. Within the context of the University, this is not an atypical scenario. One member of the faculty had requested a two-quarter leave for the 2010-2011 academic year which was requested to be postponed by the College and University administration, because of the current economic conditions and to include the faculty member in participating in the NAAB accreditation process. The Dean of the College of Liberal Arts has stated that he will support the instructor's sabbatical leave request in the 2011-2012 academic year. It is clear that current economic shortcomings within the State economy may affect financial support for some professional development travel and leaves. The School continues to work within its budget to support faculty travel and to utilize gift funds and foundation funds to allow more opportunities for professional development. Additionally, the College of Liberal Arts and the Division of Academic Affairs have also

supported several travel initiatives for the School of Architecture faculty from its own operational, gift, and foundation funds. The School and the College have worked within their current financial means to allow requesting faculty the opportunity for professional development.

The School has assisted in the maintenance of licensure and membership in professional organizations through support of participation in academic and professional conferences at the local, state, regional and national level to obtain continuing education credit. Opportunities for continuing education are also posted in the faculty mailroom. The School assists also by offering CEUs and learning units to faculty and the regional professional by attending the School of Architecture's annual lecture series, webinars and other opportunities at Hale Hall.

Grant Awards
The School of Architecture has identified an interest in pursuing an investigation of digital fabrication and rapid prototyping. The results of these efforts over the past ten years have resulted in grants and acquisitions of a technological infrastructure totaling over $900,000. Among the grants secured by the faculty to support the initiative include four Louisiana Board of Regents Support Fund Grants and five Louisiana Tech University Student Technology Fee Board Grants.

The School's faculty have received and collaborated with university partners and with the University of Louisiana System for grants to support service learning initiatives within the School of Architecture. A sampling includes "Assisting Rejuvenation of Gert Town," Hurricane Devastation Photographic Exhibition," and "Designing Global Prototypes for Emergency Shelters." The results of this work and other service activities have been presented in State and national conferences and symposia. State funding has also been provided by the Louisiana Division of the Arts grants to foster and support artistic work and construction.

Over the last nine years, School's current faculty have received nine grants over nine years totaling over $50,000 from the State of Louisiana, Department of Culture, Recreation and Tourism, Office of Cultural Development, Division of Historic Preservation. The grants, supplemented with over $50,000 in additional matching funds, were utilized to measure and document ten historical structures in northern Louisiana using the Historical American Buildings Survey (HABS) format. These measured drawings and documents, now archived in the Library of Congress, were also entered in the annual Charles E. Peterson Prize. The Peterson Prize is an annually held national competition sponsored by the Historic Resources committee of the American Institute of Architects and the Athenaeum of Philadelphia, recognizing the best architectural measured drawings produced by university students under faculty direction for the calendar year. Over the course of this nine year activity, the faculty and students of the School of Architecture were awarded two(2) first prizes, three (3) second prizes, one (1) third prize and two (2) honorable mention, making Louisiana Tech University one of the two of the nation's most decorated programs.

Lastly, over one dozen Summer Research Grants totaling over $10,000 have been awarded to the faculty by the Louisiana Tech University Research Council and the "Internationalizing the Curriculum Grants" from the Office of the Vice President of Academic Affairs.

Extension and Service
Faculty have assumed many positions in leadership and service within the University, Community, and Professional venues. Active participation within the School of Architecture, Louisiana Tech University, the Ruston Community and Professional organizations enhance the School's position as an active and willing participant in the service of all aspects of society.

School of Architecture Service

- School Program Chairs and Level Coordinators
  - Program Chair, Architecture
  - Program Chair, Interior Design
  - Coordinator, Foundation Level
  - Coordinator, Professional Concentration Level
  - Coordinator, Graduate Program
- Standing Committees
  - Administration and Curricula
  - Human Resources
  - Enrichment Resources
  - Physical and Information Resources
- Webmaster
- Tenure/Promotion Committee
- ACSA Faculty Councilor
- Intern Development Program Coordinator
- Faculty Advisors to Student Organizations
  - American Institute of Architecture Students
  - American Society of Interior Designers Student Chapter
  - Tau Sigma Delta Honorary
  - United States Green Building Council Student Chapter

University Service

- University Faculty Senate
- College of Liberal Arts Tenure/Promotion Committees
- Louisiana Tech University Enrollment Management Committee
- Louisiana Tech University Strategic Planning Group
- University Disciplinary Committee
- Enterprise Campus Design Review Committee
- Louisiana Tech University Karate Team, Faculty Sponsor
- Louisiana Tech University Habitat for Humanity Student Chapter, Faculty Sponsor

Community Service

- North Central Louisiana Arts Council
- Dixie Center of the Arts Building Committee
- AE Phillips Laboratory School Parent Faculty Council Board of Directors
- Wildflower Montessori School Board of Directors
- Indian Association of North Louisiana Board of Directors
- Ruston Main Street Program
- Ruston Historic District Committee
- Kiwanis International (various standing committees)
- Tech Village Overlay Committee

Professional Service

- American Institute of Architects-Monroe Chapter, President
- American Institute of Architects – Louisiana Board of Directors
- AIA Young Architects Forum (YAF), Gulf States Liaison
- Peer Review Committee, Journal of Architecture Education
- Peer Review Committee, ACSA Regional and National Conferences
- Peer Review Committee, National Council on the Beginning Design Student
- Moderator, ACSA Regional Conferences
- Moderator, National Conference on the Beginning Design Student

Session Topic Chair, ACSA National Conference
Presenter, Louisiana IDP Forum
Juror, NCARB Prize
Juror, AIA Baton Rouge Rose Awards
Kansas State University Department of Music Advisory Board
Juror, Heinzelmann Prize for Architecture
Member, ACSA Regional Director Search Committee

Professional Memberships

American Institute of Architecture
United States Green Building Council
Interior Design Educator's Council
American Society of Interior Designers
International Interior Design Association
Society for Commercial Archeology
National Trust for Historic Preservation
American Association of University Professors
Association of Community Design
Society of Architectural Historians
Society for Spanish and Portuguese Historical Studies
National College Art Association

Community and University service of the School of Architecture faculty are extended through activities in the design studio and the classroom. The works of the Community Design and Construct program, the University Design Assistance Center, the Community Design Assistance Center are vital components to the School's mission and vision. Active faculty mentorship through these programs is essential as these outreach initiatives continue to growth in scope and quality.

IDP Education

The School has identified an IDP Education Coordinator. As IDP Coordinator, the plan to convey information about and offer updates to students in the School of Architecture is as follows:

To offer as one component in the required freshman course ARCH 131 (Architectural Theory) a general orientation to the steps leading toward licensure to architecture. This course is mandatory for all students in the curriculum. In the course what is covered are the "Three E's" of Education, Experience (IDP) and Examination (ARE). This opportunity also introduces the various collateral organizations and their purposes in regulating the profession of architecture. These organizations include the Louisiana Board of Architectural Examiners, NCARB, AIA, ACSA, AIAS, NAAB, and other organizations like NOMA and SARA.

To have at least one annual presentation via at least one of four venues:

- To have the IDP State Coordinator to visit Louisiana Tech University and have a lecture covering the topic of IDP and providing a workshop.
- To have the School's Education Coordinator give a comprehensive overview of both IDP and ARE, demonstrate the use of the NCARB website and introduce the EPC (in 2010, invited by AIAS)
- To have NCARB visit the School of Architecture and give a lecture to students and local interns.
- To offer travel opportunities to a State IDP workshop for interested students.

In both of the required Professional Practice courses in the junior (ARCH 471: Professional Practice I) and senior year (ARCH 481: Professional Practice II), we reemphasize the "Three E's," cover licensing laws in Louisiana (navigate to the state website, http://www.lastbdarchs.com), reintroduce the collateral

organizations, introduce the EPC and give a comprehensive overview of IDP, ARE and Continuing Education for architecture.

Recently, the position of IDP Educator Coordinator was made more prominent on the School of Architecture website, so students know whom they can direct questions to from a local web source, rather than NCARB website. Additionally, the Louisiana IDP Facebook Page is identified prominently on the School of Architecture's home page, http://www.arch.latech.edu/SOAhome.htm . Any posters provided from NCARB are posted prominently in Hale Hall by the Educator Coordinator. Over the years, and as a general expectation of the position, the IDP Educator Coordinator maintains contact and actively participates with the other Educator Coordinators in Louisiana, the State Coordinator, and the Louisiana Board of Architectural Examiners. Over the years, and as a general expectation of the position, the Educator Coordinator attends the annual IDP Educator Coordinators Conference or the ACSA National meeting's IDP session.

Policies to Further Diversity Initiatives
The School of Architecture, as part of the University, joins the institution in its commitment to provide equal opportunities for faculty and staff as evidenced in the policies presented in the 2010-2011 University Catalog:

> *Louisiana Tech University adheres to the equal opportunity provisions of federal civil rights laws and regulations that are applicable to this agency. Therefore, no one will be discriminated against on the basis of race, color, national origin, age (Title VI of the Civil Rights Act of 1964); sex (Title IX of the Education Amendments of 1972); or disability (Section 504 of the Rehabilitation Act of 1973) in the pursuit of educational goals and objectives and in the administration of personnel policies and procedures.*
>
> ***Employment***
> *Louisiana Tech University is committed to the principle of providing the opportunity for learning and development of all qualified citizens without regard to race, sex, religion, color, national origin, age, handicap, marital status, or veteran's status, and for admission to, participation in, or employment in the programs and activities which the University sponsors or operates. The President of the University has established the policy that all employment practices will be supervised on a continuous basis to that all University administrators, deans, directors, department heads, and other budget unit heads take positive affirmative action in complying with the goals of equal employment opportunity.*

Additional evidence of the University's and School's commitment to achieving equity and diversity is presented in the personnel policies and procedures contained in the *Manual of Policies and Procedures*:

Equal Opportunity Policy **Policy 1401**
http://www.latech.edu/administration/policies-and-procedures/1401.shtml

Faculty/Staff Appointments (includes EEO Searches) **Policy 2103**
http://www.latech.edu/administration/policies-and-procedures/2103.shtml

University Policies of Recruitment, Retainment and Support of Faculty
From Louisiana Tech University *Manual of Policies and Procedures*
http://www.latech.edu/administration/policies-and-procedures/

Recruitment of Faculty **Policy 2102**
http://www.latech.edu/administration/policies-and-procedures/2102.shtml

Faculty/Staff Appointments **Policy 2103**
http://www.latech.edu/administration/policies-and-procedures/2103.shtml

Workload Policy **Policy 2106**
http://www.latech.edu/administration/policies-and-procedures/2106.shtml
The course workload policy of the University required 27 credit hours of coursework per academic year. The average load for a faculty member is the School of architecture is approximately 2/3 of the University load.

Faculty Calendar Responsibilities **Policy 2107**
http://www.latech.edu/administration/policies-and-procedures/2107.shtml

Faculty Evaluation **Policy 2108**
http://www.latech.edu/administration/policies-and-procedures/2108.shtml

Criteria for Evaluation of Faculty **Policy 2109**
http://www.latech.edu/administration/policies-and-procedures/2109.shtml

Faculty Ranks and Promotions in Rank **Policy 2111**
http://www.latech.edu/administration/policies-and-procedures/2111.shtml

Rank Distribution **Policy 2112**
http://www.latech.edu/administration/policies-and-procedures/2112.shtml

Tenure **Policy 2113**
http://www.latech.edu/administration/policies-and-procedures/2113.shtml

Tenure and Promotion Procedures **Policy 2114**
http://www.latech.edu/administration/policies-and-procedures/2114.shtml

Leaves of Absence (including Sabbatical Leave) **Policy 1428**
http://www.latech.edu/administration/policies-and-procedures/1428.shtml

B. Students

On issues of human resources development, the School of Architecture and the architecture program follow the guidelines set forth in University's Mission Statement. The following is that section as it appears in the *Manual of Policies and Procedures* (Policy 1103):

MISSION
Louisiana Tech University

Louisiana Tech University is a comprehensive public university committed to quality in teaching, research, creative activity, public service, and economic development. A selective admissions university, it offers a broad range of fully accredited undergraduate degrees to qualified students in Louisiana, as well as from the region, the nation, and foreign countries. Integral to the purpose of the University is its expanding commitment to graduate-level education in its areas of strength; Louisiana Tech offers master's degrees in a variety of areas and doctoral programs in areas of specified expertise.

Louisiana Tech maintains, as its highest priority, the education of its students. To that end, it recruits a faculty committed to teaching and advising, a student-oriented faculty dedicated to preparing students to achieve their goals in a rapidly changing economic and civic environment. The University provides, in a challenging, yet safe and supportive environment, extra-curricular and athletic programs that foster and enrich the development of its students. In addition, it provides opportunities for interaction between students and the larger business and civic community. The University encourages its students to regard learning as a lifelong process.

Recognizing that research and service are fundamental to its mission, Louisiana Tech recruits and retains a faculty who see research and teaching as intertwined, complementary, and interdisciplinary and who, through both theoretical and applied research and creative activities, contribute to the development of new knowledge, new art, and new technology.

Louisiana Tech University understands its community and civic obligations. Through on-campus learning, through its off-campus presence, through outreach programs and continuing education, the University will continue to enhance the quality of life and the economic development of the region, state, and nation.

As a university with a rich engineering heritage, Louisiana Tech has a special responsibility to integrate advanced technology into teaching and learning. At Tech, advanced technology supports quality teaching, research, administration, and service. The University is committed to providing its students with the advanced technological skills that will help to ensure their success both in the internal environment of the University and in the wider surrounding community.

In the context of the Institution, the students in the architecture program represent among the most academically prepared students at Louisiana Tech University. In observing data of the Fall 2009 freshman class, the average composite ACT score of a Louisiana Tech University student was 23.5; the average composite ACT score of a student in the College of Liberal Arts was 24.3; an the average composite ACT score of a student in the pre-professional Architectural Studies degree program was 25.2. The University has imposed Selective Admissions criteria, which have supported the University's vision one of the most academically rigorous institutions in the State. The graduated admission criteria for Louisiana Tech University can be found here:
http://www.latech.edu/admissions/freshman/admission_requirements.shtml

The School of Architecture has implemented Admission Criteria which have remained over and above the University's since 2000. The School of Architecture Admission Criteria have remained unchanged since the previous accreditation visit and can be found here:
http://www.arch.latech.edu/AdmissionCriteria.htm

Knowing that the student body of the School of Architecture represents some of the very best of the University, the architecture and interior design programs seek to actively enrich the student learning experience with its academic coursework (discussed more fully in Section II.2.2: Professional Degrees and Curriculum) and its co-curricular activities.

The architecture program maintains an active and well-rounded lecture series which enhances and enriches the educational milieu that exists within the School of Architecture. The following are the individuals who have presented a lecture since the last accreditation visit:

2005/2006 Judith Helfand, Filmmaker, *Blue Vinyl*
Evan Douglis, Pratt Institute, *Dazzle Topology*
Christopher Domin and Joseph King, Architects/Authors, *Paul Rudolph: The Florida Houses*

Dan Rockhill, Rockhill Associates, *Design+Construction:Hand+Mind*
Steven Shortridge, Callas/Shortidge, *Making Access*
David J. Lewis, LTL Architects, *Restriction and Play*
Paul Chappell, Perkins & Will, *Interior Architecture: Space for All*
Ed Andrews, SOMELAB, *flyphenomenolgies*

2006/2007
Alice Compton-Fakier, Designer, *Design Star*
Karen Kingsley, Historian, *Making It Modern: The Architecture of Northern Louisiana 1930-60*
Heather Rogers, Writer, *Gone Tomorrow: The Hidden Life of Garbage*
Douglas Stockman/Jamie Darnell, El Dorado Architects *Design + Making*
Ben Damron, Morphosis, *Digital Design: Conception through Construction*
Rick Lowe, Project Row Houses,*Toward Social Sculpture*
Jason Pearson, GreenBlue, part of *Beyond Oil to Renewable Energy Symposium*

2007/2008
Chris Krager, KRDB, *Archrepreneuers: Design for the "Other" 95%*
Jim Quinn, Orange County Choppers, *Digital Fabrication in the Design Process*
Trey Trahan, Trahan Architects, *Work*
Thom Faulders, Thom Faulders, Architecture, *Agile Architecture*
Andrew Saunders, Rensselaer Polytechnic Institute, *Architectural Investigations in Equation-Based Geometries*

2008/2009
Randy Brown, Randy Brown Architects, *Creative Control*
James Cathcart, Ralph Applebaum Associates, *Iceberg Project*
John Fetterman, Mayor of Braddock, Pennsylvania, *The Story of Braddock*
Lawrence Scarpa, Pugh + Scarpa, *Projects*
Alfred Zollinger, Matter Practice, *Recent Work*
Douglas Pancoast, Art Institute of Chicago, *Recent Work*
Neil Denari, NMD Architecture,*German Engineering*
Allen Eskew, Eskew Dumez Rippel, *Survivable Sustainability: Rebuilding New Orleans*

2009/2010
Michael Hughes, University of Arkansas, *School / Work*
Sun Ho Kim, Axi:Ome, *Myth Towards Practice*
Craig Dykers, Snohetta, *Snohetta: Current Works*
Thom Wiscombe, Emergent, *Extreme Integration*
Geoffrey Smith, Holly and Smith, *The Old Way of Seeing with a New Vision*
Zac Godshall, Director*God's Architects*

The School of Architecture, School of Art, and the Louisiana Tech University Enterprise Center provide exhibitions of architects, designers and architects throughout the academic year. All events are prominently posted in Hale Hall and via email and the University website. The following represent some examples of exhibitions of the University since the previous accreditation visit:

2004-05
Sarah Amos/Kristin Casaletto
Teresa Cole/Colleen Cox
John Hull/Kiel Johnson
Inez Storer/Bonita Day

2005-06
Isabella Natale/Martha Whittington
Abstract Los Angeles/Mikey Walsh
Laura Harter/Hamlett Dobbins
Paul Rudolph: The Florida Houses
Focus on India and Bazaar

2006-07
Marilyn Propp/David Jones
Edward Wolowski/Bill Crandall
Alex Hibbitt/Heather Ryan-Kelley
Keith Johnson/Russell Joslin

2007-08
Bryan Baker/Io Palmer
Devon Tsuno
Faculty Show
Veliko Marinchevski/Russian Icons

2008-09
Sarah Hollis Perry/Rachel Welty
Leighton McWilliams
Scott Sinclair/Chris Scarborough
Brian Bishop/Loren Schwerd
Pinky Bass/Christine Shank-Russell
Prosthetic Devices: ARCH 350
Michael Williams: Kneading Bodies

2009-10
Libby Rowe/Drek Davis
Ruston Collects/Erica Harris
Faculty Show
Krista Bowden/Kathleen Robbins/Jacinda

The architecture program understands that it has an obligation to provide enrichment opportunities not only to its students through its lecture series, but also to the professional community of the region. In recognition of this obligation to the professional community, the architecture program distributes announcements to the practitioners and alumni, offering AIA LEUs and state CEUs for practitioners who attend the various lectures in the annual series.

Additionally, the architecture program invites practitioners and educators from throughout the United States to serve as external reviewers of the professional concentration studios. This activity enhances the perspective the program has on its students' work and enriches the discourse on the issues being addressed within the program's pedagogy. The following are the individuals who have served as external project reviewers and/or presenters since the last accreditation visit:

2005/2006
Angela Babb, practitioner, Houston,TX
Marvin Clawson, practitioner, New York, NY
Phillip Morse, practitioner, Houston, TX
Geoff Gjertson, educator and practitioner, Lafayette, LA
Darren Deffner, practitioner, Flower Mound, TX
Patricia Boge, educator, Baton Rouge, LA
Jim Sullivan, educator, Baton Rouge, LA
Larry Haney, mechanical foreman, Ruston, LA
Steve DeFreese, electrical foreman, Ruston, LA
Gene Endthoff, National Fire Sprinkler Association
Field Technician, Shindler Elevator Company

2006/2007
Archie Tiner, educator and practitioner, Baton Rouge, LA
Lonnie Wilkinson, educator and practitioner, Baton Rouge, LA
Mike Nichols, practitioner, Alexandria, LA
Joy Anniston, practitioner, Monroe, LA
Larry Haney, mechanical foreman, Ruston, LA
Steve DeFreese, electrical foreman, Ruston, LA
Field Technician, Shindler Elevator Company

2007/2008
Jim Weinzettle, practitioner, Alexandria, LA
Brad Foster, practitioner, Dallas, TX
Mike McSwain, practitioner, Shreveport, LA
Travis Jore, practitioner, Shreveport, LA

Larry Haney, mechanical foreman, Ruston, LA
Steve DeFreese, electrical foreman, Ruston, LA
Gene Endthoff, National Fire Sprinkler Association
Field Technician, Shindler Elevator Company

2008/2009
Michael Hughes, educator and practitioner, Fayetteville, AR
Alfred Zollinger, education and practitioner, New York, NY
Douglas Pancoast, educator and practitioner, Chicago, IL
Kim Mitchell, practitioner, Shreveport, LA
William McElroy, practitioner, Jackson, MS
Jeff Spikes, Practitioner, Shreveport, LA
Tim Brandon, practitioner, West Monroe, LA
James Chaffers, educator/practitioner, Ann Arbor, MI
Larry Haney, mechanical foreman, Ruston, LA
Steve DeFreese, electrical foreman, Ruston, LA
Gene Endthoff, National Fire Sprinkler Association
Field Technician, Shindler Elevator Company

2009/2010
Ian Macaskill, practioner, Monroe, LA
James Chaffers, educator/practitioner, Ann Arbor, MI
Tim Brandon, practitioner, West Monroe, LA
Marla Emory St. John, practitioner, Choudrant, LA
Mike McSwain, practitioner, Shreveport, LA
Travis Jore, practitioner, Shreveport, LA
Jeff Spikes, practitioner, Shreveport, LA
Cassidy Keim, practitioner, Ruston, LA
Larry Haney, mechanical foreman, Ruston, LA
Steve DeFreese, electrical foreman, Ruston, LA
Mick Campbell, National Fire Sprinkler Association
Jeff Taylor, GroSolar, VP for Distribution

Of equal importance to the growth and development of the students are the student support services available at Louisiana Tech University, administered by the Division of Student Affairs. These support services include the Counseling Center, which provides professional counseling free of charge to students who are experiencing personal/emotional concerns and under a code of confidentiality; Study Skills Development, which support the students in developing a study system; the Center for Career Decision Making, which assists the students in developing career decision-making skills, and the Career Center, which assists the students in developing job search skills.
http://www.latech.edu/students/counseling/

Established by the University since the previous accreditation visit (and designed by students of the School of Architecture through the University Design Assistance Center), the Bulldog Achievement Resource Center (BARC) http://www.latech.edu/fye/ seeks to connect students to Louisiana Tech University, by providing them with academic and co-curricular resources, by giving them opportunities for involvement in the University and community, and by helping equip them to succeed in completing a degree program while enhancing the overall student experience. Located in the lobby of Wyly Tower, the BARC offers tutoring in courses in Biology, Mathematics and Physics, facilitates a Writing Center and oversees Louisiana Tech University's First Year Experience (FYE) program. The FYE's mission is "to support and advance efforts to improve academic and co-curricular resources into and through the first-year student's higher education experience. The School of Architecture supports the FYE's "Tenets of Tech" and connects its own policies on studio and learning culture to our institutional context through the "Tenets." http://www.latech.edu/fye/

Louisiana Tech University also offers its Honors Program to meet the needs of students of exceptional ability and motivation. The fundamental idea of the program is that the best preparation for the future is through an informed and critical understanding of the world. The core of the Honors Program is its Foundations 21 curriculum: a series of honors courses at the freshman and sophomore level designed to prepare today's college students of the 21st century. Students are required to take 21 hours of Honors courses for an Honors distinction on their transcript. All of the courses in the Foundations curriculum will fulfill General Education Requirements.
http://www.latech.edu/honors/

While the University provides these general and essential counseling and career guidance and placement services, the architecture program assumes responsibility for academic advising and evaluating academic progress for its students. This is accomplished through an academic advising system that assigns a student, upon entering the program, to a faculty member. This faculty member serves the student as an academic advisor for as long as the student remains in the program. The University's registration system requires that the student receive the academic advisor's advice and counsel for registration and schedule adjustments (add/drop) during scheduled periods during the academic year.

The architecture program develops and maintains contacts with professional practices and graduate programs in the area, region, and nation. These contacts provide the program and its faculty with a network of resources that are utilized to assist the program's students in identifying professional and educational opportunities. To complement this network, the School has encouraged the Career Center to solicit the participation of regional architectural firms in its Career Day/Job Fair and cooperative education/internship programs and has supported the AIAS chapter's own job fair initiatives to bring firms directly into the School to recruit for internships in architecture and interior design. It should be noted that during the past two years, the level of response has lessened from the professional community due to current economic forces; however, the School's commitment to connect professional offices with its students will continue to remain an important endeavor. Additionally, the AIAS and the School (through ARCH 471) have supported and organized "firm crawls" with the support of AIA-Monroe and AIA-Shreveport and member firms. This annual event has allowed students to leave campus and visit offices on a Friday afternoon to learn about the people, the range of firms and the professional opportunities in our region. The "firm crawl" also assists in maintaining contact with our regional alumni. The School has also utilized the opportunities of the annual AIAS Forum as an opportunity for faculty-led travel (through ARCH 402/502: Field Travel) to the cities which host the event. Both students and the School have found this opportunity very successful and seek to offer this opportunity in the future.

This combination of formal and informal mechanisms for student growth works effectively because the program faculty members assume the roles of academic advisor, personal counselor, and career guide with a high level of concern for, and responsiveness and commitment to, the program's students that is traditional to both the University and the program. This tradition has established a positive context within which any and all concerns may be addressed, discussed, and resolved.

Lectures, visiting critics, exhibits, and student support services all represent vehicles for student growth that are campus based or located. However, the architecture program recognizes the need to provide its students with opportunities for growth that are external in nature. To this end, field trips and organized travel opportunities are a regular part of the mosaic of educational opportunities the program seeks to provide its students.

The architecture program offers field trips during the academic year of varying length and affordability to increase the opportunities for participation by the maximum number of students. Since the last accreditation visit, the following field trips have been organized:

2005/06

Eureka Springs/Little Rock, AR	37 students
Los Angeles, CA	24 students
Baton Rouge, LA (LaAIA, Celebrate Arch)	42 students

2006/07

Seaside, FL	42 students
Boston, MA	17 students
Dallas, TX	20 students
Paris, France (with the School of Art)	6 students
Baton Rouge, LA (LaAIA, Celebrate Arch)	18 students

2007/08

Houston, TX	50 students
Austin, TX	13 students
New Orleans	18 students
Auburn Rural Studio	12 students
Baton Rouge, LA (LaAIA, Celebrate Arch)	20 students

2008/09

Dallas/Fort Worth, TX	48 students
Los Angeles, CA	24 students
Little Rock, AR	14 students
Baton Rouge, LA (IDP Workshop)	15 students

2009/10

Houston, TX	47 students
Southern Louisiana/Mississippi	10 students
Berlin, Germany	16 students

Clearly, the most notable achievement during this cycle is the initiation of study abroad within the School of Architecture. A partnership with the School of Architecture and the Department of History has resulted in a plan and University approval to offer summer study abroad opportunities in Berlin, beginning in Summer 2010 and Florence in Summer 2011. Due to insufficient enrollment in the Summer 2009 (largely accredited to economic uncertainty), initial plans to offer the Florence study abroad option was postponed to 2011. Sixteen students, including both graduate and undergraduate students (fourteen from the School of Architecture), and three faculty (two from the School of Architecture and one from the Department of History) participated in the program from 8 June – 8 July 2010. The School remains optimistic about the next study abroad opportunity in 2011.

Student Research, Scholarship and Creative Work

The students of the School of Architecture have participated in grant opportunities, student research and other creative activities since the previous accreditation visit. Among the notable activities:

2005-2006

$25,000 Weyerhaeuser Foundation Grant to Design/Build Habitat for Humanity House
http://news.latech.edu/2005/11/09/architecture-students-team-up-with-weyerhaeuser-and-habitat-to-build-home/
30 students participated

Mini Grant from Working Films
http://www.healthybuilding.net/housing/habitatfirstawardees.pdf
30 students participated

First Place Prize: Charles E Peterson Prize, Historic American Buildings Survey
Documentation of the Samuel G. Wiener House, Shreveport, LA
http://www.nps.gov/hdp/jobs/Peterson_winners.htm#2005
8 students participated

Article in CRIT: Journal of the AIAS, Spring 2006, Issue 61 (30th Anniversary Edition
"Mobile Mediation," Justin Roark, Student

Competition Winners: ACSA/AISC Aquatic Center Design Competition
Third Prize: https://www.acsa-arch.org/images/competitions/steel/SteelCompetitionPR.pdf
Alan Thomas, Grant Waggenspack, Shannon Debenport, Mike Wynne, Students

2006-2007
$15,000 University of Louisiana System Grant "ULS Serves"
"Renewing Communities: Assisting Rejuvenation of Gert Town"
16 students participated

$5059 National Parks Service (through Louisiana) Grant
Documentation of the Cooley House, Monroe Louisiana
10 students participated

Article in CRIT: Journal of the AIAS, Spring 2006, Issue 62
"Projects," Habitat for Humanity Design/Build Project
30 students participated

Second Place Prize: Charles E Peterson Prize, Historic American Buildings Survey
Documentation of the Ghana House: Melrose Plantation, Natchitoches, LA
http://www.nps.gov/hdp/jobs/Peterson_winners.htm#2006
4 students participated

2007-2008
Honorable Mention: Charles E Peterson Prize, Historic American Buildings Survey
Documentation of the G.B. Cooley House
http://www.nps.gov/hdp/jobs/Peterson_winners.htm#2007
10 students participated

2008-2009
Public Exhibition/Installation
"Prosthetic Devices"
29 students participated

Carter Academic-Service Entrepreneur Grant
"Trust Builder: Academic Service Project
1 student (Laura Thomas)

Entry in GREENLife/NEOCON student competition
http://www.arch.latech.edu/Assets/Images/neocon01.jpg
14 students participated

2009-2010
Article in DWELL.com
"LA-Tech Habitat Home"
http://www.dwell.com/articles/la-tech-habitat-home.html
9 students participated

Lagniappe Ladies Grant
"HabiTech Tools" $10,000
20 students participated

Best Undergraduate Research Award (three awarded)
10th Annual Louisiana Tech University Undergraduate Research Symposium
"Habitech 10"
20 students participated

Best Graduate Research in College of Liberal Arts
10th Annual Louisiana Tech University Graduate Research Symposium
"Designing a Laboratory for Innovative Construction"
Lucas Bridges and Lamar Lane, Students

The architecture curriculum has instituted the practical experience/community service degree requirement. This requirement of 400 clock hours accumulated after second year is an opportunity for each of the program's students to grow professionally and/or civically in an off-campus setting, and to bring those growth experiences back to the campus, enriching the entire program and University.

The architecture program has traditionally sought to encourage its students to be leaders on and off the campus, and to recognize student accomplishments. Consequently, the program has nurtured and supported student organizations (AIAS, USGBC Students, ASID, Women in Design and Construction) and honoraries (Tau Sigma Delta) within the School of Architecture as well as the honoraries and social or service organizations on the campus that offer opportunities for student growth and leadership to the University's academic community. Additionally, the Division of Student Affairs provides the Student Activities Office, centrally locate in Tolliver Hall, which serves as the headquarters for more than 130 student organizations, including religious, service, social, departmental and honorary. Since the previous accreditation visit, the School's NOMAS chapter has experienced a significant reduction in membership resulting in its temporary hiatus. The School's Director is actively seeking new members and leadership to support NOMAS and its return to the life of the School of Architecture.
http://www.latech.edu/students/student-activities/

As described in I.1.3B: Architectural Education and Students, the School supports the activities and goals of the School's student organizations and honoraries. The School offers assistance by providing office space, copier access, the use of classroom facilities and technology to support meetings and events, website visibility on the School's website, financial support with activities and initiatives, participation in AIA events with the Monroe chapter, and support through faculty participation and School sponsorship. The School supports participation by the AIAS president to Grassroots conference in Washington, DC each summer. The School also has supported travel to the annual Louisiana AIA Celebrate Architecture Program in Baton Rouge.

Besides the student organizations and Tau Sigma Delta, the School of Architecture recognizes its students' academic and service achievements through a series of awards and scholarships that it presents annually. These awards and scholarships are:

the PHOEBE:	awarded to recognize student achievement in design work and graphic representation at the Foundation Level.
the School of Architecture Faculty Award:	awarded to recognize student achievement in design work and graphic representation at the Professional Concentration Level.
the Milton Pickett Award:	awarded to recognize the outstanding degree project by a graduating architecture student.
the Mary Moffett Award:	awarded to recognize outstanding graphic presentation by a graduating architecture student.
the Director's Award:	awarded to recognize outstanding academic improvement or achievement by an individual student.
Alpha Rho Chi Medal:	awarded to the graduating architecture student who has significantly served the School and University communities.
AIA Gold Medal:	awarded to the graduating architecture student with the highest grade point average.
AIA Certificate:	awarded to the graduating architecture student with the second highest grade point average.
Melinda Sue McGee Memorial Scholarship:	awarded to a 2nd, 3rd, 4th year architecture student based on financial need, design work, and academic achievement.
the DIRECTOR'S LIST:	recognition of academic achievement in design coursework.
the AIAS TEACHING AWARD:	recognition for outstanding teaching by students

The growth and development of each student in the architecture program remains central to the program's approach to education and its desire for each student to formulate a personal approach to architecture.

I.2.2 Administrative Structure and Governance

A. Administrative Structure

Louisiana Tech University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate, masters, and doctoral degrees. It is also a member of the American Association State Colleges and Universities, the American Council on Education, the Council of Graduate Schools in the United States, the Conference of Southern Graduate Schools, and the American Association of Collegiate Registrars and Admission Officers and is affiliated with the National Commission on Accrediting and the National Council of University Research Administrators.

The Office of the President exercises control over all academic and administrative affairs of the University and ultimate authority and responsibility for their planning and implementation is vested in this office. The Vice-Presidents for Academic Affairs and Administrative Affairs assist the President in the management of the particular aspects of the University, and they, in turn, are supported by the Deans of the Academic College, the Directors of Schools, and the Heads of various Departments which constitute the University.

The State of Louisiana Board of Regents, acting at the request of the University, voted on 27 April 1995, to restructure the School of Art and Architecture into two distinct entities: the School of Architecture and the School of Art. This action ended an administrative relationship between the architecture and art programs that had existed for twenty-five years and created the School of Architecture as a discrete academic and administrative unit within the general organization of the College of Liberal Arts.

The College of Liberal Arts contains four Schools and five departments, serving approximately 1800 majors and provides all University's students with the opportunity to obtain a liberal education as preparation for a business or professional career. As a Unit within this College, the School of Architecture contains an Architecture and Interior Design Program and serves nearly 280 majors. The School of Architecture at Louisiana Tech University administers two undergraduate degree programs, the Bachelor of Science in Architectural Studies and the Bachelor of Interior Design, and a graduate degree program, the Master of Architecture (*Note: the Bachelor of Architecture, the School's undergraduate NAAB accredited undergraduate degree program will be phased out at the end of 2010 and not germane to the pending accreditation visit).* These degree programs currently are accredited for the maximum terms by their respective accreditation agencies: NAAB and CIDA. The School of Architecture is administered by a Director, who works with two program coordinators (Architecture and Interior Design). The Director works and communicates with the Dean of the College of Liberal Arts.

The administrative structure is similar to other professional programs within the University. Two, for example, are the School of Professional Accountancy in the College of Business and the School of Forestry in the College of Applied and Natural Sciences. Both of these schools administer professional programs while residing in colleges that offer a range of degree programs to the University community.

THE ARCHITECTURE PROGRAM POSITION WITHIN THE UNIVERSITY STRUCTURE

LOUISIANA TECH UNIVERSITY

College of Applied and Natural Science

College of Business

College of Education

College of Engineering and Science

+**College of Liberal Arts**

Department of History

Department of Journalism

Department of Professional Aviation

Department of Social Sciences

Department of Speech

School of Art

School of Literature and Language

School of the Performing Arts

+**School of Architecture**

Interior Design Program

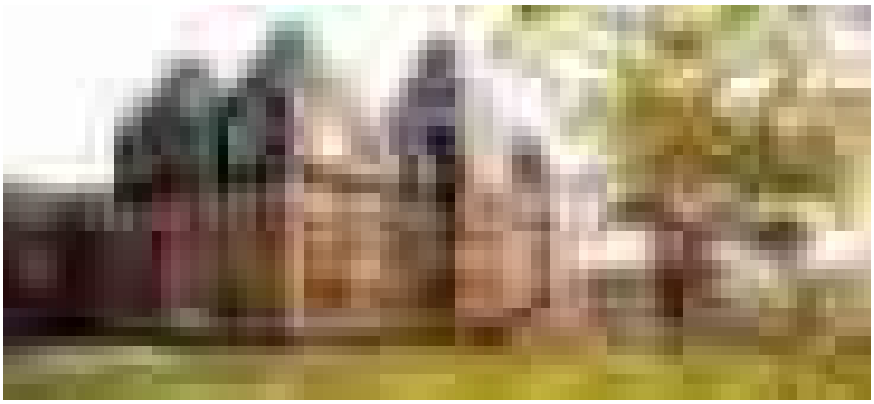
+**Architecture Program**

As described in I.1.1-History and Mission, an Interior Design Program, accredited by the Council for Interior Design Accreditation (CIDA) is also an important and active part of the School of Architecture. The professional degree program in Interior Design is the 125-credit hour Bachelor of Interior Design (B.I.D.) degree. Like the architecture program, the interior design program also experienced an enhancement to its curriculum in 2009 with new courses and update matriculation sequence.

B. Governance

Faculty, staff and students have an important role in the governance of the program, including curricular development. At the beginning of each academic year, faculty and students participate in the School's standing committees (Administrative and Curricula; Human Resources; Enrichment Resources; Physical and Information Resources). Each Committee has a given set of tasks to complete in the academic year (for example, among the tasks of the Enrichment Committee are organizing the annual lecture series and exhibitions, selecting freshman scholarship recipients and planning the end of the year awards ceremony and student exhibition). Meetings are open for any and all to participate, unless issues of privacy are involved (issues of tenure and promotions at the School level). Faculty are also involved in serving as representatives with the School's various student organizations and honorary. The Director also seeks assistance within the faculty on issues of curriculum development from two program chairs (Architecture and Interior Design) and three coordinators (Foundation Level, Professional Concentration Level and Graduate Level). The recent work to retool the curriculum would not have been possible without the time and attention of these individuals. In all matters regarding governance, the Interior Design Program, its instructors and its students are also represented.

I.2.3 Physical Resources

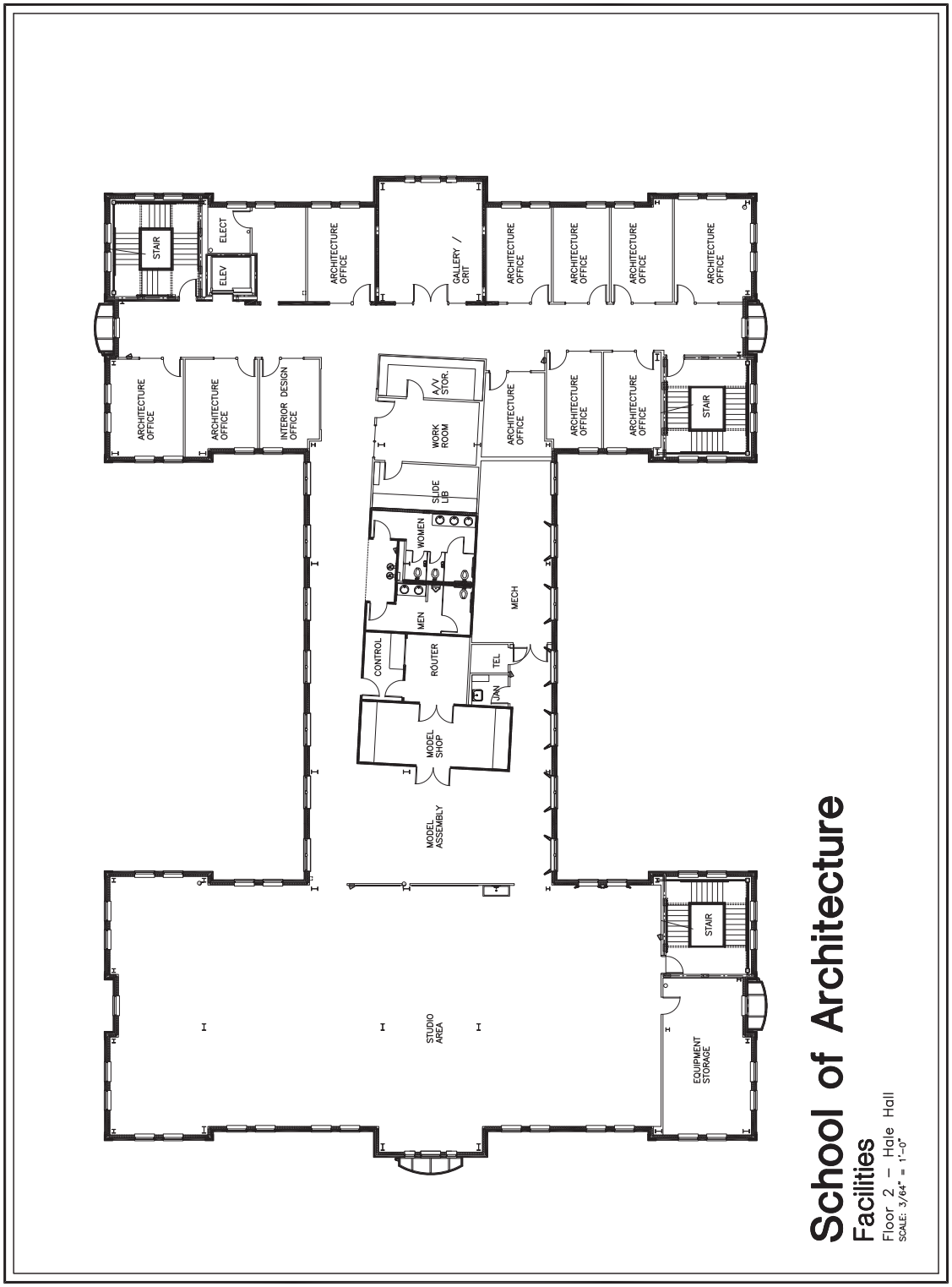


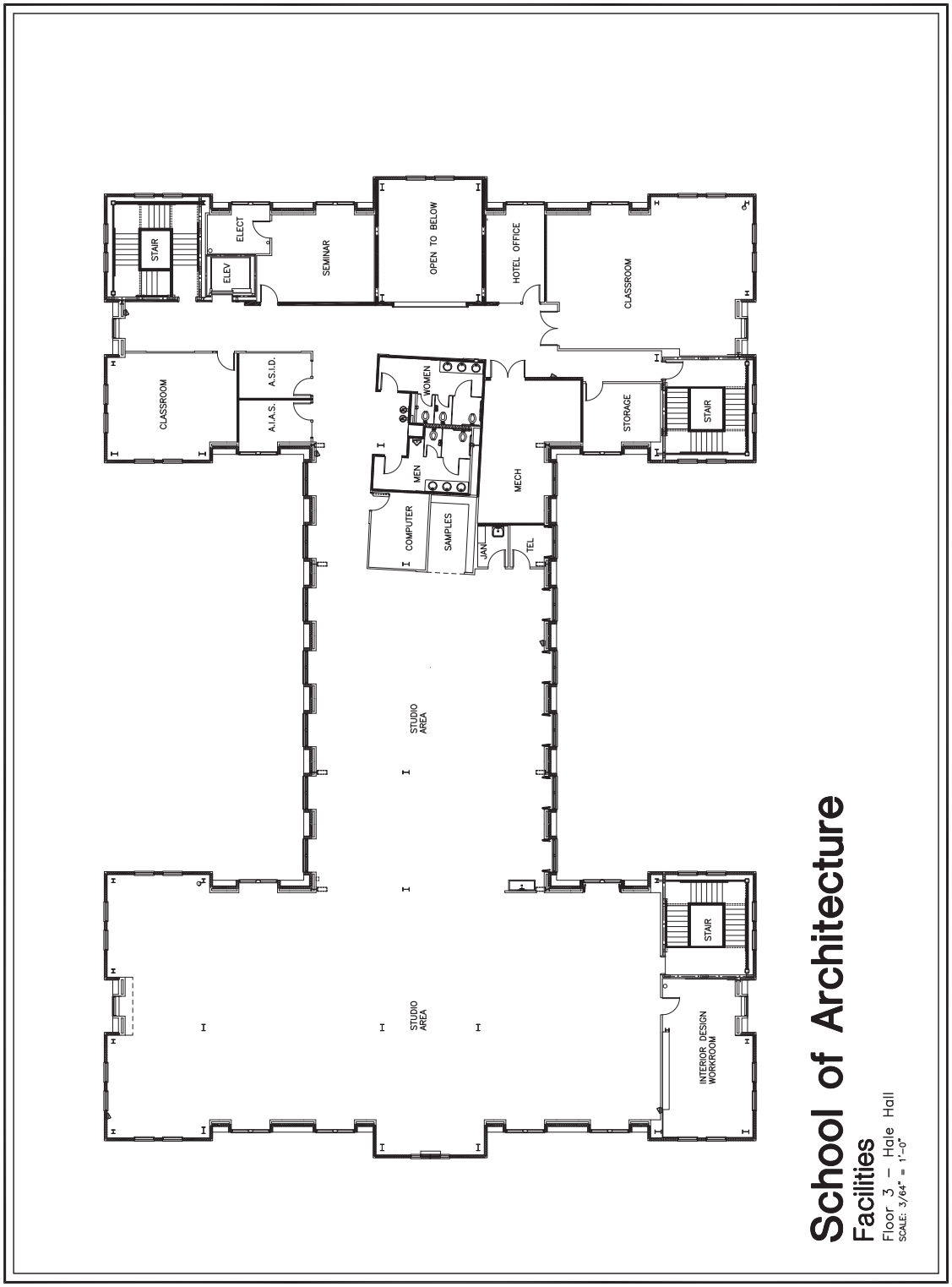
Hale Hall
The University administration has recognized concerns of the School's and Program's former facilities in the Wyly Tower of Learning, and for many years worked diligently to position a new facility for the School and Program within the State's capital outlay process. In 1997 the University received funding for the planning and design work associated with the restoration and conversion of Hale Hall into a facility serving the Office of Admissions and the School of Architecture. Subsequently, the State of Louisiana appointed Michael L. Walpole, Architect, the project's architect and work commenced on the facility's planning and design. Construction began on the reconstruction of Hale Hall in November 2002. The Office of Admissions occupied its spaces in the reconstructed Hale Hall during the 2004 Summer Quarter, and the School of Architecture occupied its spaces prior to the 2004 Fall Quarter classes. The Office of Admissions occupies a portion of the space on the ground floor of the reconstructed Hale Hall, and the School of Architecture occupies the remaining space on the first floor as well as the entire second and thirds floors for a total area of 25,800 square feet.

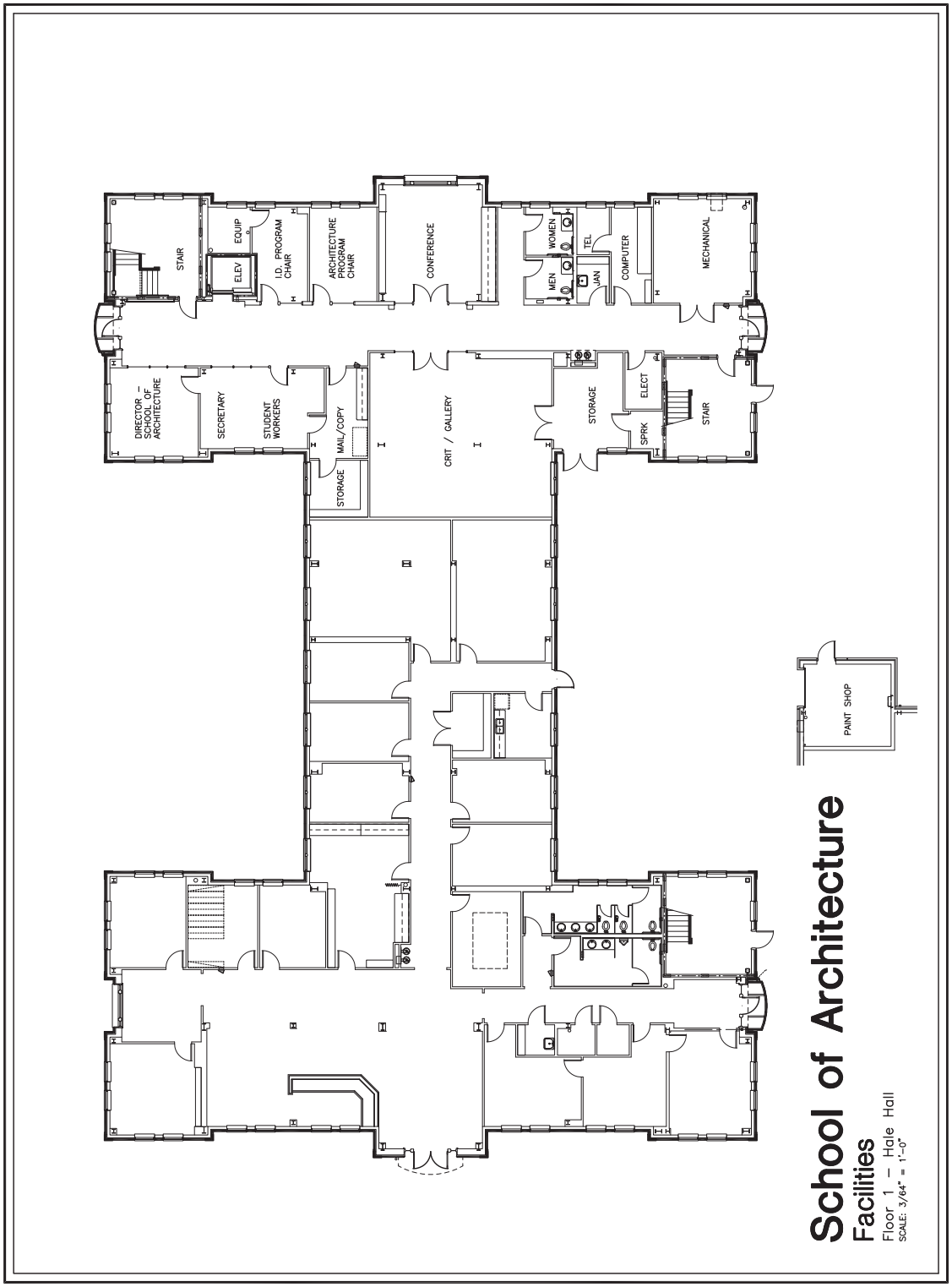
The reconstructed Hale Hall provides the School of Architecture with state-of-the-art gallery/critique, lecture/seminar, office, studio and ancillary support spaces for the use of its degree programs. The building has both a hard-wired and wireless network capability that interconnects the buildings spaces seamlessly.

Hand and digital craft production and assembly spaces are conveniently located on the second floor, adjacent to the second- and third-year architectural design studios. These production and assembly spaces accommodate a medium bed CNC router, three-dimensional scanners and printers, large and small arm digitizers, and small model-making shop equipment (scroll saws, drill presses, and sanders). Outside, in the mechanical building of the reconstructed Hale Hall is located the School's paint shop. The second floor also houses the Schools printing/plotting services and a media workroom suite that stores the digital image library, the School's portable digital projector carts, the library of DVDs and other audio-visual materials. The third floor contains storage and archiving for future accreditation visits, an artificial lighting laboratory and dedicated space for a heliodon.

Studio spaces accommodate 184 students, and provide each of these students with an individual work area/station equipped with a network and power connections and pedestal storage. These studio spaces are allocated to those students enrolled in architecture and interior design studios above the first year Foundation Level. These students have secured access to the building after normal business hours and weekends.


STAIR
ELECT
ELEV
ARCHITECTURE OFFICE
GALLERY / CRIT
ARCHITECTURE OFFICE
ARCHITECTURE OFFICE
ARCHITECTURE OFFICE
ARCHITECTURE OFFICE
ARCHITECTURE OFFICE
ARCHITECTURE OFFICE
INTERIOR DESIGN OFFICE
A/V STOR.
WORK ROOM
ARCHITECTURE OFFICE
ARCHITECTURE OFFICE
ARCHITECTURE OFFICE
STAIR
SLIDE LIB
WOMEN
MEN
MECH
CONTROL
ROUTER
TEL
JAN
MODEL SHOP
MODEL ASSEMBLY
STAIR
STUDIO AREA
EQUIPMENT STORAGE
School of Architecture
Facilities
Floor 2 – Hale Hall
SCALE: 3/64" = 1'-0"

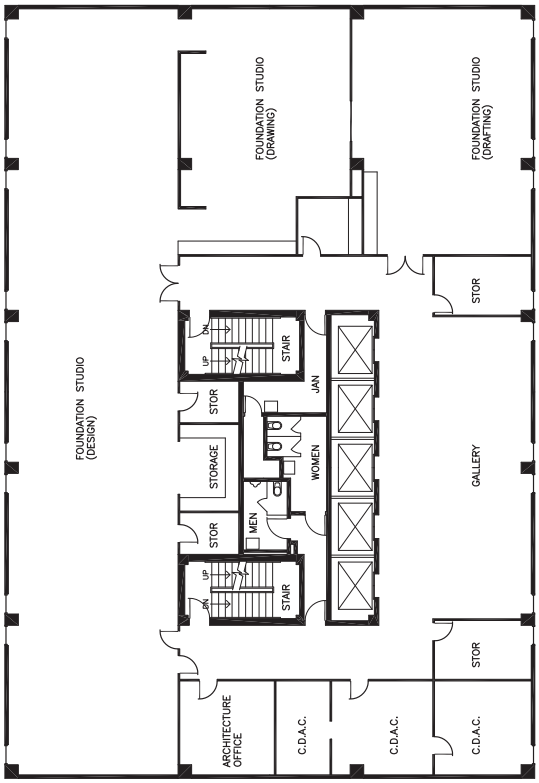

STAIR
ELECT
ELEV
SEMINAR
OPEN TO BELOW
HOTEL OFFICE
CLASSROOM
CLASSROOM
A.S.I.D.
A.I.A.S.
WOMEN
MEN
COMPUTER
SAMPLES
JAN
TEL
MECH
STORAGE
STAIR
STUDIO AREA
STUDIO AREA
STAIR
INTERIOR DESIGN WORKROOM
School of Architecture
Facilities
Floor 3 – Hale Hall
SCALE: 3/64" = 1'-0"


STAIR
EQUIP
ELEV
I.D. PROGRAM CHAIR
ARCHITECTURE PROGRAM CHAIR
CONFERENCE
WOMEN
MEN
TEL
JAN
COMPUTER
MECHANICAL
DIRECTOR – SCHOOL OF ARCHITECTURE
SECRETARY
STUDENT WORKERS
MAIL/COPY
STORAGE
CRIT / GALLERY
STORAGE
ELECT
SPRK
STAIR
PAINT SHOP
School of Architecture
Facilities
Floor 1 – Hale Hall
SCALE: 3/64" = 1'-0"

Wyly Tower of Learning
Prior to occupying the reconstructed Hale Hall, the School of Architecture occupied space in the Wyly Tower of Learning. The Wyly Tower of Learning is an accessible, sixteen-story building built in 1973, located at the center of campus; it houses Prescott Memorial Library, the University's computing center, Offices of three of the University's Vice Presidents, the Office of the University President, Offices of the University's Research and Graduate School.

The School of Architecture continues to utilize the thirteenth floor of Wyly Tower. The School utilizes this space for the Foundation Level's first-year design and drawing courses. The design and drawing studio space on the thirteenth floor accommodates 60 students at one time in a "hot table" setting, and provides a large, open assembly space and material storage. Additionally, the thirteenth floor is also the home of the School's Community Design Assistance Center (CDAC), including its conference space, office space and storage. Total area of the 13th floor of Wyly Tower is approximately 7,400 square feet.

The School is quite pleased to have a large, open, dedicated space to serve its foundation level students. The School has communicated with the Dean of the College of Liberal Arts about potentially seeking space in Robinson Hall (adjacent to Hale Hall), when the Department of Speech vacates a portion of Robinson for a renovated facility on the southwest corner of campus (Jenkins-McFarland Halls). The potential to move from the Foundation Level studio spaces in Wyly Tower to a building nearer in proximity (and a studio that's closer to the ground) to Hale Hall, would improve communication between our freshman students and the rest of the School of Architecture student body. It has been perceived since the School's move to Hale Hall that the new separation from the first year students to the rest of our students may not be ideal in terms of building a sense of community among our foundation level students.



School of Architecture

Facilities

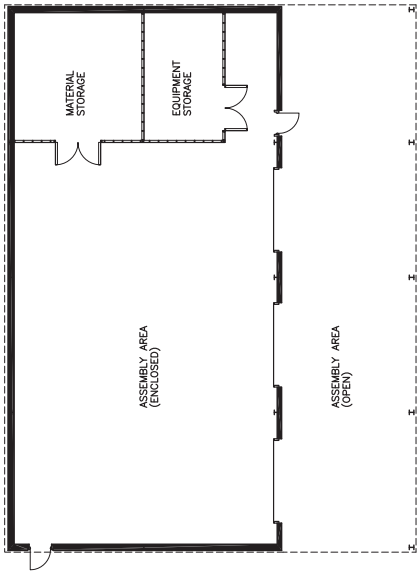
Floor 13 – Wyly Tower of Learning

SCALE: 3/64" = 1'-0"

Workshop and Fabrication and Assembly Shop
The School of Architecture shares a workshop facility (Art and Architecture Workshop) with the School of Art. This shared facility (approximately 7,000 square feet), located on the South Campus provides the School with access to specialized shops for ceramics, metal, wood and printmaking. In Fall 2009 the School of Art and the School of Architecture collaborated on a BoRSF Grant to upgrade the wood lab and metal shop equipment. The proposed acquisitions will provide upgraded, more precise inventory, which will also emphasize portability for the School of Art to better develop and refine site-specific and public art projects and for the School of Architecture to enhance its ability to work on Community Design and Construct projects

In the Spring of 2004, the School of Architecture occupied its newly constructed Fabrication and Assembly Shop adjacent to the Art and Architecture Workshop. At approximately 3500 square feet, the facility provides the School's programs with a large floor plate/high ceiling space for large-scale construction projects and secured storage for both material and tools/equipment. In addition to more "traditional" shop equipment, the Fabrication and Assembly Shop also houses a CNC vertical milling center, a large bed CNC plasma cutting system and a large bed CNC router. This Shop will also be use on a limited basis by the School of Performing Arts to construct its large-scale stage projects, e.g. its yearly musical presentation.

The School finds this facility to be an excellent addition to facilities on the main campus. In the future, the School intends to consider adding an additional space for material storage for future projects. The School has received access to two secured spaces in the former married student housing apartment complex owned by the University, which is in close proximity to the School's shops. These spaces are currently utilized to address the issue of material storage for the Community Design and Construct component.



School of Architecture

Facilities

Architecture Shop

SCALE: 3/64" = 1'-0"

FACILITIES AND EQUIPMENT
Description of existing equipment and the utilization of equipment assigned to the program.

Investment – Technological Infrastructure

Louisiana Board of Regents Support Fund Grants:	
LEQSF (2000-01)-ENH-TR-46	$123,756.00
LEQSF (2003-04)-ENH-TR-41	$112,854.00
LEQSF (2006-07)-ENH-TR-44	$142,000.00
LEQSF (2009-10)-ENH-TR-45	$141,000.00
College of Liberal Arts (match)	$7,000.00
University Research (match)	$3,000.00
Louisiana Tech Student Technology Fee Board:	
Laser Cutting System (2006)	$43,050.00
Lighting Laboratory (2007)	$19,923.00
Digital Surveying Equipment (2008)	$3,718.00
3D Digital Scanner (2008)	$10,995.00
Heliodon (2009)	$12,450.00
College of Liberal Arts and S.O.A. (match)	$2,500.00
College of Liberal Arts Fund	$17,624.00
Hale Hall Reconstruction Equipment Budget	$346,769.00
TOTAL INVESTMENT	**$986,639.00**

Computer Network

All of the School's spaces within Hale Hall and Wyly Tower are networked. The School's network provides the infrastructure that supports the school's computer policy of requiring all its students at the first year level to have access to a computer that supports word processing, drafting and modeling applications. It also complements the University's variety of computer facilities that are located in various academic and residence buildings to serve the general student body of the University.

Rapid Prototyping Equipment

The School of Architecture possesses one of the larger inventories of rapid prototyping and CNC-fabrication of any architecture program in the nation. Through four Louisiana Board of Regent Support Fund Grants totaling over $500,000, the School has positioned itself with the ability to scan, print and fabricate large-scale building assemblies to support faculty research and pedagogy, to provide students with leading technologies in preparation for entry into the profession and to utilize the equipment to engage in student-centered community service, serving north Louisiana in the design, fabrication and construction of architectural projects.

1. Haas, VF-2 Vertical Machining Center, 30” x 16” x 20” work area

2. Multi-Cam, 1000 Series Plasma Cutter, 48” x 96” cutting area

3. Techno-isel, 4896LC (48” x 96”) CNC Servo Router (Computerized Milling machine) w/dust collection system.

4. Techno-isel, 48”x48” Table-top CNC Servo Router (Computerized Milling machine) w/dust collection system.

5. Epilog, Legend 36EXT Laser Cutter, 36” x 24” cutting area

6. Purex 1500i air filtration system and vacuum

7. Z-Corporation, ZScanner 800, Handheld 3-D Laser Scanner

8. Six(6), Microscribe G2, 3-D digitizing arms with carrying cases, and digitizing software

9. Two (2) Microscribe G2L (snap and map capable) with carrying cases, and digitizing software.

10. One (1) Digitizing Arm (Extended Length), Romer (snap and map capable) digitizing arm.

11. Two (2), Z-Corporation 310, Large Format computerized 3-D Printers. – Two (2), Z-Corporation 450, Large Format automated 3-D Color Printers with built-in Power Removal system

12. Roland, LPX-600, 3-D Laser Scanner

Instructional Equipment

1. Two (2) Dell TrueMobile Wireless Computer Labs, each w/ 25 C600 Laptop Computers, Power Edge Server, and LCD Projector.

2. Two (2) Computer Mobile Teaching Stations: each w/ Dell Latitude C800 Notebook Computers, LCD Projector and Mobile Cart

3. Three (3) Webster LT 6000 Interactive Whiteboards.

4. Two (2) Smart Classrooms.

5. Stabila Laser Surveying System, including LAPR-100 Self-Leveling Rotating Laser Kit, LAR-200 Off Road Laser System, LE200 Laser Distance Measurer, LA-4P Four Beam Laser Kit

6. Lighting Lab with twelve fixture varieties, Gossen 3F Digital Color Meter, three (3) Extech Footcandle/LUX meters, HP Scanjet 8300 Scanner, Alien Bees Lighting System, Canon EOS 5D Digital SLR Camera Kit, Canon HV10 Digital HD Video Camera Kit

7. High Precision Devices Model 126 Heliodon (to ship 2 March 2010)

Productivity and Output

1. Two (2) High Resolution HP Design Jet 5500ps Large format Color Printer/Plotters

2. One (1) HP 42” Wide Format Color Scanner

3. One (1) HP Laser Jet 4600 Color Printer.

4. Two (2) HP Laser Jet 4200 B&W Printers.

5. Two (2) Epson 1520 Large Format Inkjet Printers

6. Two (2) Dell Precision 650 Dual-3.2 GHz Processor Workstations (High-performance)

7. Two (2) Dell dimension 4600 Workstations

8. One (Dell) Optiplex Mini-Tower Workstation

9. One (1) Dell Optiplex Workstation (digital library)

10. One (1) Minolta "Dimage" Slide Scanner

Faculty Office

1. Fourteen (14) Dell Precision Mobile Workstation M60 w/Docking Station, Keyboard and 19 High-definition Flat Screen Monitor

2. Fourteen (14) HP Deskjet 9650 Wide Format Printers

3. Fourteen (14) HP Scanjet 4600 Desktop Scanners

4. Twelve (12) Dell Inspiron 15 Laptop Computers with High Definition LED display

5. Twelve (12) Toshiba Dynadocks

6. Four (4) MacBook Pro Laptop Computers

Software Holdings
Faculty members have access to the following applications:

*Bentley Academic Select Subscription
- Bentley Architecture
- Bentley Building Mechanical Systems
- Bentley Structural Modeler
- Bentley Generative Components
- Also includes software supporting Building Performance, Civil Engineering, Geotechnical/Geospatial and Structural Engineering.

Adobe Creative Suite 5 Design Premium
- Adobe Acrobat 9 Pro
- Adobe Bridge CS5
- Adobe Dreamweaver CS5
- Adobe Fireworks CS5
- Adobe Flash CS5
- Adobe Illustrator CS5
- Adobe InDesign CS5
- Adobe Photoshop CS5

Rhinoceros 4.0
Microsoft Office 2010
*AutoCAD 2005 Architectural Desktop

*Students have server access

Indicate the need for new facilities, such as special buildings, laboratories, minor construction, remodeling, and fixed equipment.
The reconstructed Hale Hall, the Art and Architecture Workshop, the Architecture Workshop and the equipment housed in these facilities represent some of the most modernized and very best facilities in the State of Louisiana. There is no need or request for new facilities to support the Architecture Program. Should additional monies become available for additional space, the School would consider vacating Wyly Tower for a closer location to Hale Hall and the construction of a material supply shed near the shops, as described above.

I.2.4 Financial Resources

The financial resources allocated to the School of Architecture by the University fall into two distinct budgets - salary and operating. The budgetary process for establishing these two budgets is initiated by the School's Director making recommendations to the Dean of College of Liberal Arts. After reviewing and discussing these recommendations with the Director, the Dean transmits these to the Vice-President for Academic Affairs. The budget recommendations are reviewed and approved by the Vice-President for Academic Affairs and the University's President, and then included in the University's General Budget Request. The General Request is forwarded to both the Board of Supervisors and the Board of Regents for review and approval. Once funding has been appropriated and allocated, the Director of the School of Architecture assumes responsibility for the management and control of these funds in accordance with University and State policies.

The following data, provided by Institutional Research and the Comptroller, offers a comparison of operating and salary budgets between the School of Architecture and two other schools within the College of Liberal Arts for the past five academic years:

School of Architecture (Architecture and Interior Design, Pre-Architecture and Pre-Interior Design)

	05/06	06/07	07/08	08/09	09/10
Salaries & Benefits	$896,179	$1,083,127	$ 1,218,913	$1,263,765	$1,251,345
Operating Expenses	$44,040	$52,264	$51,512	$38,303	$35,237
per FTE major	*3431.46*	*4470.04*	*4924.13*	*4752.07*	*5208.83*

School of Art (Graphic Design, Photography, Studio Arts)

	05/06	06/07	07/08	08/09	09/10
Salaries & Benefits	$1,044,417	$1,100,729	$1,170,540	$1,158,525	$1,143,216
Operating Expenses	$66,887	$51,246	$88,159	$48,658	$43,070
per FTE major	*3121.64*	*3438.73*	*4310.61*	*4848.12*	*5048.03*

Department of Professional Aviation (Professional Aviation and Aviation Management)

	05/06	06/07	07/08	08/09	09/10
Salaries & Benefits	$467,942	$460,208	$542,983	$613,621	$560,485
Operating Expenses	$16,310	$11,752	$5,650	$31,213	$13,207
per FTE major	*2295.03*	*2407.96*	*2949.64*	*3562.62*	*3541.31*

School of Professional Accountancy (Accounting)

	05/06	06/07	07/08	08/09	09/10
Salaries & Benefits	$796,458	$820,618	$942,664	$974,156	$1,130,562
Operating Expenses	$23,658	$23,754	$19,959	$17,404	$19,628
per FTE major	*4940.46*	*5277.33*	*6131.36*	*7344.89*	*8043.29*

For the 2010 budget year, the School's Community Design Assistance Center received $13,995 from the University's administration to support its work associated with campus projects. These funds will be utilized by the Community Design Assistance Center to provide a salary supplement to the assigned faculty member, to employ and compensate students, and to purchase necessary supplies.

The architecture program has two endowed memorial scholarships and one endowed memorial lecture. The three memorial scholarships, the Melinda Sue McGee Memorial Scholarship. the Guy Danti Memorial Scholarship and the Walpole Best Scholarship (a new scholarship since last accreditation visit), are awarded to students based on academic achievement and need by the School's scholarship committee; and the William B. Wiener Memorial Lecture endowment generates approximately $2000 annually that allows the architecture program to invite a distinguished practitioner to present a lecture to the School and professional community. Invitees have included Nathaniel Owings, Charles Gwathmey, Stanley Tigerman, Edward Larrabee Barnes, Gunnar Birkerts, Hugh Hardy, Neil Denari and Craig Dykers since the endowment was created approximately twenty-five years ago. In recent years the William B. Wiener Memorial Lecture was held at the Design Expo in Shreveport, Louisiana (until the Expos's eventual cancellation) and was jointly supported by AIA Shreveport, The School of Architecture and AASA.

Although not operating or endowment funds, the Art and Architecture Student Association through its self-assessed fee of $30 per quarter per major provides the architecture program with a reliable source of enrichment funds. These funds are approximately $25,000 per year and are restricted by the association's constitution to enrichment activities only. Since the association's establishment in 1972, the generated funds have supported lectures, film presentations, subsidized field trips, and purchased equipment. The School requested a funds increase, which has been unchanged since 1972, raising the quarterly fee from $30 to $50 dollars. The increase, though substantial, was still considered feasible when comparing the proposed fee to the Nursing Fee ($50 per quarter) and the College of Engineering and Science Fees ($77 per quarter). The request for increasing the fee was not supported at this time by Academic Affairs, due to the current context of future tuition increases to Louisiana Tech University students. It is the understanding of the Director, based on information received from the Dean of the College that no requests for fee increases were granted this year, primarily because the University is assessing all students with a 10% tuition increase, and granting additional fees was not a viable option at this time. Matches for grant and additional funding for equipment – computers and shop equipment, such as the newly purchased table saw – is provided on an ad hoc basis by the College of Liberal Arts.

Development activities are conducted, on behalf of the School of Architecture, by the trained staff of the Louisiana Tech University Foundation. The School works with Ms. Jennifer Riley, the individual assigned to the College of Liberal Arts to implement and facilitate beneficial development initiatives throughout the year. The School of Architecture firmly believes a culture of giving is beginning to be established, and with due diligence will provide a sources of funds that will permit the School to significant enhance its mosaic of academic and enrichment opportunities.

a. Chart A - Provide actual costs of and sources of funding for the program over the last four years. Please respond to each requirement of the attached chart as fully as possible and provide explanations as necessary to explain any unusual circumstances.

b. Chart B - Estimate projected costs of and sources of funding for the program for the next four years. Please respond to each requirement of the attached chart as fully as possible and provide explanations as necessary to explain any unusual circumstances.

[redacted]

[redacted]

I.2.5 Information Resources

Information resources of the architecture program primarily consist of archived materials, books, documents, microfilms, pamphlets and periodicals that are housed in the University's Prescott Memorial Library. Prescott Memorial Library is the University's central library and, occupying the second through the tenth floors of the Wyly Tower of Learning, provides convenient access to the entire University community.

Besides the NA-collection and the expanded Architectural Collection, Prescott Memorial Library is the location of the William King Stubbs Architectural Archives. The Archives consist of 768 architectural project files (drawings) from 36 architectural firms in Louisiana and Mississippi and provide significant documentation of the built landscape of north Louisiana since the turn of the century for students and scholars. The collection includes the architectural drawings of William King Stubbs and Associates, which reflects over 439 folders, covering 1946-1983, from one of the major firms in North Louisiana.

Prescott Library's architecture holdings, both current and retrospective, are sufficient for the support of the programs offered by the School of Architecture. Collections are reviewed by subject librarians on a regular basis and in consultation with the affected academic units. The Library currently has over 37,000 titles and over 74,000 volumes in the Architecture Collection. The Library is a member LOUIS: the Louisiana Library Network and has access to additional resources via consortium purchasing. Most indexes are now available electronically and are available remotely to users via the use of the Library's proxy server. Additionally, the Library is a member of OCLC, SOLINET and participates in Interlibrary loan activities via these services. Interlibrary loan is a service available to all faculty, graduate students and undergraduate students. Loan items can be supplied as an electronic or a physical document.

Of particular value to the School of Architecture is the Library's investment in the online edition of the *Avery Index to Architectural Periodicals*, which indexes and selectively provides articles in more than 700 U.S. and international scholarly journals, popular magazines and publications of professional associations on architecture and design since 1934 and is updated weekly. Additionally, the Library has invested in the *Design and Applied Arts Index*, which indexes design and applied arts periodicals, providing more than 150,000 bibliographic records, abstracts, articles, news and reviews published since 1973 and is updated twice weekly.

[Mr. Michael DiCarlo, Dean of Library Services, compiled the following self-assessment of the Prescott Memorial Library.]

LIBRARY COLLECTIONS

1. Context
The library collection is appropriate to support the mission, goals, and curriculum of the architecture program and Louisiana Tech University. The collection as represented by the figures in A-4 reflects an ongoing commitment of the University to strengthen the support of the mission, goals and curriculum of the architecture program in particular.

2. Funding
The level of budgetary support as reflected in A-4 shows a consistent effort of ongoing financial support within the context of the overall funding of the University. In comparison with figures from peers in Louisiana the funding is comparable. Using data from NCES Library Statistics Program for 2008 (last year available for comparable data) Louisiana Tech compared to the peers with architecture programs does very well.

HOLDINGS (Items/Volumes) PER FTE

Louisiana Tech University (Doctoral Research-Intensive)	134.62
Louisiana State University (Doctoral Research-Extensive)	142.87
Southern University-Baton Rouge (Masters College & University I)	92.90
University of Louisiana-Lafayette (Doctoral Research-Intensive)	69.96

TOTAL LIBRARY EXPENDITURES PER FTE: 2008 FISCAL YEAR

Louisiana Tech University (Doctoral Research-Intensive)	$302.57
Louisiana State University (Doctoral Research-Extensive)	$557.65
Southern University-Baton Rouge (Masters College & University I)	$229.83
University of Louisiana-Lafayette (Doctoral Research-Intensive)	$245.37

CURRENT SERIAL EXP. MATERIALS

Louisiana Tech University (Doctoral Research-Intensive)	$1,157,448
Southern University-Baton Rouge (Masters College & University I)	$387,555
University of Louisiana-Lafayette (Doctoral Research-Intensive)	$1,270,328

CURRENT SERIAL SUBSCRIPTIONS

Louisiana Tech University (Doctoral Research-Intensive)	2,945
Southern University-Baton Rouge (Masters College & University I)	1,926
University of Louisiana-Lafayette (Doctoral Research-Intensive)	4,122

Prescott Library works closely with faculty to ensure that library acquisitions are in keeping with the teaching, service and research needs of the program. The Library has a collection development committee that reviews overall collection goals and developments; this committee has an associate dean from each college as a representative. The Library assigns a librarian to work closely with each college and the units of that college to maintain a continuing flow of information.

3. Subject Coverage
Prescott Library's architecture holdings both current and retrospective are sufficient for the support of the programs offered by the School of Architecture. Collections are reviewed by subject librarians on a regular basis and in consultation with the affected academic units. The Library currently has over 11,000 titles in its collection for architecture subjects.

4. Levels of Coverage
Prescott Library's architecture holdings are of sufficient depth to support the curriculum. The collection is described using Perkins (1979) as Advanced Study approaching Research level.

5. Number of Volumes
Currently the number of volumes in architecture subjects is 14,942. This size meets the needs of our student population and program needs.

6. Serials
Serials in support of architecture number 273 titles. These holdings are in most cases complete runs. Additional title access is available via full text databases to which the Library subscribes increasing the total available to faculty and students beyond the 273 titles. Library serial title collection represented by standard indexing tools is as follows: 70% of The Architectural Index, 26% of Art Index, and 7% of Avery Index. The library as a member of LOUIS: The Louisiana Library Network has access to additional resources via consortium purchasing. Most indexes are now available electronically and are available remotely to our users via the use of the Library's proxy server.

7. Visual Resources
The collections of slides, video, models, etc. are maintained outside of the Library in the School of Architecture. The Library's Special Collections department maintains the William King Stubbs Architectural Library. This collection of architectural drawings of William King Stubbs and Associates reflects over 439 folders covering 1946-1983 of one of the major firms in North Louisiana.

8. Access
The collections are housed in a modern library structure under environmental controls appropriate for preservation. Collections and materials are accessible via the Library's online catalog at: http://latech.louislibraries.org . Indexes and abstracts as well as electronic books, serials, and other services are accessed via the Library's web page: http://www.latech.edu/library . The Library uses national standards where available and appropriate. The Library is a member of OCLC, SOLINET and participates in interlibrary loan activities via these services. There is currently no back log of materials waiting cataloging.

9. Conservation and Preservation
The Library budgets for binding of materials and there repair. The Special Collections department is able to handle the management of fragile materials or materials needing special care or access control. The Library is a member of the Louisiana Digital Library project and is in the process of identifying and digitizing appropriate collections in its possession.

10. Policy Statements
The Library has a collection development policy. This policy is currently under review by the Collection Development Committee. The policy reflects the goals, missions and curriculum of the University.
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SERVICES

1. Reference
The library has six full-time faculty members in the Reference Department plus one half-time faculty who provide individual reference consultation and assistance at the Prescott Memorial Library main Reference Desk. All library reference faculty members have subject specialties, including three who

have Liberal Arts undergraduate degrees as well as advanced degrees in the Liberal Arts. Two other members of the reference faculty have strong undergraduate backgrounds in Liberal Arts. One librarian is assigned specific responsibilities for developing the collection in Architecture and serving as a liaison to the Architecture faculty. All professional librarians in the Reference Department are knowledgeable in the Architecture curriculum needs and the architecture reference materials.

All of the Reference librarians are extremely capable of providing excellent reference/research consultation to the students and faculty of Louisiana Tech University; however any difficult or in-depth projects which require more expertise are immediately given special attention. If necessary, the Reference faculty may contact one of the Architecture professors for additional information and often several of the Reference faculty members will consult to decide which materials would best be utilized to complete the assignment.

Frequently, specific reference materials and/or circulating books are held on an "informal reserve" basis at the Reference Desk for use by a group completing a similar research assignment to eliminate access problems inherent in large group use (e.g. one class member keeping materials for personal use), to avoid duplication of time and effort, and insure that most appropriate materials are available to the entire class.

The library Reference Desk is located on the main floor near the entire Reference collection. Reference materials which are most often consulted by architecture students are conveniently located in the reference stack shelving near the Reference Desk. The Ready Reference shelving located immediately behind the Reference Desk contains such frequently consulted standard resources as Time-Saver Standards for Interior Design and Space Planning, Interior Graphic and Design Standards, Time-Saver Standards for Building Types, Profile: The Architect's Sourcebook and Architectural Graphic Standards. Print indices such as Art Index, Architectural Index and Avery Index are easily accessible on index tables near the Reference Desk.

Numerous *electronic databases* are available to all students, including;

- Art Index (*Art Abstracts online*) is available electronically with coverage from 1984 to the present; print coverage is available back to 1929
- Avery Index to Architectural Periodicals, 1934 to present
- DAAI: Design and Applied Arts Index, 1973 to present
- Ebscohost Research Databases, including Academic Search Premier
- Essay and General Literature Index (unique index to chapters in books in all areas of the humanities)

Several *electronic journal collections* are available which include art and architecture holdings:

- Cambridge Journals Online
- Electronic Journals Service (EJS)
- Emerald Journals
- JSTOR
- Project Muse

Online *web reference materials* include:

- *AP Multimedia Photo Archive* which contains over 750,000 photographs and graphics
- *Biography Resource Center* which contains biographies of over 185,000 individuals from ancient times to present, including architects, designers, artists, sculptors, etc.
- *Facts.com*
- *Knovel*; a collection of over 500 science and engineering reference books online, including books on "Construction Materials and Engineering"

The library web page provides links to a wide variety of *scholarly and professional web sites* which have free access. Among those listed are:

- DOAJ (directory of Open Access Journals)
- Infomine: General Reference Information
- Internet Public Library Reference Center
- The Virtual Reference Desk

2. Bibliographic Instruction
Prescott Memorial Library's User Education Department provides library orientations and course-related instruction, tailored to course objectives or assignments, at the instructor's request. Two full-time instruction librarians orient first-year students, including prospective Architecture majors, to library collections and services, whether available locally or accessible online. Most undergraduates, including candidates for the Bachelor of Architecture degree, fulfill General Education Requirements for such competencies as oral and written communication, abstract and critical thinking, and information literacy by successfully completing ENGL 102 (Freshman Composition II). In-depth, subject-specific instruction is always available to any Architecture professor upon request.

Effective aids to using library's collections are available through its home page http://www.latech.edu/library/. The online library catalog inventories its collections, including access to many digital resources. Records describing and locating each item can be retrieved by searching for an author's name, a title, and subject category or any names, works numbers or phases alone or in combination. Web directories facilitate access to online indexes, electronic journals, electronic books, many through *NetLibrary*, and additional databases. Online tutorials offer supplemental orientation to the library's collections and services, to searching its catalog and other databases. The Library's Web Site Committee intends to revise database directories to include listings by subject and to develop additions directories of subject-specific resources. Pathfinders and subject guides have been provided for many years on Art and Architecture as well as numerous other topics. These print bibliographies and guides are conveniently located near the main Reference Desk in the library and are always available to students and faculty.

The integration of research and information use competencies, or information literacy, into disciplinary curricula, both undergraduate and graduate degree programs, is one of the objectives of the initiative, spearheaded by the Information Literacy Librarian, to ensure that Tech Students attain and demonstrate information literacy as mandated by state Board of Regents General Education Requirements, regional and disciplinary accreditation standards. The dean and associate dean of every college at Tech, including the College of Liberal Arts, members of the University Library Advisory Committee, and other Tech faculty are aware of this initiative. The Information Literacy Librarian and Head of User Education reported to this committee how many disciplinary or profession accreditations standards affecting the university's programs specify incorporation of research and information use competencies into curriculum development, course design, teaching and learning outcomes assessment. One example given as NAAB's provision for Reseach Skills among expected Student Performance Criteria.

3. Access to Collections
The library meets ADA standards for barrier-free access to all materials. Special software to meet the needs of visually handicapped patrons is available on several computer terminals in the main Electronic Reference Center.

Reserve materials are housed in the Circulation area of the library. Any material which a professor requests to be placed on reserve will be available within 24 hours of the request. Electronic reserve is also available via *Blackboard*. Many materials are physically available at the Circulation Desk in print form and also available via *Blackboard* electronically to print or download.

As mentioned earlier, the Reference faculty often utilizes an "informal reserve" by placing heavily used materials at the Reference Desk while a class assignment is ongoing and no materials have been provided by the professor.

4. Circulation
Circulation policies are in place covering all forms of materials housed in the library. The policies relation to circulation have been revised and updated recently. Undergraduates have 21-day loans, with renewal privileges unless another patron has placed an electronic "Hold" request for the materials. Online renewal is available to all patrons via the online public access catalog.

5. Convenience
The library is open 90 hours per week, including 10:00 A.M. – 6:00 P.M. on Saturdays and 1:00 P.M. – 6:00 P.M. on Sundays. Between quarters, the library remains open on weekdays from 8:00 A.M. – 5:00 P.M. Access to the online catalog, electronic book collection (*NetLibrary*), electronic databases, web reference resources, etc. are available remotely 24 hours a day, 7 days a week.

The main Reference Desk is staffed by professional librarians during the following hours:

- 8:00 A.M. – 9:00 P.M. Monday through Thursday
- 8:00 A.M. – 5:00 P.M. Friday
- 10:00 A.M. – 4:00 P.M. Saturday
- 3:00 P.M. – 9:00 P.M. Sunday

6. Current Awareness
Books recently added to the collection are prominently displayed on New Book shelving on the main floor of the library near the entrance to the building. Electronic book notices (called *Gobi Alerts*) are provided by our primary book supplier, Yankee Book Peddler (YBP), to any professor who requests the service based upon a profile created by the professor. Reviews (*Choice Reviews Online*) can and have been emailed to interested Architecture faculty within the School of Architecture. Other materials of bibliographic interest have also been sent via campus mail. The library faculty members frequently prepare bibliographies of new books and deliver print or electronic versions to faculty.

Librarians in each subject specialty regularly read reviews from several well-known library reviewing journals, from respected journals in the humanities which include reviews of newly-purchased books and electronic resources and from well-known reviewing publications such as New York Times Book Review, etc. in an effort to maintain their own current awareness of new materials available in Architecture. Catalogs from scholarly publishers are alphabetized and kept in a central location for easy access by librarians doing collection development. A profile listing specific interests of each department on campus has been developed and placed with our primary book supplier, Yankee Book Peddler, and announcements made for new books fitting the profile are sent to the library on a weekly basis. Each librarian review book announcements in their assigned subject area each week and prioritizes book titles for purchase. Efforts are made to access lists of "Best Books" in the Humanities, including Art and Architecture. YBP provides many links in their electronic database to book lists on a variety of subjects, including Architecture.

7. Cooperative Agreements
The library has an excellent and efficient Inter-library Loan Department which borrows from libraries around the United States, Canada and other countries when necessary. Inter-library loan, Ingenta Document Services and other cooperative agreements are utilized heavily to expand the library's resources to meet the needs of our students and faculty.

STAFF

1. Structure

The Library is organized along departmental lines. These represent the major functional areas of library service and provide adequate organizational and managerial control. An advisory committee, composed of the director, associate director and department heads, meet on a regular basis to approve all policies and procedures for the library. The managerial team of director and associate director together has over seventy-two years of university library experience in all areas of library service. A collection development committee, compiled of experienced reference librarians, associate deans from each College and the Head of Acquisitions and Collection Development, is responsible for the overall development of the library collection. One library member of this committee is assigned to work with each College, therefore, there is one librarian who works with the School of Architecture in the development of their area of the library collection.

2. Numbers

The library staff is composed of fourteen librarians, sixteen paraprofessionals, three graduate assistants and thirty to forty part-time student workers.

3. Professional Status

There are fourteen librarians with the master's degrees from American Library Association accredited library schools and five librarians have additional master's degrees. The director has also a PhD from an ALA accredited library school. All librarians have faculty status and are subject to all of the rule and regulations as the teaching faculty. Eleven librarians are tenured and three are working to attain tenure. Two librarians represent the library on the University's Faculty Senate. Librarians are also represented on all of the major University committees. There are written job descriptions for all librarians, and they are evaluated yearly.

4. Support Staff

There is an adequate support staff of sixteen paraprofessionals, three graduate assistants and thirty to forty part-time student workers. The paraprofessionals are all employed under the requirements of the Civil Service System of the State of Louisiana. The educational requirements differ for each positions: Library Specialist 1, 2 & 3 and Library Specialist Supervisor, however, require a bachelor's degree plus several years of library experience. There are written job descriptions for each position, and all paraprofessionals are evaluated yearly.

5. Professional Development

The professional librarians actively participate in the Louisiana Library Association conferences, the LOUIS system workshops and conferences, the SIRSI workshops and conferences, the ACRL and ALA conferences and the DELA workshops. Most have presented papers at professional meeting and served on committees or held offices in various statewide library organizations. Several of the paraprofessionals belong to the Louisiana Support Staff Association of Libraries and regularly attend its conference and workshops.

6. Salaries

The salaries of professional librarians are commensurate with other librarians in the public supported Universities in Louisiana. The paraprofessional salary scale is established by the Civil Service Division of the State of Louisiana.

FACILITIES

1. Space

The library is housed in the three-story Prescott Library building and occupies floors two through ten in the adjoining Wyly Tower building. At the present time, there is adequate space to accommodate the collection and its users. Future plans call for the library to expand to floors eleven through fifteen of Wyly Tower when needed. The library is located on the north side of the quadrangle which is the center

of the campus, therefore, it is very convenient for faculty and student use. There are proper environmental controls throughout the building especially in the area of archives and special collections. The library does not have any remote library storage facilities.

2. Equipment and Furnishings

The Prescott Library is totally automated and all staff members have access to computers for their daily work. The library includes a large computer lab with internet access, two classrooms with satellite teleconference downlink capabilities, a compressed video classroom and a twenty-one station electronic instruction classroom with video data projector and document cameral for library instruction. There is sufficient equipment such as copiers, microfilm and microfiche readers and printers, computer workstations and a wireless network for users with their own computers.

3. Security

The security in the building is adequate. Safety inspections are done at least twice a year, and the library staff has a yearly safety meeting that reviews emergency procedures and disaster plans.

BUDGET/ADMINISTRATION/OPERATIONS

1. Funds

The major portion of the library's budget comes from an institutional allocation. The library also receives funds from a student self-assessment fund that is used for the purchase of library materials. The library also receives some funds from gifts and endowments, which are used for library materials and equipment. The director is responsible for the proper expenditure of the library budget and has adequate input into the planning of the budget. The budget compares favorably with similar institutions in the State of Louisiana; however, it is low when compared to other similar universities in the Southeast United States. This is due mainly to decreased funding from the State of Louisiana.

2. Evidence of Planning

The library has a strategic plan, which is upgraded yearly and contains written goals and objectives for the library. The strategic plan was developed by the Library Advisory Committee is composed of two representatives from each College, two representatives from the library and one representative from the Student Government Association.

3. Intra-institutional Relationships

The School of Architecture participates in the library's programs through their representatives from the College of Liberal Arts to the Library Advisory Committee. The architecture faculty can also work with their collection development representative in the development of the library's materials collection.

[Conclusion of self-assessment of the Prescott Memorial Library]

Additionally, the Architecture Program's visual materials used to support and enhance its instructional activities consist of a digital image catalogue, videotapes, CD-ROMs and DVDs. These materials are housed in the School's media workroom on the second floor of Hale Hall, where they are readily accessible to the program's students through a check-out procedure, and where they are catalogued, curated, and maintained by the Program's graduate assistants and work-study students under the supervision of a faculty member.

The Digital Image Collection Task Group, established in the 2002-2003 academic year, has accumulated over 27,000 digital images available via the internet and local intranet, primarily used to support the architecture and interior design history sequences and theory seminars. Of these digital images in the collection, 16,000 have been purchased from *Archivision*, which provides royalty-free images in 18 megabyte *TIFF* Files. In addition, the School of Architecture has an existing collection of nearly 12,000 images. All digital images are part of the School's *EmbARK Gallery System* collection management system. The database is accessible to students via password access. Also within Hale Hall is a collection of trade periodicals from the major publishers of architecture and allied professions.

All of these collections support the instructional and enrichment needs of the Program and the School of Architecture.

Expansion of the DVD collection and the titles collection of the Prescott Memorial Library has been supported utilizing funds available to the School of Architecture from its operating budget and from the Art and Architecture Student Association fee.

2009 NAAB STATISTICAL REPORT

	TITLES	VOLUMES
University Library LC-NA Collection	4,610	7,137
Total Architecture Collection in University Library	37,209	74,310
LC Class		
H*	894	2,274
HD	14,168	30,646
HT	1,028	1,344
N**	11,997	20,782
SB	1,897	3,929
T***	1,855	3,712
TA	4,280	9,727
TH	1,090	1,896

* Only LC H Classed materials

** ALL LC N-NZ classed materials including NA

*** Only LC T Classed Materials

Will the library holdings need to be expanded and improved to meet program needs over the next four years? If so, what types will be needed: books, periodicals, reference books, primary source materials, etc.?

The Director of the School of Architecture meets semi-annually with Boris Teske, the subject librarian for Architecture and Interior Design. Mr. Teske regularly reads reviews for several well-known library receiving journals, from respected journals in the humanities which include reviews of newly-purchased books and electronic resources and from well-known reviewing publications in an effort to maintain their own current awareness of new materials available in Architecture. Catalogs from scholarly publishers are alphabetized and in a central location for easy access by librarians doing collection development. A profile listing specific interests of each department on campus, including architecture and interior design, has been developed and placed with the library's primary book supplier, Yankee Book Peddler (YBP), and announcements made for new books fitting the profile typically are sent to the library on a

weekly basis. Mr. Teske reviews book announcements in the architecture and interior design subject area each week and prioritizes book titles for purchase. Efforts are made to access lists of “Best Books” in the Humanities, including Art, Architecture and Interior Design. YBP provides many links in its electronic database to book lists on a variety of subjects, including Architecture.

While funding for libraries throughout the State have been affected by budgetary cuts, the School of Architecture uses enhancement and alumni funds annually to self-add new titles to the collection

Do other institutions have library resources being used or available to faculty and students for the program?
The Library has an excellent and efficient Inter-library Loan Department, which borrows from libraries around the United States, Canada and other countries when necessary. Inter-library loan, Ingenta Document Services and other cooperative agreements are utilized heavily to expand the library’s resources to meet the needs of our students and faculty.

As a member of OCLC, Louisiana Tech University has access to WorldCAT. WorldCat is a global network of library-management and user-facing services built upon cooperatively-maintained databases of bibliographic and institutional metadata. WorldCat enhances productivity across the full range of library workflows—from cataloging to resource sharing to discovery and delivery—by intelligently reusing contributed data, and makes library resources more visible on the Internet by distributing data across a growing number of partner services and Web technologies.

Louisiana Tech University is also a member of LOUIS: The Louisiana Library Network. LOUIS combines the resources of Louisiana's public and private academic libraries, along with a centralized support staff located on the LSU campus, to produce a dynamic library consortium. The central support staff, commonly referred to as "LOUIS," provides many services to consortium members such as library automation, a union catalog, a digital library, electronic resources, authentication, training, consulting, and hosting related listservs and websites. Established in 1992 by the Board of Regents, LOUIS has 47 members and receives approximately $3.5 million annually in contracts and membership fees to support consortium members.

The LOUISiana Digital Library (LDL) is an online library of over 144,000 digital materials about Louisiana's history, culture, places, and people. Its purpose is to make unique historical treasures from Louisiana's archives, libraries, museums, and other repositories in the state electronically accessible to Louisiana residents and to students, researchers, and the general public in other states and countries. The LOUISiana Digital Library contains photographs, maps, manuscript materials, books, oral histories, and more that document Louisiana's history and culture.

What additional special resources, other than library holdings, will be needed in the next four years?
There are no special resources identified as critical to support the Architecture Program over the next four years.

Given the library’s collection of physical resources (books, documents and periodicals), extensive inventory of electronic resources and outstanding access through interlibrary loan programs, students in School of Architecture’s graduate program have excellent access to information through the resources and services of the University Library, when viewed in the context of the Institution, its mission and goals.

The School, through its Art and Architecture Enhancement Fee, supports the additional acquisitions of titles for the Library to enhance the University Library allotment of funds to the architecture and interior design programs.

I.3: INSTITUTIONAL AND PROGRAM CHARACTERISTICS

I.3.1 Statistical Reports

A. Program Student Characteristics

B. Program Faculty Characteristics

I.3.2 Annual Reports

I.3.3 Faculty Credentials

I.3.1 Statistical Reports

Program Student Characteristics

Demographics (race/ethnicity and gender)

TOTAL ENROLLMENT OF ALL UNDERGRADUATE STUDENTS BY RACE/ETHNICITY

	UNIVERSITY*		Architecture*		UNIVERSITY		Architecture	
	F 05	F 05	F 05	F 05	F 09	F 09	F 09	F 09
UNIVERSITY TOTALS	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
AM. INDIAN/ALASKA NATIVE	28	30	1	0	16	11	0	0
ASIAN OR PACIFIC ISLANDER	38	29	0	0	39	28	1	1
BLACK/NON-HISPANIC	679	804	3	0	509	592	10	3
HISPANIC	98	67	0	0	63	59	5	1
WHITE, NON-HISPANIC	3523	3187	19	17	2916	2597	85	44
NON-RESIDENT ALIEN	116	65	0	0	171	85	3	3
DECLINED OR DID NOT SUPPLY	329	325	2	0	859	803	10	7
TOTAL	4811	4507	25	17	4573	4175	114	59

**Fall 2005 data was selected because the BSAS (pre-professional program commenced in Fall 2005*

TOTAL ENROLLMENT OF ALL GRADUATE STUDENTS BY RACE/ETHNICITY

	UNIVERSITY		ARCH. Program		UNIVERSITY		ARCH. Program	
	F 06	F 06	F 06	F 06	F 09	F 09	F 09	F 09
UNIVERSITY TOTALS	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
AM. INDIAN/ALASKA NATIVE	2	7	0	0	1	8	0	0
ASIAN OR PACIFIC ISLANDER	6	6	0	0	5	4	1	0
BLACK/NON-HISPANIC	85	360	0	0	95	371	2	0
HISPANIC	12	17	0	0	5	9	0	0
WHITE, NON-HISPANIC	315	953	0	1	358	974	7	5
NON-RESIDENT ALIEN	409	140	0	0	245	94	0	0
DECLINED OR DID NOT SUPPLY	21	40	0	0	106	241	0	0
TOTAL	850	1523	0	1	815	1701	10	5

**Fall 2006 data was selected because the M.ARCH (professional program commenced in Fall 2006*

QUALIFICATIONS OF STUDENTS ADMITTED: UNIVERSITY

	UNIVERSITY	Coll.Lib.Arts	Architecture	State/Nation
Average ACT Score: Fall 2004	22.5	22.9	24.1	20.3/20.9
Average ACT Score: Fall 2009	23.5	24.3	25.2	n/a; n/a

TIME TO GRADUATE: Accredited Degree Program (M.ARCH)

	2006/2007	2007/2008	2008/2009	2009/2010
% completed: "Normal Time"	100%	100%	67%	80%
% completed: "150% Norm"	100%	100%	100%	N/A

Program Faculty Characteristics

DEMOGRAPHICS FOR FULL-TIME INSTRUCTIONAL FACULTY (FALL 2009)

	UNIVERSITY		COL. LIB ARTS		ARCHITECTURE	
	TOT	%	TOT	%	TOT	%
TOTALS						
WHITE	335	89%	113	94%	15	94%
BLACK	11	3%	6	5%	0	0%
OTHER	32	8%	1	1%	1	6%
MALE	234	62%	71	67%	12	75%
FEMALE	144	38%	49	33%	4	25%

DEMOGRAPHICS FOR FULL-TIME INSTRUCTIONAL FACULTY (FALL 2004)

	UNIVERSITY		COL. LIB ARTS		ARCHITECTURE	
	TOT	%	TOT	%	TOT	%
TOTALS						
WHITE	356	90%	128	97%	15	94%
BLACK	8	2%	3	2%	0	0%
OTHER	30	8%	1	1%	1	6%
MALE	225	65%	80	61%	12	75%
FEMALE	139	35%	52	39%	4	25%

TENURE and PROMOTION in Institution

	05/06	06/07	07/08	08/09	09/10
Faculty Promoted	19	22	19	10	18
Faculty Rec. Tenure	12	24	13	11	17

TENURE and PROMOTION in School of Architecture

	05/06	06/07	07/08	08/09	09/10
Faculty Promoted	0	0	3	2	0
Faculty Rec. Tenure	0	0	1	2	0

Faculty Maintaining Licenses

	05/06	06/07	07/08	08/09	09/10
Faculty Licensed	6	6	7	7	7
Jurisdictions	LA, CA, OH, TX	LA, CA, OH, TX	LA, CA, OH, TX, MO	LA, CA, OH, TX, MO	LA, CA, OH, TX, MO

I.3.2 Annual Reports

Letter from Institutional Research:	Included
2006 Annual Report:	Included
2007 Annual Report:	Included
2008 Annual Report:	Not included; to be furnished by NAAB
2009 Annual Report:	Not included; to be furnished by NAAB

I.3.3 Faculty Credentials

Please see *School of Architecture Roster of Instructional Staff* in Appendix 2 for more information
Please see *Faculty Resumes* in Appendix 2 for more information.

Brooks, Robert M.
Year of Appointment: 2005
Assistant Professor, Architecture
Bachelor of Architecture, Auburn University
Master of Architecture, Cranbrook Academy of Art
2009-2010 credit hours to be taught: 20
2009-2010 contact hours per week: 18
Fall 2009 student credit hours produced: 101
Graduate Faculty
Member, School of Architecture (SOA) Enrichment Committee
Faculty Advisor, American Institute of Architecture Students
Professional Architectural Experience: Two years in Architectural Offices; five years self-employed design studio.
Licensure: Currently taking A.R.E.
Recent Scholarship: Regionally exhibited studio artist; published and presented work on issues of service/learning.

Caldwell, Damon
Year of Appointment: 2001
Assistant Professor, Architecture
Bachelor of Architecture, Louisiana Tech University
Master of Architecture, University of the Arts
2009-2010 credit hours to be taught: 22
2009-2010 contact hours per week: 22
Fall 2009 student credit hours produced: 120
Graduate Faculty
Coordinator, Foundation Level
Chair, SOA Enrichment Committee
Faculty Advisor, Tau Sigma Delta Honorary
Professional Architectural Experience: Eight years in Architectural Offices (including international experience; five years self-employed design studio.
Licensure: None
Recent Scholarship: Regionally/Nationally exhibited fiber artist; published and presented student work and foundation design, lighting and interior design pedagogy.

Carwile, Guy
Year of Appointment: 1994
Professor, Architecture
Bachelor of Architecture, Louisiana State University
Master of Architecture, Rice University
2009-2010 credit hours to be taught: 19
2009-2010 contact hours per week: 8
Fall 2009 student credit hours produced: 128
Graduate Faculty
Co-Chair, SOA Human Resources Committee
Professional Architectural Experience: Five years in Architectural Offices; fifteen years self-employed architect.
Licensure: Louisiana (1985)
Recent Scholarship: Published and presented nationally on regional and vernacular architecture; recipient of multiple Peterson Prize awards for HABS drawing of historic structures in Louisiana.

Carwile, Stephanie
Year of Appointment: 2007
Assistant Professor, Interior Design
Bachelor of Interior Design, Louisiana State University
Master of Fine Arts, Louisiana Tech University
2009-2010 credit hours to be taught: 20
2009-2010 contact hours per week: 17
Fall 2009 student credit hours produced: 73
Graduate Faculty
Program Chair, Interior Design Program
Member, SOA Administration and Curricula Committee
Member, Human Resources Committee
Faculty Advisor, American Society of Interior Design Students
Professional Architectural Experience: Seven years in Architectural Offices; ten years sole proprietor interior design office.
Licensure: Louisiana (Interior Design)
Recent Scholarship: Regionally, nationally and internationally exhibited studio artist.

Fakelmann, Robert Joseph
Year of Appointment: 1980
Professor, Architecture
Bachelor of Environmental Design, Texas A&M University
Master of Architecture, Texas A&M University
2009-2010 credit hours to be taught: 19
2009-2010 contact hours per week: 16
Fall 2009 student credit hours produced: 74
Graduate Faculty
Coordinator, Professional Concentration
Member, SOA Administration and Curricula Committee
Member, SOA Physical & Information Resources Committee
Professional Architectural Experience: Six years in Architectural Offices and construction; five years sole proprietor.
Licensure: Texas
Recent Scholarship: Internationally published architectural works; grant recipient in digital design and fabrication; published scholarship on ethics and architecture.

Green, Walter W
Year of Appointment: 1999
Professional-in-Residence, Architecture
Bachelor of Fine Arts, Louisiana Tech University
Master of Fine Arts, Instituto Allende, San Miguel de Allende (Mexico)
2009-2010 credit hours to be taught: 20
2009-2010 contact hours per week: 20
Fall 2009 student credit hours produced: 101
Member, SOA Physical & Information Resources Committee
Professional Architectural Experience: Over twenty years as a fabricator/carpenter/fabricator
Licensure: None
Recent Scholarship: Nationally exhibited studio artist and craftsperson.

Hayes, Timothy
Year of Appointment: 1984
Associate Professor, Architecture
Bachelor of Arts, Louisiana Tech University
Bachelor of Architecture, Louisiana Tech University
Master of Architecture, Louisiana Tech University
2009-2010 credit hours to be taught: 18
2009-2010 contact hours per week: 16
Fall 2009 student credit hours produced: 87
Graduate Faculty
SOA Webmaster
Professional Architectural Experience: Eight years in Architectural Offices.
Licensure: Texas (1979-2001)
Recent Scholarship: Regionally/Nationally exhibited studio artist; award-winning delineator.

Jani, Vibhavari G.
Year of Appointment: 2003
Assistant Professor, Interior Design
Bachelor of Architecture, Gujarat University (India)
Master of Interior Architecture and Design, Wayne State University
2009-2010 credit hours to be taught: 19
2009-2010 contact hours per week: 14
Fall 2009 student credit hours produced: 42
Graduate Faculty
Member, SOA Enrichment Committee
Professional Architectural Experience: Six Years Architectural/Interior Design Offices; ten years self-employed design studio.
Licensure: Michigan/Lousiana (Interior Design)
Recent Scholarship: Nationally and Internationally published scholar on non-western design traditions and green design.

Malmstrom, Troy M
Year of Appointment: 2006
Acting Assistant Professor
BS Architecture, Arizona State University
M.Arch, The Ohio State University
2009-2010 credit hours to be taught: 20
2009-2010 contact hours per week: 17
Fall 2009 student credit hours produced: 75
Member, SOA Physical & Information Resources Committee
Professional Architectural Experience: Five years in Architectural Offices.
Licensure: None; Completing IDP
Recent Scholarship: Grant recipient on digital fabricaton; participant in digital fabrication workshops and seminars.

Moran, Robert W.
Year of Appointment: 1978
Professor, Architecture
BS, Northeast Louisiana University
BA, B.Arch, Louisiana Tech University
M.Arch, Louisiana Tech University
2009-2010 credit hours to be taught: 18
2009-2010 contact hours per week: 16
Fall 2009 student credit hours produced: 63
Graduate Faculty
Member, SOA Physical & Information Resources Committee
Professional Architectural Experience: Two years in Architectural Offices; Co-Founder OBJECTS Arts Studio
Licensure: Louisiana
Recent Scholarship: Nationally exhibited craftsperson; recipient of several design and craft awards.

Mullikin, Lisa J.
Year of Appointment: 2002
Associate Professor, Architecture
BS Interior Design, University of Maryland
M.Arch, University of Maryland
2009-2010 credit hours to be taught: 19
2009-2010 contact hours per week: 18
Fall 2009 student credit hours produced: 81
Graduate Faculty
Coodinator, Graduate Level
Member, SOA Administration and Curricula Committee
Professional Architectural Experience: Six years in Architectural Offices; twelve years sole proprietorship architecture office.
Licensure: California (2001-2008); Louisiana; LEED AP
Recent Scholarship: Regionally/Nationally published architect. Expertise in historic preservation architecture and sustainable design.

Puljak, Karl
Year of Appointment: 1995
Associate Professor, Architecture, and Director, School of Architecture
BArch, Kansas State University
MArch, Cranbrook Academy of Art
2009-2010 credit hours to be taught: 8
2009-2010 contact hours per week: 6
Fall 2009 student credit hours produced: 52
Graduate Faculty
Director, School of Architecture
Chair, Administration and Curricula Committee
Professional Architectural Experience: Six years in Architectural Offices; eight years design partnership
Licensure: Missouri; LEED AP
Recent Scholarship: Regionally and nationally published/presented on subjects of foundation design; service learning, design/build and commercial vernacular architecure.

Singh, Kevin J.
Year of Appointment: 2006
Assistant Professor, Architecture
BS, BArch, Ball State University
MBC, Auburn University
2009-2010 credit hours to be taught: 19
2009-2010 contact hours per week: 13
Fall 2009 student credit hours produced: 64
Graduate Faculty
Director, Community Design Assistance Center
Member, SOA Physical & Information Resources Committee
Faculty Advisor, USGBC Student Chapter
Professional Architectural Experience: Seven years in Architectural Offices
Licensure: Ohio; LEED AP
Recent Scholarship: Regionally/Nationally presented and published on service learning, design build; regional liaison to the YAF.

Kevin Stevens
Year of Appointment: 2002
Associate Professor, Architecture
BS, Architecture, University of Maryland
MArch, Rice University
2009-2010 credit hours to be taught: 14
2009-2010 contact hours per week: 11
Fall 2009 student credit hours produced: 144
Graduate Faculty
Program Chair, Architecture
Co-chair, SOA Human Resources Committee
Professional Architectural Experience: Nine years in Architectural Offices; twelve years sole proprietorship architecture office.
Licensure: None
Recent Scholarship: Regionally/Nationally published designer. Regionally and nationally published on service/learning; design/build and architectural history.

Williams, Michael
Year of Appointment: 2004
Assistant Professor, Architecture
BS, BArch, Ball State University
MArch, Cranbrook Academy of Art
2009-2010 credit hours to be taught: 20
2009-2010 contact hours per week: 20
Fall 2009 student credit hours produced: 108
Graduate Faculty
Member, SOA Physical & Information Resources Committee
Professional Architectural Experience: three years in Architectural Offices; two years as fabricator.
Licensure: None
Recent Scholarship: Regionally/Nationally exhibited artist and designer; expert in digital media; grant recipient in digital design and fabrication.

Willoughby, William T.
Year of Appointment: 1999
Associate Professor, Architecture and
Associate Dean, College of Liberal Arts
BS, MArch, Kent State Univ.
2009-2010 credit hours to be taught: 7
2009-2010 contact hours per week: 3
Fall 2009 student credit hours produced: 72
Graduate Faculty
Professional Architectural Experience: Six years in Architectural Offices; eight years design partnership
Licensure: Ohio; NCARB Certificate
Recent Scholarship:
Regionally/Nationally/Internationally published and presented on the subjects of architectural theory, design pedagogy; design/build; service learning.

Wreden, Alexis
Year of Appointment: 1999
Associate Professor, Architecture
BA, Longwood College
MFA, Indiana University
MLA, Harvard University
2009-2010 credit hours to be taught: 17
2009-2010 contact hours per week: 16
Fall 2009 student credit hours produced: 92
Graduate Faculty
Member, SOA Enrichment Committee
Recent Scholarship: Regionally/Nationally exhibited landscape artist and designer; expertise in regional/vernacular landscapes; and social justice via the environment

I.4: POLICY REVIEW

Listing of Institutional Policies

Louisiana Tech University Manual of Policies and Procedures
http://www.latech.edu/administration/policies-and-procedures/

Office of Internal Audit
http://www.latech.edu/administration/internalaudit/

University Louisiana System Strategic Plan for Louisiana Tech University
http://www.latech.edu/administration/assets/ltu_2011-2012_%202015-2016_strategic_plan.pdf

Louisiana Tech Enrollment Statistics (2005-2009)
http://www.latech.edu/ir/assets/fact-book-2005-2009.pdf

Louisiana Tech University Student Handbook
http://www.latech.edu/students/judicial-affairs/index.shtml

Part Two: Educational Outcomes and Curriculum

II.1 Student Performance Criteria

II.2 Curricular Framework

II.3 Evaluation of Preparatory/Pre-Professional Education

II.4 Public Engagement

II.1: EDUCATIONAL REALMS/STUDENT PERFORMANCE CRITERIA

The architecture program's curriculum has continued to evolve over the past twenty years. During its evolution, the program has sought to maintain an educational context in which a design-oriented professional education is emphasized: a design-oriented professional education which accentuates the interrelated influences of history, theory, physical and cultural context, technology, and practice on the form and quality of buildings; values the important traditions, methods and concerns of the discipline; and expects that program's graduates will apply and extend these in their practice of the discipline.

Ultimately, the program intends to educate architects who do architecture in the fullest sense of that term: architects who accept responsibility for their primary obligation as the shapers of the physical environment; recognize their influence and effect on the nature and quality of those environments; and are aware of their obligations, status, and roles as professors of the discipline. This intention has always imposed and continues to impose a set of corollary responsibilities expectations, and capabilities on the program's curriculum. The responsibilities, expectations and capabilities imposed are these:

[1] that the curriculum serve as viable means of exposing the students to and fostering their awareness of the arts, the humanities, and the logical and rational disciplines of the basic sciences. The fundamental relationships existing between architecture and aesthetics, the arts, the humanities, and the sciences should be examined and connected through the integration and interaction of theoretical, academic, and studio course work, and should provide students with a broad and comprehensive general education which will support their professional activity and sustain their professional growth. We, consequently, expect students to show evidence of their understandings of architecture as an aspect of general culture, and we expect student work to reflect this understanding.

[2] that the curriculum, through its recognition of the inherent complexity and diversity of architecture as a discipline, provide students with a set of educational experiences designed to allow each student to develop, explore, and refine a personal direction and approach toward the making of buildings. We, therefore, expect students to develop and express personal attitudes towards the making of buildings, and that their work represent this ability.

[3] that the curriculum, in accepting the potential for diversity outlined in [2], have as a primary objective that of educating architects who are, in Sir Henry Wotton's terms, able to "build well." The curriculum should, in consequence, be structured in such a way as to ensure that each student develops the understanding necessary to allow for accomplishment of this objective. Our expectation of students is, consequently, that they show that they are in fact able to "build well," and that they accept the responsibilities which this entails.
[4] that the curriculum be comprehensive, rigorous, and demanding, providing students with a balanced set of educational experiences through which the interrelated influences of history, theory, context, technology, and practice on the form of the built environment are investigated and understood. Our expectation is, consequently, that student work respond to and reflect these understandings and further that it demonstrate a developed understanding of the interaction and interdependence of these influences.

[5] that the curriculum set out to encourage the desire to learn how to learn, to learn how to think, and, more particularly, the habit of integrating these toward the goal of learning how to think effectively in architectural terms--toward learning how to design. The act of design is seen as a particular and specialized way of thinking which is essential to the practice and profession of architecture. We, therefore, expect students in the program to show a high degree of personal motivation, curiosity, and enquiry; that they are serious about their education; and that they are committed to the process of developing and refining their understanding of the discipline.

[6] that the curriculum be seen as a vehicle or device which would give each student the opportunity to personally explore the many issues, ideas, factors, and techniques which contribute to the complexity and richness of the phenomenon of architecture. Our expectation is, consequently, that we see evidence in each student of the development of a sound personal foundation of the fundamental technical, organizational, theoretical, historical, cultural, and compositional principles of architectural design.

[7] that the architectural design studio, and, consequently, the process or action of composing, designing, and redesigning, be seen as the primary integrative vehicle within the context of the curriculum structure, in that the act of design is necessarily multi-valent and synthetic. It is through the development of responsible solutions to design problems that the issues of context, pragma, form, and idea are integrated and resolved. We, therefore, expect that student work demonstrate the student's awareness and understanding of the integrative nature of design, and further that design solutions - while expressing particular or personal biases - show evidence of the student's considered response to the problems raised as a result of the interaction of form, idea, pragma, and context.

2009 STUDENT PERFORMANCE CRITERIA MATRIX: BS in Architectural Studies and Master of Architecture

Bachelor of Science in Architectural Studies

SPC Expected to have been met in preparatory or pre-professional education.

			REALM A											REALM B												REALM C									
			A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	A.9	A.10	A.11	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	B.11	B.12	C.1	C.2	C.3	C.4	C.5	C.6	C.7	C.8	C.9	
ARCH	112	Freehand Graphic Comm																																	112
	115	Foundation Design I																																	115
	122	Mechanical Graphic Comm																																	122
	125	Foundation Design II																																	125
	131	Introduction to Arch																																	131
	135	Foundation Design III																																	135
	211	Arch Hist I																																	211
	215	Core Design I																																	215
	222	Arch Hist II																																	222
	225	Core Design II																																	225
	233	Arch Hist III																																	233
	235	Core Design III																																	235
	315	Core Design IV																																	315
	325	Core Design V																																	325
	331	Theory																																	331
	335	Core Design VI																																	335
	341	Structures I																																	341
	343	Structures II																																	343
	351	Building Systems I																																	351
	352	Building Sytems II																																	352
	353	Building Systems III																																	353
	361	Theories: Special Topics A																																	361
	411	Urban Design Theory																																	411
	415	Core Design VII																																	415
	425 A	Core Design VIII																																	425 A
	435 A	Core Design IX																																	425 B
	425 B	Core Design VIII																																	435 A
	435 B	Core Design IX																																	435 B
	453	Building Systems IV																																	453
	461	Theories: Special Topics B																																	461
	471	Professional Practice I																																	471
	481	Professional Practice II																																	481
PSYC	455	Environmental Psychology																																	455

Master of Architecture

SPC Met in NAAB accredited program

			REALM A											REALM B												REALM C									
ARCH	510	Comprehensive Design I																																	510
	520	Comprehensive Design II																																	520
	530	Comprehensive Design III																																	530
	548	Professional Practice III																																	548

II.2: Curricular Framework

II.2.1 Regional Accreditation

II.2.2 Professional Degrees and Curriculum

II.2.3 Curriculum Review and Development

II.2.1 Regional Accreditation

Louisiana Tech University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate, master's, and doctoral degrees.

Commission on Colleges of the Southern Association of Colleges and School
1866 Southern Lane
Decatur, Georgia 30033-4097
Phone: (404) 679-4501

Copy of most recent letter from regional accrediting commission: Included

II.2.2 Professional Degrees and Curriculum

Louisiana Tech University's Professional Degree Program and Curriculum
Master of Architecture: Pre-Professional (138 cr) + 30 graduate credits

The accredited degree program (M.Arch) requires a minimum of 168 semester credit hours, of which at least 30 semester credit hours are at the graduate level, in all academic coursework in professional studies and electives.

The curricular components of the current Pre-Professional (138 cr) + 30 graduate credits are as follows:

Bachelor of Architectural Studies (BSAS)

Freshman Year - Foundation Level	
Architecture 112, 115, 122, 125, 131, 135	15
English (GER)	6
Humanities (GER)	
History 102 (IER)	3
Mathematics (GER)	
Mathematics 101, 112	6
Natural Sciences (GER)	
Biological Sciences 101	3
	33

NOTE: The School of Architecture requires that each student entering the Sophomore Year of its two program have access to a laptop computer in class for the written, calculating, and graphic work associated with required courses.

Sophomore Year - Foundation Level	
Architecture 211, 215, 222, 225, 233, 235	18
Humanities (GER)	
English 210, 211, or 212	3
Natural Sciences (GER)	
Physics 209, 210	6
Social/Behavioral Sciences (GER)	
Directed Elective ***	3
	36

Junior Year - Professional Concentration	
Architecture 315, 325, 331, 335, 341, 343, 351, 352, 353, 461, 471	33
Humanities (GER)	
English 303	3
	36

Senior Year - Professional Concentration	
Architecture 411, 415, 425, 435, 453, 461, 481	21
Humanities (GER)	
Speech 110 or 377	3

Directed Electives	6
Social/Behavioral Sciences (GER)	
Psychology 455	3
	33
Total Semester Hours	**138**

(GER): General Education Requirement
(IER): International Education Requirement
No grade lower than "**C**" in Architecture or Interior Design courses will apply towards the Bachelor of Science in Architectural Studies degree.
Directed electives are to be selected from an approved list of courses associated with the architectural areas of assembly, design and management.
All students are required to acquire a minimum of 400 clock hours of architectural practice experience and/or architecture-related community service after the Foundation Level to satisfy graduation requirements.

Coursework breakdown (Total of 138 Credit Hours):

GENERAL EDUCATION (Required courses)

ENGL 101	3 Credit Hours	
ENGL 102	3 Credit Hours	*Preq.: ENGL101*
MATH 101 and 112	3 Credit Hours	
MATH 112	3 Credit Hours	*Preq.: MATH 101*
Humanities Electives	12 Credit Hours	
Biological Science Elective	3 Credit Hours	
Physics Electives	6 Credit Hours	*Preq.: MATH 112*
Social Science Electives	9 Credit Hours	
TOTAL	**42 Credit Hours**	

PRE-PROFESSIONAL STUDIES (Required courses)

ARCH 112	2 Credit Hours	
ARCH 115	3 Credit Hours	
ARCH 122	2 Credit Hours	*Preq.; ARCH 112/115*
ARCH 125	3 Credit Hours	*Preq.; ARCH 112/115*
ARCH 131	2 Credit Hours	
ARCH 135	3 Credit Hours	*Preq.; ARCH 122/125*
ARCH 211	2 Credit Hours	*Preq.; ARCH 210*
ARCH 215	4 Credit Hours	*Preq.; ARCH 131/135*
ARCH 222	2 Credit Hours	*Preq.; ARCH 211*
ARCH 225	4 Credit Hours	*Preq.; ARCH 215*
ARCH 233	2 Credit Hours	*Preq.; ARCH 222*
ARCH 235	2 Credit Hours	*Preq.; ARCH 225*
ARCH 315	4 Credit Hours	*Preq.; ARCH 233/235*
ARCH 325	4 Credit Hours	*Preq.; ARCH 315*
ARCH 331	2 Credit Hours	*Preq.; ARCH 233*
ARCH 335	4 Credit Hours	*Preq.; ARCH 335*
ARCH 341	3 Credit Hours	*Preq.; PHYS 210/MATH 112*
ARCH 343	3 Credit Hours	*Preq.; ARCH 431*
ARCH 351	3 Credit Hours	*Preq.; ARCH 235/MATH 112*

ARCH 352	3 Credit Hours	*Preq.; ARCH 235/MATH 112*
ARCH 353	3 Credit Hours	*Preq.; ARCH 235/MATH 112*
ARCH 361	2 Credit Hours	*Preq.; ARCH 331*
ARCH 411	2 Credit Hours	
ARCH 415	4 Credit Hours	*Preq.; ARCH 335*
ARCH 425	4 Credit Hours	*Preq.; ARCH 415*
ARCH 435	4 Credit Hours	*Preq.; ARCH 425*
ARCH 453	3 Credit Hours	*Preq.; ARCH 235/MATH 112*
ARCH 461	2 Credit Hours	*Preq.; ARCH 361*
ARCH 471	2 Credit Hours	
ARCH 481	2 Credit Hours	*Preq.; ARCH 471*
TOTAL	**87 Credit Hours**	

ELECTIVES

Directed Electives	9 Credit Hours
TOTAL	**9 Credit Hours**

SUMMARY OF PRE-PROFESSIONAL DEGREE (BSAS): 138 Credit Hours

General Education	42 cr. hrs. (30%)
Professional Studies	87 cr. hrs. (63%)
Electives	9 cr. hrs. (7%)

The BSAS students are encouraged to use social science and directed electives to pursue minors offered by the University's academic programs. Among the minors offered across the University are accounting, business, entrepreneurship, gerontology, journalism, interior design, speech communication and women's studies. Students can also utilize the electives to create a concentration or focus from the wide variety of courses offered by the University or to simply take a broad range of coursework that is of general interest.

Master of Architecture (M.Arch)

Architecture 510, 520, 530, 548	17
Electives	13
	30
Total Semester Hours	**30**

PROFESSIONAL STUDIES (Required courses)

ARCH 510	5 Credit Hours
ARCH 520	5 Credit Hours *Preq.; ARCH 510*
ARCH 530	5 Credit Hours *Preq.; ARCH 520*
ARCH 548	2 Credit Hours
TOTAL	**17 Credit Hours**

ELECTIVES

Directed Electives	13 Credit Hours
TOTAL	**13 Credit Hours**

SUMMARY OF PROFESSIONAL DEGREE (M.Arch): 30 Credit Hours

Professional Studies	17 cr. hrs. (57%)
Electives	13 cr. hrs. (43%)

SUMMARY OF PRE-PROFESSIONAL DEGREE (BSAS) and PROFESSIONAL DEGREE (M.Arch): 138 Credit Hours

General Education	42 cr. hrs. (25%)
Professional Studies	104 cr. hrs. (62%)
Electives	22 cr. hrs. (13%)

Bachelor of Science in Architectural Studies
04.09.09

FRESHMAN YEAR

FALL			WINTER			SPRING		
ARCH 115	Found I	3 CR	ARCH 125	Found II	3 CR	ARCH 135	Found III	3 CR
ARCH 112	Freehand Dwg	2 CR	ARCH 122	Mechanical Dwg	2 CR	ARCH 131	Intro to Arch	2 CR
ENGL 101		3 CR	ENGL 102		3 CR	BISC 101		3 CR
MATH 101		3 CR	HIST ELECT		3 CR	MATH 112		3 CR
UNIV 100		1 CR						
		12CR			**11 CR**			**11 CR**

33 CR

SOPHOMORE YEAR

FALL			WINTER			SPRING		
ARCH 215	Core I	4 CR	ARCH 225	Core II	4 CR	ARCH 235	Core III	4 CR
ARCH 211	Hist I	2 CR	ARCH 222	Hist II	2 CR	ARCH 233	Hist III	2 CR
DIR ELECT	Soc. Sci.	3 CR	ENGL LIT		3 CR	DIR ELECT		3 CR
PHYS 209		3 CR	PHYS 210		3 CR	SOCSCI		3 CR
		12 CR			**12 CR**			**12 CR**

36 CR

JUNIOR YEAR

FALL			WINTER			SPRING		
ARCH 315	Core IV	4 CR	ARCH 325	Core V	4 CR	ARCH 335	Core VI	4 CR
ARCH 351	Bld. Sys. I	3 CR	ARCH 352	Bld. Sys. II	3 CR	ARCH 353	Bld. Sys. III	3 CR
ARCH 331	Theories	2 CR	ARCH 361	Theories: S.T. I	2 CR	ARCH 471	Pro. Prac. I	2 CR
ARCH 341	Structure I	3 CR	ENGL 303		3 CR	ARCH 343	Structures II	3 CR
		12 CR			**12 CR**			**12 CR**

36 CR

SENIOR YEAR

FALL			WINTER			SPRING		
ARCH 415	Core VII	4 CR	ARCH 425	Core VIII	4 CR	ARCH 435	Core IX	4 CR
ARCH 411	Urban	2 CR	ARCH 461	Theories: S.T. II	2 CR	ARCH 453	Bld. Sys. Iv	3 CR
ARCH 481	Pro. Prac. II	2 CR	SPCH	110/337	3 CR	DIR ELECT		3 CR
DIR ELECT		3 CR	PSYC 455		3 CR			
		11 CR			**12 CR**			**10 CR**

33 CR

MASTER OF ARCHITECTURE

SUMMER			FALL			WINTER			SPRING		
DIR ELECT		2 CR	ARCH 510	Comp. Des. I	5 CR	ARCH 520	Comp. Des. II	5 CR	ARCH 530	Comp. Des. III	5 CR
			DIR ELECT		3 CR	ARCH 548	Prof. Pract. Sem.	2 CR	DIR ELEC		3 CR
			DIR ELECT		2 CR	DIR ELECT		3 CR			
		2 CR			**10 CR**			**10 CR**			**8 CR**

30 CR

II.2.3 Curriculum Review and Development

The Administration and Curricula Committee evaluates all proposals for the curriculum, instruction and courses for the Architecture and Interior Design Programs. The Committee's members include the Director, the two Program Chairs (Architecture and Interior Design), the three Coordinators (Foundation, Professional Concentration and Graduate) and at least two students (Presidents of AIAS and ASID). Since the previous accreditation visit, there has been at least one licensed architect on this Committee (currently, there are three licensed architects).

Any and all modifications within the curriculum seek to advance the education of the program's students and their preparedness for the professional world. All matters of curricula are discussed with and by the School of Architecture faculty before any modifications are proposed to the College or the University.

The Instructional Policies Committee at Louisiana Tech University evaluates all proposals for curriculum, instruction and course additions, changes and deletions to undergraduate programs.
The "Policies and Procedures of the Instructional Policies Committee" can be found within the *Manual of Policies and Procedures:*
http://www.latech.edu/administration/policies-and-procedures/2301.shtml

The Graduate Council at Louisiana Tech University reviews and recommends all proposals for graduate courses and curricula.
The "Policies and Procedures of the Graduate Council" can be found within the *Manual of Policies and Procedures:*
http://www.latech.edu/administration/policies-and-procedures/2311.shtml

In the Spring of 2004, the School of Architecture submitted a request to the Louisiana Board of Regents to reconfigure the current 5-year B. Architecture degree program to a pre-professional Bachelor of Science in Architectural Studies (BSAS) plus a professional Master of Architecture program (MArch). The process, which originated among the faculty of the School of Architecture as early as 2002, was brought to fruition by the faculty of the School of Architecture; supported by the Architecture Program Advisory Council and Strategic Planning Group; finalized within the program by the School's Administration and Curricula Committee; presented to the College of Liberal Arts representatives of the Instructional Policies Committee and Graduate Council (as appropriate); evaluated and approved by these Committees; reviewed and approved by the Vice President for Academic Affairs and the University Present; and brought forward and approved by the Board of Regents. The nomenclature change was discussed in the APR in Fall 2004 and during the NAAB team visit in 2005, and approved retroactively to 2005 in February 2006.

Since the last accreditation visit, the Architecture Program has experienced another curricular advancement in the pre-professional program in Fall 2009, which was discussed in the programs 2009 NAAB Annual Report. Among the changes included:

- Resuming the program's structural systems sequence to be taught entirely at Louisiana Tech University (previously thirteen of the sixteen credit hours of structures were taught by the faculty and on the campus of Grambling State University, which was no longer able to offer the coursework in 2008).
- Reducing the structural systems coursework from sixteen to nine credit hours, while requiring an equation-based physics sequence (PHYS 209/210) and conceptually-based (PHYS 205/206)
- Including the requirement of technical writing (ENGL 303) as part of the General Education Requirement (GER)
- Enhancing the architectural theory/issues course content from four to eight credit hours with the addition of ARCH 361/361

- Using studio coursework to address issues of computer applications, codes analysis and site analysis/design rather than offering subjects as “stand alone” courses
- Increasing the studio credit hour totals from two to three credit hours in the freshman sequence; from two to four credit hours in the sophomore sequence; and from three to four credit hours in the junior and senior sequence
- Requiring all required studio coursework to be completed in the School of Architecture: only elective studio content would be accepted from the School of Art
- Offering a fourth year studio option of a design competition or design/build track
- Renumbering courses to more accurately reflect their course content and reflect their position within the matriculation sequence

The changes reflect opportunities to improve and to strengthen GER content, to eliminate one credit hour courses previously offered, to utilize the architectural studio as a venue for more synthesis of content regarding computer applications, building codes and site design, to streamline a structure’s sequence; and to dedicate more credit hours to studio coursework, keeping hours well within national norms, while maintaining the credit hour total for the pre-professional degree at 138. These efforts involved all faculty, many students, the advisory council and the College and University committees in order to implement the enhancements to the curriculum.

II.3: Evaluation of Preparatory/Pre-Professional Education

At Louisiana Tech University, the professional architectural education accredited by the NAAB (National Architectural Accrediting Board) requires the completion of a prescriptive 138 credit hour Bachelor of Science in Architectural Studies (BSAS) prior to admission into the Master of Architecture curriculum. Applicants who have not completed the BSAS degree at Louisiana Tech must have his/her undergraduate transcript reviewed for compliance with the Student Performance Criteria (SPC) outlined by the NAAB and found consistent with courses offered at Louisiana Tech University as part of the BSAS degree. If the applicant's undergraduate education is not part of an NAAB-accredited curriculum and/or does not meet SPCs consistent with those of the School of Architecture at Louisiana Tech University, the applicant will not be admitted to the Master of Architecture program until the requirements of the BSAS from Louisiana Tech University are met.

The program has not aggressively recruited students from outside of Louisiana Tech University within its professional program. Nevertheless, students from other institutions with pre-professional degrees have inquired (and often applied) to the graduate program. Because the 138 credit hour load of the BSAS at Louisiana Tech University, the School has yet to identify an applicant whose pre-professional education from an institution other than Louisiana Tech University has been met. Nonetheless, the School's Director and Graduate Coordinator examine applicant from pre-professional programs outside of Louisiana Tech University in the following manner:

Transcript Evaluation
- Total Credit Hours Earned
- Total Architectural Credit Hours Earned
  - Total Credit Hours in Architectural Studios Earned
  - Total Credit Hours in Building Systems and Structural Systems Earned
  - Total Credit Hours in Architectural History and Theory Earned
  - Total Credit Hours in Professional Practice Earned
- Comparison of General Education Coursework at Institution to Louisiana Tech University
  - Assurance of Technical Writing Course
  - Assurance of an Environmental Psychology (or Environmental Sociology Course)
  - Assurance of a Sequence of Physics

Course Description Evaluation
Review (if available/accessible) of Pre-Professional Program's SPC
Review of Syllabi of upper level coursework
Portfolio review demonstrating a minimum of three examples of upper level architectural studio projects; freehand drawing; technical architectural drawings representing building systems and details; professional and other creative work.

In this review, the School requires that the students' pre-professional education meet or exceed the pre-professional requirements at Louisiana Tech University in both total credit hours, credit hour distribution and a review of pre-professional work. If the potential applicant, after being informed of not meeting the equivalent education of the BSAS, remains interested in pursuing a track to "level" out as a post-baccalaureate student prior to applying to the M.Arch program, a proposal for coursework identified as deficient to the BSAS would be identified and then articulated into a matriculation track. If the student completes the matriculation track to "level out," he/she may apply to the M.Arch program.

II.4: Public Information

II.2.1 Statement of NAAB-Accredited Degree

The statement found in the *NAAB Conditions for Accreditation*, Appendix 5 can be found in the 2010-2011 *University Catalog* (page 100) and on the School of Architecture Website: http://www.arch.latech.edu/ArchitectureProgram.htm

II.4.2 Access to NAAB Conditions and Procedures

The *2009 NAAB Conditions for Accreditation* and the *2010 Procedures for Accreditation* can be found on the "Links" Section of the School of Architecture Website: http://www.arch.latech.edu/Links.htm

II.4.3 Access to Career Development Information

The links to the following websites can be found on the "Links" Section of the School of Architecture Website:

http://www.arch.latech.edu/Links.htm
www.ARCHcareers.org
The NCARB Handbook for Interns and Architects
Toward an Evoluation of Studio Culture
The Emerging Professional's Companion
www.NCARB.org
www.aia.org
www.aias.org
www.acsa-arch.org

II.4.4 Public Access to APRs and VTRs

Currently, all APRs and VTRs are available in the Conference Room of the School of Architecture for public access. The School has digitized the School's *Annual Reports* (including narratives), all NAAB reponses to the *Annual Report*, the final decision letters from the NAAB, the most recent *APR*, and the final edition of the most recent *Visiting Team Report* (including attachments and agenda) on the School of Architecture Website. The URL will be:
http://www.arch.latech.edu/NAABaccreditation.htm

II.4.5 ARE Pass Rates

The ARE pass rates shall be accessible via the following URL on the School of Architecture website: http://www.arch.latech.edu/NAABaccreditation.htm

Part Three: Progress Since Last Site Visit

III.1 Summary of Responses to the Team Findings

1. Response to Conditions Not Met
2. Response to Causes for Concern

III.2 Summary of Responses to Changes in the NAAB Conditions

III.1 Summary of Responses to the Team Findings

1. Response to Conditions Not Met

Condition 6: Human Resource Development
Programs must have a clear policy outlining both individual and collective opportunities for faculty and student growth within and outside the program.

From the VTR:
Although this condition is partially met by support for travel to conferences, visiting lecturers, and field trips, the visiting team had several reservation about the opportunities for growth for both faculty and students. Faculty were not taking advantage of the university's policies in support of sabbatical leaves because of perceived difficulties in implementing them at the school level. Senior faculty have been reluctant to pursue promotion to full professor. And many faculty found that the time that should have been available to them for their own scholarly and professional development is being eroded by the demands of providing support services, particularly in the IT area. As a result, faculty research is not as substantial as is desirable in a university with ambitions to raise its research standing. The students no longer have available to the foreign study programs in Europe and Mexico. The guest lecturer series was not realized this year because of other demands on the faculty's time.

2006
Many of the issues discussed in the VTR, specifically for faculty time for extended research, are beginning to be addressed. Funding allowed to hire Graduate Assistants from the College of Engineering and Science and the College of Administration and Business to address information technology issues has greatly assisted faculty this year with hardware, software and network troubleshooting.

Issues of the possibility of sabbatical leave will be discussed with the faculty during the first meeting of the 2006-2007 academic year. The terms of sabbaticals is clearly described in the University's *Manual of Policies and Procedures* (Item 1428).

However, as the graduate program results in providing additional courses to the School's inventory and we experience growth in student numbers, it is obvious that our current faculty count will be insufficient to maintain both teaching responsibilities and an active research/creative/scholarly agenda. The opportunity to teach elective courses has already been significantly diminished because of needs in the current required course inventory.

Tenured and senior-level faculty have been encourages to seek promotion (as appropriate in the 2005-2006 annual faculty reviews, which were issued by the Interim Director in Spring 2006.

The annual guest lecture series and exhibition series have continued this year after the one year hiatus described in the VTR. This year's lecturers included Judith Helfand, Evan Douglis , Christopher Domin, Joseph King, Dan Rockhill, Steven Shortridge, David J. Lewis, Paul Chappell and Ed Andrews.

Additionally, the School of Architecture was instrumental in the development and implementation of a University-wide *Experience India* program, which involved a quarter-long series of lectures, concerts, exhibitions and events.

2007
Many of the issues discussed in the VTR, specifically for faculty time for extended research, are beginning to be addressed. Funding allowed to hire Graduate Assistants from the College of Engineering and Science and our first Graduate Assistant from the School of Architecture to address information technology issues has greatly assisted faculty this year with hardware, software and network troubleshooting.

However, as the graduate program results in providing additional courses to the School's inventory and we experience growth in student numbers, it is obvious that our current faculty count will be insufficient to maintain both teaching responsibilities and an active research/creative/scholarly agenda. The opportunity to teach elective courses has already been significantly diminished because of needs in the current required course inventory.

Tenured and senior-level faculty, who have been encouraged to seek promotion (as appropriate) in 2006-2007 have done so: two Associate Professors have sought promotion to full Professor and one Assistant Professor has sought promotion to Associate professor.

The annual guest lecture series and exhibition series was very successful this year, offering the students and faculty of the School of Architecture, the regional professionals and the community-at-large an opportunity to particpate in educational enhancement. This year's lecturers included Alike Fakier, Dr. Karen Kingsley, Heather Rogers, el dorado architects, Ben Damron (Morphosis), Kelie Mayfield (DMJM Rottet), Rick Lowe (Project Rowhouses) and Jason Pearson (GreenBlue).

Additionally, the School of Architecture was instrumental in the development and implementation of a Unviersity-wide *Experience China* program, which involved a quarter-long series of lectures, concerts, exhibitions and events.

2008
Issues discussed in the VTR are beginning to be addressed. Continued funding to hire Graduate Assistants from within the School of Architecture has addressed several needs with continual troubleshooting of technology issues, such as computer hardware and software, periodic maintenance of CNC tools, and network updates. These tasks, which were previously the duty of the faculty, have been delegated, as appropriate, to the graduate assistants. With a sufficient cohort of M. Architecture candidates, the Graduate Assistant positions are now exclusively filled by students of the School of Architecture, who know and understand the needs, the context and the tools of the School.

As the School completes its transition from the five-year Bachelor of Architecture degree to the B.S. in Architectural Studies plus M. Architecture, several courses in the Program's inventory will be "phased out." As a result, the opportunity to teach elective courses, which would support faculty initiatives, interests and research, will begin to grow.

Three faculty have received University summer research grants to pursue personal research agendas during the Summer 2008. The grants have resulted in two exhibitions and two paper presentations thus far. Two professors, who have been encouraged to seek promotion concurrent with tenure, have done so: two Assistant Professors have sought promotion to Associate Professor.

The lecture series and other enhancement opportunities are further discussed in *Student development opportunities*.

2009
Issues discussed in the VTR described in Condition 6 continue to be addressed.

Each February, the Vice President of Academic Affairs issues a memorandum to all faculty regarding applicants choosing to request sabbatical leave. However, due to State-issued budget cuts in Higher Education in early 2009, no request for applicants was issued during this reported academic year. <u>As a supplement, the Vice President's memo discussing sabbatical leave requests (18 February 2008) and the "Request for Leave of Absence Form" is included as Appendix A.</u>

According to Policy #2106 (Workload Policy) in the Louisiana Tech University *Policies and Procedures*, "A base of nine credit hours per quarter or 27 credit hours per academic year will be the reference load for requesting and documenting a teaching load reduction." At the end of this reporting period, the average teaching load in the School of Architecture for full-time faculty (not including administrators) was 15.4 credit

hours per academic year. Within the university context, credit hour load and the associated student contact hour load is considered to be within the range of acceptable teaching responsibilities.

Now in its final full year of offering courses to complete the Bachelor of Architecture degree (to be terminated on 31 December 2010), the School of Architecture shall terminate twelve credit hours of coursework exclusively taught to the last cohort of students: ARCH 473 (Design Research); ARCH 480 (Degree Design Project I); ARCH 490 (Degree Design Project II); and ARCH 491 (Professional Practice III). It is anticipated that the opportunity to teach elective courses or to offer more time to support faculty initiatives, interests and research will continue to grow. While it would be desirable to hire additional faculty, it is simply not feasible in the State's and the University's current context.

Evidence of productivity and opportunities among the faculty in the School of Architecture has shown continued growth. Among the activities during this current cycle include paper presentations in a variety of peer-reviewed venues, including the ACSA, IDEC, EAAE/ARCC, Society for Commercial Archeology, National Conference on the Beginning Design Conference, Design Communication Association, and the Southeast Chapter of the Society for Architectural Historians; curated and solo exhibitions in venues such as Ruston (LA), Monroe (LA), Alexandria (LA), Pointe Coupee Parish, (LA), New Orleans, El Dorado (AR), St. Louis (MO), Muncie (IN), Columbus (OH), Montreal (Canada) and Sofia (Bulgaria); publications in periodicals such as *Airstream Life*, *CITE,* and proceedings from various conference venues; and several designed and constructed works in faculty's private architectural practices.

Continued funding to employ four Graduate Assistants from within the School of Architecture has addressed several needs with periodic troubleshooting of technology issues, such as computer hardware and software, periodic maintenance of CNC and other shop tools, and network updates. These tasks, which were previously the duty of the faculty, have been delegated, as appropriate, to Graduate Assistants and other University support staff. With a sufficient cohort of M. Architecture candidates, the Graduate Assistant positions are now exclusively filled by students of the School of Architecture, who know and understand the needs, the context and the tools of the School. A forthcoming request to the Dean of the College of Liberal Arts to increase the number of graduate assistantships seeks to provide more opportunities to support faculty research and to serve as instructional support for the faculty.

Three grants have been realized by the faculty to support faculty and student initiatives within the School of Architecture: a Board of Regents Support Fund Grant to enhance Digital Prototyping Studio ($135,000) and two Louisiana Tech University Student Technology Fee Board Grants to support digital surveying ($3,700) and three-dimensional scanning ($11,000).

The lecture series and other enhancement opportunities are further discussed in *Student development opportunities*.

Criterion 12.11: Non-Western Traditions
"…there is no formal instruction in the required course syllabi that addresses the great architecture, landscape, and urban design traditions of non-Western cultures such as the Islamic and Chinese or the Incan and Mayan cultures."

2006
There will be a continued, formalized effort to clearly identify the subject matter of "non-Western traditions" in a more direct manner. Part of the rationale in deeming this issue as "not met" is more a matter of book-keeping than of content: issues of urbanism, for example were not discussion as Western vs. non-Western. A discussion with faculty teaching ARCH 131 (Architectural Theory), ARCH 211 (Architectural History 1), ARCH 222 (Architectural History II) and ARCH 411 (Planning and Urban Design Theory) will result in a more explicit identification of lecture/seminar content.

2007
There will be a continued, formalized effort to clearly identify the subject matter of "non-Western traditions" in a more direct manner. Part of the rationale in deeming this issue as "not met" is more a matter of book-

keeping than of content: issues of urbanism, for example were not discussion as Western vs. non-Western. A discussion with faculty teaching ARCH 131 (Architectural Theory), ARCH 211 (Architectural History 1), ARCH 222 (Architectural History II) and ARCH 411 (Planning and Urban Design Theory) will result in a more explicit identification of lecture/seminar content. In ARCH 131 implementation of a form introduction to non-Western structures was offered in the form of a student assignment and the subsequent class presentation of work that included “five minute talks” about over 40 globally significant structures and spaces throughout the history of the built environment.

2008
There continues to be a formalized effort to clearly identify the subject matter of “non-Western traditions” in a more direct manner within the curriculum. Part of the rationale in deeming this issue as “not met” was an unclear identification of lecture topics deemed as “non-Western” versus “Western.” A discussion with faculty teaching ARCH 131 (Architectural Theory), ARCH 211 (Architectural History 1), ARCH 222 (Architectural History 2), and ARCH 411 (Planning and Urban Design Theory) has resulted in a more explicit identification of lecture/seminar content. For example, ARCH 131’s (a freshman introductory course) implementation of a formal introduction to non-western structures is offered in the form of a student assignment and the subsequent class presentation of work that included “five minute talks” of over 40 globally significant structures and spaces throughout the history of the built environment.

2009
There continues to be a formalized effort to clearly identify the subject matter of “non-Western traditions” in a more direct manner within the curriculum. Part of the rationale in deeming this issue as “not met” was an unclear identification of lecture topics deemed as “non-Western” versus “Western.” A discussion with faculty teaching ARCH 131 (Architectural Theory), ARCH 211 (Architectural History 1), ARCH 222 (Architectural History 2), and ARCH 411 (Planning and Urban Design Theory) has resulted in a more explicit identification of lecture/seminar content. For example, ARCH 131’s (a freshman introductory course) implementation of a formal introduction to non-western structures is offered in the form of a student assignment and the subsequent class presentation of work that included “five minute talks” of over 40 globally significant structures and spaces throughout the history of the built environment.

<u>As a supplement, a project assignment for ARCH 131 describing this activity is included as Appendix B.</u> [NOTE: this will be found in the NAAB’s electronic submission to the visiting team and available in the Team Room during the visit]

<u>As a supplement, a sample syllabus and lecture calendar from ARCH 211 is included as Appendix C.</u> [NOTE: this will be found in the NAAB’s electronic submission to the visiting team and available in the Team Room during the visit]

2. Response to Causes for Concern

Faculty development opportunities

2006
The issue of non-competitive salaries has been a primary concern for the School of Architecture. In Summer 2005, the University administration raised the salaries of two tenure-track professors by an average of over 10%. During the Summer 2006, it is anticipated that additional salary increases will be provided to all faculty. The role of the NAAB is significant in this regard. By providing salary data from all other accredited programs in the country, our administration has thn understanding of our position, both regionally and nationally, regarding faculty salaries. While there is still a distance between our current faculty salaries and the national average, it has been clearly identified by the Dean of the College of Liberal Arts, the Vice President of Academic Affairs and the President as an area of importance. Results of the salary increases for th 2006-2007 fiscal year will be provided in the next annual report.

2007
The issue of non-competitive salaries continues to be a primary concern for the School of Architecture. During Summer 2007, it is anticipated that additional salary increases were provided to all faculty. The role of the NAAB is significant in this regard. By providing salary data from all other accredited programs in the country, our administration has an understating of our position, both regionally and nationally, regarding faculty salaries. While there is still a distance between our current faculty salaries and the national average, it has been clearly identified by the Dean of the College of Liberal Arts, the Vice President of Academic Affairs and the President as an area of importance. The results have yielded an increase of faculty salaries by an average of over six percent, due to merit raised provided by the University at the beginning of the fiscal year 2006-2007. It is anticipated that faculty salaries will again increase in 2007-2008, the results of which will be reported in next year's annual report.

2008
The issue of non-competitive salaries continues to be a primary concern for the School of Architecture. During Summer 2007, additional salary increases were provided to all returning faculty. The role of the NAAB is significant in this regard. By providing salary data from all other accredited programs in the country, our administration has an understating of our position, both regionally and nationally, regarding faculty salaries. It has been clearly identified by the Dean of the College of Liberal Arts, the Vice President of Academic Affairs and the President as an area of importance.

Since the last accreditation report, the average salaries of Professor in the School of Architecture have increased by 6.8%; average salaries of Associate Professors in the School of Architecture have increased by 6.5%; average salaries for Assistant Professors in the School of Architecture have increased by 12.6%; and the average salary for a non-tenure track Instructor in the School of Architecture has increased by 23%.

Other issues related to Faculty development opportunities have been discussed in *Condition 6: Human Resource Development*.

2009
At the beginning of the Fall 2008, a salary adjustment of approximately 2% was issued to all full-time, returning faculty. With the salary increases provided during Fall 2008, additional salary increases were provided to all returning faculty, resulting in the average salaries of Professor in the School of Architecture have increased by 8.8%; average salaries of Associate Professors in the School of Architecture have increased by 8.5%; average salaries for Assistant Professors in the School of Architecture have increase by 14.6%; and the average salary for a non-tenure track Instructor in the School of Architecture has increased by 25%.

It is clear that current budgetary issues regarding possible salary increases, merit raises and other adjustments may not be feasible in the current fiscal year. Despite mid-year budget cuts to travel and

operations budgets in 2008-2009, the University President successfully met State budget adjustments without salary reductions and/or furloughs to faculty, administrators or staff in the School of Architecture.

Other issues related to Faculty development opportunities have been discussed in *Condition 6: Human Resource Development*.

Student development opportunities
2006
The goal of re-establishing an international program is a priority of the School. Contact has been made to various agencies and other program to inquire about possibilities to collaborate. Although premature at this stage, very productive discussions with the university's School of Art may result in sharing a study abroad option in Paris during the academic year. Plans for this collaboration have been strongly supported by the University administration.

The fifth year design-build opportunity during this academic year focused around the design and construction of one project (as opposed to as many as four in previous years). There is a plan to move this design/build experience from the fifth year of the terminating B.Arch program to the fourth year of the upcoming pre-professional BSAS program.

Following discussions with the AIAS officers in Spring 2006, the hours of operation for the building (daily until midnight; until 2am during the final two weeks of the term) were found to be reasonable. The discussion will continue at the beginning of the 2006-2007 academic year.

2007
The goal of re-establishing an international program has been a priority of the School. Very productive discussions wit the University's School of Art resulted in sharing a study abroad program to Paris in Spring 2007. As a result a total of sixteen students from the School of Architecture and the School of Art participated in the Program. The School of Art Director and a member of the School of Architecture and the School of Art faculty led the instruction. Plans to continue this collaboration have been strongly supported by the University administration, and it is anticipated that this program will continue in Spring 2008.

The fifth year design-build opportunity during this academic year focused around the design and construction of one project (as opposed to as many as four in previous years). There continues to be a plan to eventually move this design/build experience into the fourth year of the program.

Newly proposed hours of operation for Hale Hall (daily until 2am; open 24 hours during the last two weeks of the term) were found to be reasonable and have been increased access again during this year. The discussion will continue at the beginning of the 2007-2008 academic year.

2008
The goal of building momentum for a study abroad program within the School of Architecture remains a priority and has evolved since the previous report. In Spring 2008 seven students from the School of Architecture participated in the study abroad program to Paris with students of the School of Art (a total of nineteen students participated). After a review of the Paris Program, concerns of the program's timing (during the Spring academic quarter) has resulted in plans to implement a summer study abroad option that minimizes potential course conflicts in a traditional academic year. Discussions have resulted in an agreement with the Department of History to share future study abroad opportunities. The School of Architecture and Department of History will offer a six-week program to Florence, Italy in Summer 2009 and a six-week program to Berlin, Germany in Summer 2010. These programs will be offered during alternating summers.

The annual guest lecture series and exhibition series continued its success this past year, offering the students and faculty of the School of Architecture, the regional professionals and the community-at-large to participate in enhancement. Lecturers included Chris Krager (KRDB) , Jim Quinn (Orange County Choppers), Trey Trahan (Trahan Architects) , Thom Faulders (Beige Design), Andy Saunders (Rensselaer Polytechnic

Institute). Additionally, guest design critics, representing visitors from both the practice and academic communities, have participated in quarterly reviews of student work.

Additionally, the School of Architecture was instrumental in the development and implementation of a University-wide *Experience Russia* program, which involves a quarter-long series of lectures, concerts, exhibitions and events.

2009
A partnership with the School of Architecture and the Department of History has resulted in a plan and University approval to offer summer study abroad opportunities in Berlin, beginning in Summer 2010 and Florence in Summer 2011. Due to insufficient enrollment in the Summer 2009 (largely accredited to economic uncertainty), initial plans to offer the Florence study abroad option was postponed to 2011. Based on the initial response of students to the Berlin program, the School of Architecture and the Department of History anticipate enrollment numbers to implement the program. Current numbers indicate that approximately fifteen students, including both graduate and undergraduate student, from the School of Architecture intend to participate in the program, tentatively planned from 8 June – 8 July 2010.

The annual guest lecture series and exhibition series continued its success this past year, offering the students and faculty of the School of Architecture, the regional professionals and the community-at-large to participate in enhancement. Lecturers included Douglas Pancoast (School of the Art Institute of Chicago), Alfred Zollinger (Matter Architectural Practice), Lawrence Scarpa (Pugh/Scarpa), John Fetterman (Mayor of Braddock, PA), James Cathcart (Iceberg Project/Ralph Applebaum Associates), and Randy Brown (Randy Brown Associates). Additionally, guest design critics, representing visitors from both the practice and academic communities, have participated in quarterly reviews of student work.

Additionally, the School of Architecture was instrumental in the development and implementation of a University-wide *Experience Latin America* program, which involves a quarter-long series of lectures, concerts, exhibitions and events.

Funding limitations

2006
The School is seeking ways to engage the regional practice community and alumni. The School will be active in Fall 2007. There have been several presentations made by both students and faculty at the regional AIA and CSI meetings this year. Alumni and practitioners have been invited to participate in studio reviews and class presentations. A firm from Monroe, Louisiana offered participation throughout ARCH 471 (Professional Practice I). The School of Architecture newsletter, *ARRIS*, has been made available to alumni as a downloadable PDF. There is a plan to create an annual journal of student work and events of the School of Architecture.

2007
The School is seeking ways to engage the regional practice community and alumni. The lecture series continues to serve as a means for professionals to attend our events on campus and receive professional learning units. The School actively participated in the 2006 AIA Louisiana Design Conference, which was held in Shreveport in the Fall 2007. There have been several presentations made by both students and faculty at the regional AIA and SCI meetings this year. Alumni and practitioners have been invited to participate in studio reviews and class presentation. The School hosted an AIA meeting for the Shreveport and Monroe Chapters which features a discussion with the AIA Louisiana President and Executive Director. The School of Architecture's newsletter *ARRIS* has been made available to alumni as a downloadable PDS. There is still discussion to create an annual journal of student work and events of the School of Architecture as well as to consider the feasibility of creating a summer "design camp" for high school students.

2008
After discussions with the development officers of the University Foundation, statistical data and records of gifts to the School of Architecture underscored the need for a more strategic campaign for the solicitation of

gifts to the School. A planned campaign with the University Foundation, which shall target the alumni of the School of Architecture, will commence in January 2009. Developments of the campaign will be discussed in the 2009 annual report.

2009
After discussions with the development officers of the University Foundation, statistical data and records of gifts to the School of Architecture underscored the need for a more strategic campaign for the solicitation of gifts to the School. A planned campaign with the University Foundation, which targets the alumni of the School of Architecture, commenced in January 2009.

The first portion of this campaign was a mailing to all alumni of the School of Architecture, which was issued in March 2009. The mailing did result in an increase in donations to the School of Architecture during the Spring, despite the economic downturn affecting many of our alumni. Funding for this campaign allowed for the purchase of new shop equipment for the School's Fabrication and Assembly Building.

A discussion with the Architecture Program Advisory Council in May 2009 suggested possibly examining the "branding" of the School with newsletters, an increased web presence, and logo identity, etc. The School plans to purse these ideas in the 2009-2010 academic year.

The School of Architecture has received additional financial support from the two local chapters of the AIA nearest to Louisiana Tech University: AIA Shreveport and AIA Monroe. Funds from these two organizations were used to support the Habitat for Humanity house, the purchase of shop equipment, and the maintenance of the digital prototyping lab.

Additionally, there are currently two new endowed professorships that are in the process of being funded: the Walpole/Best Endowed Professorship and the Connie Howard Endowed Professorship in the School of Architecture. The funding for both of professorships is approximately 50% fulfilled. Currently the School of Architecture has on fully funded chair: the Cunningham Endowed Professorship for Interior Design.

As stated above, three grants applications have been awarded to the School of Architecture during this reporting period: a Board of Regents Support Fund Grant to enhance Digital Prototyping Studio ($135,000) and two Louisiana Tech University Student Technology Fee Board Grants to support digital surveying ($3,700) and three-dimensional scanning ($11,000).

Nomenclature change

2008
The nomenclature change was finalized in 2006.

2009
The nomenclature change was finalized in 2006. However, as will be discussed in Part 2 (C): Changes to the Accredited Program, there has been a holistic evolution of the pre-professional Bachelor of Science in Architectural Studies and an increase in elective coursework in the Master of Architecture over this reporting period.

These recent changes, which were approved by the University in Spring 2009, respond within the curricular structure to comments in the VTR regarding the nomenclature change as merely a change in name and not in content.

Design-build experience

2008
The programming, research, design, fabrication and construction of a house in cooperation with the local Habitat for Humanity chapter have received local, regional and national press. The pre-determined focus on the single-family house as a typology and the association with the Habitat chapter have assisted in clearly

identifying the design-build program at the outset of each Fall quarter. This pre-planning and our community partnership with Habitat has resulted in a more focused research track, more informed design decisions and a more refined constructed work.

2009
The programming, research, design, fabrication and construction of a house in cooperation with the local Habitat for Humanity chapter have received local, regional and national press. The pre-determined focus on the single-family house as a typology and the association with the Habitat chapter have assisted in clearly identifying the design-build program at the outset of each Fall quarter. This pre-planning and our community partnership with Habitat have resulted in a more focused research track, more informed design decisions and a more refined constructed work. This reporting year's efforts of the fifth year design/build resulted in a house with a LEED for Homes-certified Silver rating, the first of its kind for a home in Louisiana outside of New Orleans.

While not applicable to this reporting period, perhaps the most noteworthy adjustment in the design-build experience has derived from the future cessation of the Bachelor of Architecture (B.Arch) program and the growth of the Bachelor of Science in Architectural Studies (BSAS) pre-professional program. In the 2009-2010 academic year, the fifth year students of the B.Arch and the senior-level students in the BSAS will work together to design and construct the fifth Habitat for Humanity House. This development within the BSAS curricular structure will result in the design/build experience to be a design studio track for our pre-professional seniors. This will allow the professional Master of Architecture degree to not rely on a design-build, capstone experience, but to allow students to potentially pursue what the VTR describes as a "…substantial, innovative work afforded by a research-based design thesis, as may be appropriate to a master's degree." The School values the learning and service opportunities of the design/build experience and clearly intends on continuing to offer this experience within the pre-professional undergraduate degree program.

Library

2008
The School's Director and Architecture Program Chair meet biannually with the librarian in charge of the College of Liberal Arts collection. Development and refinement of a profile of new titles to prioritize and purchase have assisted the School in more wisely utilizing the limited resources available for new books and other acquisitions for the library. Discussions of identifying book titles for alumni purchase for the library is under consideration in the alumni campaign discussed in *Funding limitations*.

2009
The School's Director and Architecture Program Chair continue to meet biannually with the librarian in charge of the College of Liberal Arts collection. Development and refinement of a profile of new titles to prioritize and purchase have assisted the School in more wisely utilizing the limited resources available for new books and other acquisitions for the library.

Due to current State-implemented budget cuts to higher education, available resources to the Library have been cut, resulting in fewer purchases of titles, periodicals and other resources over the reporting period. Discussions of identifying book titles for alumni purchase and/or using the Art and Architecture Student Association Fee for the library is under consideration.

Regional and vernacular architecture and non-Western Traditions

2008
A new course, ARCH 441 (Architecture of Louisiana) was offered in Fall 2007. To be offered each Fall quarter, ARCH 441 is a lecture survey of the State's architectural heritage from the colonial area to the present. Thirty-two students took this course in Fall 2007. There are already current discussions to enhance

the course: increasing the number of credit hours for the course (from two to three) and offering an online option.

The issue of non-Western Traditions has been discussed *in Criterion 12.11: Non-Western Traditions*.

2009
ARCH 441 (Architecture of Louisiana) was offered for the second time in Fall 2008. To be offered each Fall quarter, ARCH 441 is an elective lecture survey of the State's architectural heritage from the colonial area to the present. Twenty-five students took this course in Fall 2008.

Discussions to enhance the course by increasing the number of credit hours for the course (from two to three) and offering an online option have resulted in a new course ARCH 391 (Architecture of Louisiana). This elective course will be offered as a traditional lecture course in Fall 2009 and as an online course in Winter 2009-2010. The course has also been added to the inventory of courses for a recently established online degree in General Studies at Louisiana Tech University.

As a supplement, syllabus for the new ARCH 391 is included as Appendix D.

The issue of non-Western Traditions has been discussed *in Criterion 12.11: Non-Western Traditions*.

Studio culture

2008
An increase, again, in student access hours during the past academic year have resulted in the operational hours for Hale Hall become 8:00am until 2:00am, seven days per week.

Student access hours are extended to 24 hours per day during the last two weeks of each academic quarter.

2009
Student access hours to the studios of Hale Hall remain the same as the past academic year: 8:00am until 2:00am, seven days per week. Student access hours are extended to 24 hours per day during the last two weeks of each academic quarter.

Further, Graduate Assistants have utilized their work hours to offer evening and/or weekend student access to the inventory of digital tools (laser cutter, 3D printers, 3D scanners) and to the School's Fabrication and Assembly Building.

III.2 Summary of Responses to Changes in the NAAB Conditions

2006
Following the February 2006 NAAB meeting and the subsequent review and approval of the Nomenclature Change report, there have been no changes to the accredited program.

2007
Following the February 2006 NAAB meeting and the subsequent review and approval of the Nomenclature Change report, there have been no changes to the accredited program.

2008
In December 2007 the Director of the School of Architecture and the Dean of the College of Liberal Arts met with their counterparts at Grambling State University to discuss the status of the structures course sequence Louisiana Tech University architecture students take at Grambling State University. It was discovered that Grambling State University would be unable to offer all of the courses required for Louisiana Tech University's School of Architecture curriculum. As a result, the structures sequence, which had been taught at Grambling State University for over fifteen years, will now return to the Louisiana Tech campus. The sequence of four classes will tentatively remain consistent with offerings at Grambling State University and is currently taught by a Professor in Civil Engineering and a adjunct professor, who practices as a civil engineer in a local firm.

As per the confirmation memo by the NAAB (dated 24 February 2006), nomenclature change for the professional architecture program from Bachelor of Architecture (five years) to Master of Architecture (pre-professional + one year) was formally approved. Approval of the nomenclature change is effective *retroactive* to January 1, 2005, concurrent with the term of accreditation granted to the Bachelor of Architecture in 2005. The Master of Architecture program is scheduled for its next accreditation visit in 2011. The Bachelor of Architecture will cease to exist at Louisiana Tech University by December 31, 2010.

2009
In February 2009, the University's Instruction Policies Committee, the Council of Academic Deans and the President approved the School of Architecture's changes to the Bachelor of Science in Architectural Studies. While there were no changes in number of credits hours to earn the degree, there were several ADDITIONS, CHANGES, and DROPS from the University Catalog. Additionally, course ADDITIONS were approved by the University's Graduate Council in the Master of Architecture. The revisions to the curricula may be found in the document entitled *2009 CURRICULUM: B.S. and M.Arch Degree Programs, Implementation 2009-2010*.

As a supplement, *2009 CURRICULUM: B.S. and M.Arch Degree Programs, Implementation 2009-2010*, which includes Student Performance Criteria as described in the 2009 NAAB Conditons for Accreditation, is included as Appendix E. [NOTE: this will be found in the NAAB's electronic submission to the visiting team and available in the Team Room during the visit]

As a supplement, the course descriptions from the 2009-2010 University Catalog is included as Appendix F. [NOTE: this will be found in the NAAB's electronic submission to the visiting team and available in the Team Room during the visit]

As per the confirmation memo by the NAAB (dated 24 February 2006), nomenclature change for the professional architecture program from Bachelor of Architecture (five years) to Master of Architecture (pre-professional + one year) was formally approved. Approval of the nomenclature change is effective *retroactive* to January 1, 2005, concurrent with the term of accreditation granted to the Bachelor of Architecture in 2005. The Master of Architecture program is scheduled for its next accreditation visit in 2011. The Bachelor of Architecture will cease to exist at Louisiana Tech University by December 31, 2010.

Part Four: Supplemental Information

IV.1 Course Descriptions

IV.2 Roster of Instructional Staff / Faculty Resumes

IV.3 Visiting Team Report from Previous Visit

IV.4 University Catalog

IV.1 Course Descriptions

Appendix 1 – Format for Course Descriptions for *APR*s

ARCH 112, Communication Skills I, 2 credits.

Course Description: An introduction to the principles and techniques of visualization and freehand representational drawing.

Course Goals & Objectives:

- Observational drawing, form & space
- Speculative drawing, form & space

Student Performance Criterion/a addressed:

A. 3. Visual Communication Skills
A. 6. Fundamental Design Skills

Topical Outline:

Freehand drawing skills (80%)
Presentation skills (20%)

Prerequisites: None

Textbooks/Learning Resources:

Ching, F.D.K and Jurosek, S. *Design Drawing.* (Wiley. 1998).

Offered: Fall and Winter

Faculty assigned:

Carwile, S.
Green
Hayes
Williams
Wreden

ARCH 115, Foundation Design I, 3 credits.

Course Description: Introduction to two-dimensional design issues and related compositional, analytical, and representational strategies emphasizing development of a design vocabulary and methods of design investigation.

Course Goals & Objectives:

- What is design? Introduction to issues of curiosity.
- Basic 2D compositional strategies (focal point, visual movement, etc.)
- Color, Pattern, Surface, and Composition
- Freehand drawing as a means of documentation, investigation, and transformation. While a distinct class, this course runs in tandem with Arch 112. Terminology and techniques will gradually find application and convergence over the course of the quarter, and the terminal project in both classes will overlap in whole or part.

Student Performance Criterion/a addressed:

A. 2. Design Thinking Skills
A. 3. Visual Communication Skills
A. 6. Fundamental Design Skills
A. 8. Ordering Systems Skills

Topical Outline:

Freehand drawing skills (60%)
Model making skills (20%)
Presentation skills (20%)

Prerequisites: None

Textbooks/Learning Resources:

Dondis, D. *Primer of Visual Literacy.* (MIT. 1973).

Offered: Fall and Winter

Faculty assigned:

Carwile, S.
Green
Hayes
Williams
Wreden

ARCH 122, Communication Skills II, 2 credits.

Course Description: Introduction to the principles and techniques of mechanical drawing as a means of documentation and investigation emphasizing geometric principles, planar geometry and architectural representation.

Course Goals & Objectives:

- Geometric principles (proportion, system, order)
- Planar geometry (orthographic projection)
- 3D representation (axonometric, perspective)
- Technical drawing (floor plans/sections, building elements)

Student Performance Criterion/a addressed:

A. 3. Visual Communication Skills
A. 6. Fundamental Design Skills
A. 8. Ordering Systems Skills

Topical Outline:

Mechanical drawing skills (80%)
Presentation skills (20%)

Prerequisites: ARCH 112

Textbooks/Learning Resources:

Ching, F.D.K and Jurosek, S. *Design Drawing.* (Wiley. 1998).

Offered: Winter and Spring.

Faculty assigned:

Carwile, S.
Fakelmann
Hayes
Singh
Wreden

ARCH 125, Foundation Design II, 3 credits.

Course Description: Introduction to three-dimensional design and related compositional, material, analytical and representational strategies emphasizing the expansion of a design vocabulary and methods of design investigation.

Course Goals & Objectives:

- What is design? Introduction to issues of problem solving.
- Basic 3D compositional strategies (balance, intersection, support, etc.)
- Experience of materials (haptic play, discovery/comparison of properties)
- Mechanical drawing as a means of documentation, investigation, and transformation. While a distinct class, this course runs in tandem with Arch 122. Terminology and techniques will gradually find application and convergence over the course of the quarter, and the terminal project in both classes will overlap in whole or part.

Student Performance Criterion/a addressed:

A. 2. Design Thinking Skills
A. 3. Visual Communication Skills
A. 6. Fundamental Design Skills
A. 8. Ordering Systems Skills

Topical Outline:

Drawing and presentation skills (40%)
Design process skills (40%)
Model Making (20%)

Prerequisites: ARCH112, ARCH115

Textbooks/Learning Resources:

None

Offered: Winter and Spring

Faculty assigned:

Carwile, S.
Green
Hayes
Williams
Wreden

ARCH 135, Foundation Design III, 3 credits.

Course Description: Examination of theories and methods of design investigation emphasizing analysis and application of precedent, tectonics and spatial experience.

Course Goals & Objectives:

- That is design? Introduction to theory and contemporary issues
- Precedent analysis (diagramming, parti) with design application
- Introduction to tectonics (material differences, joinery, craft)(rib project)
- Experience of space (section, narrative, phenomena)
- Drawing as a means of speculation and analysis

Student Performance Criterion/a addressed:

A. 2. Design Thinking Skills
A. 3. Visual Communication Skills
A. 6. Fundamental Design Skills
A. 7. Use of Precedents
A. 8. Ordering Systems Skills
A. 9. Historical Traditions and Global Culture
A. 11. Applied Research
C. 2. Human Behavior

Topical Outline:

Drawing and presentation skills (40%)
Design process skills (60%)

Prerequisites: ARCH122, ARCH 125

Textbooks/Learning Resources:

None

Offered: Spring and Summer

Faculty assigned:

Carwile, S.
Green
Hayes
Williams
Wreden

ARCH 131, Architectural Theory, 2 credits.

Course Description: An examination of architecture as a language system, involving the investigation of its basic vocabulary and grammar and their development and refinement in the history of architecture.

Course Goals & Objectives:

- Introduction to Theory
- Introduction to issues of form and spatial experience
- Introduction to issues of lighting and spatial experience

Student Performance Criterion/a addressed:

A. 1. Communication Skills
A. 2. Design Thinking Skills
A. 5. Investigative Skills
A. 9. Historical Traditions and Global Culture

Topical Outline:

Reading and comprehension (100%)

Prerequisites: None

Textbooks/Learning Resources:

None

Offered: Spring and Summer

Faculty assigned:

Brooks
Puljak

ARCH 211, Architectural History, 2 credits.

Course Description: An examination of the classical language of architecture with specific reference to the contributions of the social, cultural,, intellectual, and technological contexts to its developments.

Course Goals & Objectives:

- To acquaint the student with the essentials of classicism in architecture.
- To introduce the parallels between iterations of classicism in the major epochs of architectural history.
- To provide a basis for evaluating the application of the classical tradition in contemporary times.
- To gain understanding of architectural canons and traditions in architecture, landscape and urban design, as well as climatic, technological, socioeconomic and other cultural factors that have shaped or sustained them.
- To further introduce drawing representation and diagramming in historical precedent.

Student Performance Criterion/a addressed:

A. 9. Historical Traditions and Global Culture
A. 10. Cultural Diversity

Topical Outline:

Drawing skills (20%)
Reading and comprehension (80%)

Prerequisites: None.

Textbooks/Learning Resources:

Ching, F.D.K. *Architecture: Form, Space, and Order.* (Wiley, 2007).
Fazio, M. *Buildings Across Time.* (McGraw-Hill. 2008).
Fleming, J. *Penguin Dictionary of Architecture and Landscape Architecture.* (Penguin, 2000).
Watkin, D. *A History of Western Architecture.* (Watson, 2005).

Offered: Winter

Faculty assigned:

De Paola
Stevens

ARCH 215, Core Design I, 4 credits.

Course Description: Examination of modes of architectural investigation and production emphasizing schematic design principles as related to spatial experience, building envelope, site principles and digital imagery.

Course Goals & Objectives:

- Schematic design principles
- building elements (the building envelope)
- Introduction to site principles (topography, analysis, relationships)
- Concept / Theory
- Introduction to digital imagery and digital modeling

Student Performance Criterion/a addressed:

A. 1. Communication Skills
A. 2. Design Thinking Skills
A. 3. Visual Communication Skills
A. 6. Fundamental Design Skills
A. 7. Use of Precedents
A. 8. Ordering Systems Skills
B. 4. Site Design
B. 10. Building Envelope Systems

Topical Outline:

Drawing and modeling skills (40%)
Design process skills (40%)
Presentation skills (20%)

Prerequisites: ARCH 131, ARCH 135

Textbooks/Learning Resources:

Ching, F.D.K. *Architecture: Form, Space, and Order.* (Wiley, 2007).
Lewis, P. *Lewis.Tsurumaki.Lewis: Opportunistic Architecture*. (Princeton, 2007).
Tschumi, B. *The State of Architecture at the Beginning of the 21st Century*. (Monacelli, 2004).
Cheng, R. *Inside of Rhinoceros 4.* (OnWord. 2007).
Mills, C. *Designing with Models: A Studio Guide to Making and Using Architectural Design Models.* (Wiley, 2005).

Offered: Fall

Faculty assigned:

Caldwell
Malmstrom
Mullikin
Williams

ARCH 222, Architectural History, 2 credits.

Course Description: An examination of the modern language of architecture with specific reference to the social, cultural, intellectual, and technological to its development.

Course Goals & Objectives:

- To develop understanding of various issues relating to western, nonwestern and national developments in architecture 1750-1950.
- To acquire verbal, writing and research skills on the subject matter.
- To further explore ordering systems using specific building examples during the time period covered in the course.

Student Performance Criterion/a addressed:

A. 9. Historical Traditions and Global Culture
A. 10. Cultural Diversity

Topical Outline:

Drawing skills (20%)
Reading and comprehension (80%)

Prerequisites: ARCH 211

Textbooks/Learning Resources:

Ching, F.D.K. *Architecture: Form, Space, and Order.* (Wiley, 2007).
Fleming, J. *Penguin Dictionary of Architecture and Landscape Architecture.* (Penguin, 2000).
Conrads, U. Programs and Manifestoes on 20th Century Architecture. (MIT, 1970).
Curtis, W. *Modern Architecture Since 1900.* (Phaidon, 1999).
Watkin, D. *A History of Western Architecture.* (Watson, 2005).

Offered: Winter

Faculty assigned:

Stevens

ARCH 225, Core Design II, 4 credits.

Course Description: Examination of modes of architectural investigation and production emphasizing schematic design development as related to formal and structural systems, localized site conditions and digital methods.

Course Goals & Objectives:

- Schematic design development
- Building elements (basic structural systems)
- Site issues, local (context: urban, rural; climate: wind, sun, water)
- Concept/Theory
- Digital modeling and basic fabrication.

Student Performance Criterion/a addressed:

A. 1. Communication Skills
A. 2. Design Thinking Skills
A. 3. Visual Communication Skills
A. 5. Investigative Skills
A. 6. Fundamental Design Skills
A. 7. Use of Precedents
A. 8. Ordering Systems Skills
A. 11. Applied Research
B. 4. Site Design
B. 9. Structural Systems
C. 2. Human Behavior

Topical Outline:

Drawing and modeling skills (20%)
Digital fabrication skills (20%)
Design process skills (40%)
Presentation skills (20%)

Prerequisites: ARCH 215

Textbooks/Learning Resources:

None

Offered: Winter

Faculty assigned:

Caldwell
Malmstrom
Williams

ARCH 233, Contemporary Architectural History, 2 credits.

Course Description: Examination of the various movements emerging since mid-twentieth century with reference to the social, cultural, intellectual and technological contexts that fostered their development.

Course Goals & Objectives:

- To familiarize the student with the significant designers, buildings, and movements which have been influential in the practice and criticism of architecture since the 1960's.
- To illustrate the primary historical antecedents which have had a deterministic effect on each of the major architectural movements of the latter decades of the twentieth century.
- To show how the various phases of contemporary architecture have been informed by an increasingly global milieu of social and cultural factors; how the practice of architecture has responded to technological and economic factors; and how the discipline of architecture has reacted and contributed to the intellectual development of the late twentieth century.

Student Performance Criterion/a addressed:

A. 9. Historical Traditions and Global Culture
A. 10. Cultural Diversity

Topical Outline:

Reading and comprehension (100%)

Prerequisites: ARCH 222

Textbooks/Learning Resources:

None

Offered: Spring

Faculty assigned:

Moran

ARCH 235, Core Design III, 4 credits.

Course Description: Examination of modes of architectural investigation and production emphasizing design development principles as related to building components and systems, environmental issues and digital technologies.

Course Goals & Objectives:

- Design development principles
- Building elements (schematic building systems)
- Site issues, global (sustainability, stewardship/conservation)
- Concept theory
- Digital modeling and fabrication (Rhino, fabrication tools)
- Computer Literacy and Certification

Student Performance Criterion/a addressed:

A. 1. Communication Skills
A. 2. Design Thinking Skills
A. 3. Visual Communication Skills
A. 5. Investigative Skills
A. 6. Fundamental Design Skill
A. 7. Use of Precedents
A. 8. Ordering Systems Skills
A. 9. Historical Traditions and Global Culture
A. 11. Applied Research
B. 3. Sustainability
B. 4. Site Design
B. 9. Structural Systems
B. 10. Building Envelope Systems
B. 12. Building Materials and Assemblies
C. 2. Human Behavior

Topical Outline:

Drawing and modeling skills (20%)
Digital fabrication skills (20%)
Design process skills (40%)
Presentation skills (20%)

Prerequisites: ARCH225

Textbooks/Learning Resources:

None

Offered: Spring

Faculty assigned:

Caldwell
Malmstrom
Williams

ARCH 315, Core Design IV, 4 credits.

Course Description: Examination of the relationship between architecture and its physical context emphasizing programming, site analysis and building envelope through two-dimensional diagramming via plan, section, and elevation.

Course Goals & Objectives:

- Analog and Digital Iterative Processes
- Site Analysis (Sub-Urban or Rural Context)
- Programming of Medium Size Project (8,000 - 15,000 sq. ft.)
- Code Assessment
- Precedent Survey
- Building Envelope
- Structural Systems

Student Performance Criterion/a addressed:

A. 1. Communication Skills
A. 2. Design Thinking Skills
A. 3. Visual Communication Skills
A. 4. Technical Documentation
A. 5. Investigative Skills
A. 6. Fundamental Design Skills
A. 7. Use of Precedents
A. 8. Ordering Systems Skills
A. 9. Historical Traditions and Global Culture
B. 1. Pre-Design
B. 3. Sustainability
B. 4. Site Design
B. 9. Structural Systems
B. 10. Building Envelope Systems
B. 12. Building Materials and Assemblies
C. 1. Collaboration

Topical Outline:

Site analysis (20%)
Program development (10%)
Design and diagramming (50%)
Presentation skills (20%)

Prerequisites: ARCH 233, ARCH 235

Textbooks/Learning Resources:

Kolarevic, B. *Architecture in the Digital Age: Design and Manufacturing.* (T F Books, 2007)
Moussavi, F. *The Function of Ornament.* (Actor, 2006).
Nasar, J. *Designing for Designers: Lessons Learned from Schools of Architecture.* (Fairchild, 2007)

Offered: Fall

Faculty assigned:

Caldwell
Malmstrom
McElveen
Williams

ARCH 321, Architectural Theory Seminar, 2 credits.

Course Description: Examination and investigation of selected topics associated with architectural history and theory.

Course Goals & Objectives:

- To present current trends in architectural theory.
- To develop critical mechanisms which will enable students to view the physical, cultural, and historical contexts of architecture.
- To provide a forum for discourse grounded in architectural theories that represent western, national, and regional thought.
- To provide the student with methodologies for analytical reading and writing.
- To provide the student with criteria for self-critique within the studio setting.

Student Performance Criterion/a addressed:

Elective Course

Topical Outline:

Reading and analytical techniques (60%)
Discourse and evaluation (40%)

Prerequisites: ARCH 233

Textbooks/Learning Resources:

None

Offered: Winter, Spring

Faculty assigned:

ARCH 325, Core Design V: Iterative Studio, 4 credits.

Course Description: Examination of iterative design processes through analog and digital methods emphasizing structural systems, sustainable design and building envelope systems through three-dimensional diagramming and orthographic drawing.

Course Goals & Objectives:

- Medium Size Project (10,000 - 20,000 sq. ft.)
- 3-D Tectonic Development
- Structural Systems
- Building Envelope Systems
- Representation: emphasis on orthographic drawing: (diagramming, technical assembly, site plan, plan and section relationships, and elevation composition and design.)
- Materials: Intro to Green Building Materials, energy efficiency and daylighting.
- Code Assessment

Student Performance Criterion/a addressed:

A. 1. Communication Skills
A. 2. Design Thinking Skills
A. 3. Visual Communication Skills
A. 4. Technical Documentation
A. 5. Investigative Skills
A. 6. Fundamental Design Skills
A. 7. Use of Precedents
A. 8. Ordering Systems Skills
A. 9. Historical Traditions and Global Culture
B. 3. Sustainability
B. 4. Site Design
B. 9. Structural Systems
B. 10. Building Envelope Systems
B. 12. Building Materials and Assemblies
C. 1. Collaboration

Topical Outline:

Tectonic development of building envelope (30%)
Development of sustainable design methods (30%)
Development of structural systems (20%)
Presentation skills (20%)

Prerequisites: ARCH 315

Textbooks/Learning Resources:

Kolarevic, B. *Architecture in the Digital Age: Design and Manufacturing.* (T F Books, 2007)
Kolarevic, B. *Manufacturing Material Effects: Rethinking Design and Making in Architecture.* (Routledge, 2009).
Moussavi, F. *The Function of Ornament.* (Actor, 2006).

Offered: Winter

Faculty assigned:

Malmstrom
McElveen
Williams

ARCH 331, Theories of Architecture, 2 credits.

Course Description: A study and evaluation of the architectural profession, its intentions and its cultural relevance.

Course Goals & Objectives:

- To present current trends in architectural practice.
- To develop critical mechanisms which will enable students to view the cultural and historical contexts of the architecture profession and its relationship to society.
- To provide the student with methodologies for analytical reading and writing.
- To provide the student with criteria for self-critique within the studio setting.

Student Performance Criterion/a addressed:

A. 2. Design Thinking Skills
A. 3. Visual Communication Skills
A. 6. Fundamental Design Skills
A. 7. Use of Precedents
A. 8. Ordering Systems Skills
A. 9. Historical Traditions and Global Culture
A. 10. Cultural Diversity

Topical Outline:

Reading and analytical techniques (60%)
Discourse and evaluation (40%)

Prerequisites: ARCH233

Textbooks/Learning Resources:

None

Offered: Winter, Spring

Faculty assigned:

Puljak
Willoughby

ARCH 335, Core Design VI, Special Topics Studio, 4 credits.

Course Description: Exploration of special topics related to architectural design emphasizing experimentation in design, representation and technology.

Course Goals & Objectives:

- Sustainability, Ecology
- Urban Design
- History, Theory
- Historical Preservation Studio/Workshop
- Interior Architecture
- Experimental Processes
- Representation: Open-ended experimental drawing, modeling, and imaging.

Student Performance Criterion/a addressed:

A. 1. Communication Skills
A. 2. Design Thinking Skills
A. 3. Visual Communication Skills
A. 4. Technical Documentation
A. 5. Investigative Skills
A. 6. Fundamental Design Skills
A. 7. Use of Precedents
A. 10. Cultural Diversity

Topical Outline:

Design experimentation skills (60%)
Technology skills (20%)
Presentation skills (20%)

Prerequisites: ARCH 325

Textbooks/Learning Resources:

Kolarevic, B. *Architecture in the Digital Age: Design and Manufacturing.* (T F Books, 2007)
Kolarevic, B. *Manufacturing Material Effects: Rethinking Design and Making in Architecture.* (Routledge, 2009).
Moussavi, F. *The Function of Ornament.* (Actor, 2006).

Offered: Spring

Faculty assigned:

Malmstrom
McElveen
Williams

ARCH 341, Structural Systems I, 3 credits.

Course Description: A survey of statics, strength of materials and the fundamental principles of structural behavior in architecture.

Course Goals & Objectives:

- To learn the basic design principles involved in the behavior and design structural materials.
- Understanding of design specifications and the effects of various types of loading.

Student Performance Criterion/a addressed:

B. 9. Structural Systems

Topical Outline:

Material analysis (80%)
Code specifications (20%)

Prerequisites: PHYS 210, MATH 112

Textbooks/Learning Resources:

Onouye, B. *Statics and Strengths of Materials for Architecture and Building Construction*. (Prentice Hall, 2006).

Offered: Fall

Faculty assigned:

Pumphrey

ARCH 343, Structural Systems II, 3 credits.

Course Description: A continuation of ARCH 341 with consideration to the effects of forces in the design of contemporary structural systems and elements in wood, steel and reinforced concrete.

Course Goals & Objectives:

- Exploration of the basic design principles involved in the behavior and design of timber, steel and concrete structures.
- Understanding of material applicability in building systems.
- Code analysis

Student Performance Criterion/a addressed:

B. 9. Structural Systems

Topical Outline:

Research and material analysis (80%)
Code specification (20%)

Prerequisites: ARCH 341

Textbooks/Learning Resources:

None

Offered: Spring

Faculty assigned:

Carpenter

ARCH 350, Visual Studies, 3 credits.

Course Description: Studies of the art and craft of building through the design and fabrication of architectonic objects.

Course Goals & Objectives:

- Students will experience the entire design and construction process by building full scale, well crafted, and fully operational architectonic objects.
- Gain a greater understanding of design process and procurement as it relates to building technology and technique.
- Experience team coordination through design and presentation process.
- Working with clients and end-users from schematic design to final build-out.

Student Performance Criterion/a addressed:

Elective Course

Topical Outline:

Discourse and organizational techniques (20%)
Programming and design development (40%)
Craft and technology skills (30%)
Presentation techniques (10%)

Prerequisites:

Textbooks/Learning Resources:

Brownell, B. *Transmaterial: A Catalog of Materials that Redefine Our Physical Environment.* (Princeton Architectural Press, 2006)

Offered: Winter, Spring, Summer

Faculty assigned:

ARCH 351, Building Systems I, 3 credits.

Course Description: Introduction to various structural systems and their application in buildings, and the issues impacting foundation, floor framing and roof framing layouts through technical documentation.

Course Goals & Objectives:

- Assess, select, and integrate structural systems into building design.
- Understand the principles, conventions, standards, applications, and restrictions pertaining to the manufacturing and use of construction materials and assemblies.

Student Performance Criterion/a addressed:

A. 3. Visual Communication Skills
B. 9. Structural Systems

Topical Outline:

Research and analysis (100%)

Prerequisites: MATH 112, ARCH 235

Textbooks/Learning Resources:

Ching, F. D. K. *Building Construction Illustrated.* (Wiley, 2009)

Offered: Fall

Faculty assigned:

Carwile, G.

ARCH 352, Building Systems II, 3 credits.

Course Description: Study of environmental systems impacting buildings emphasizing passive energy techniques, natural lighting, electrical lighting and acoustics.

Course Goals & Objectives:

- passive energy techniques and technologies
- energy conservation
- electric lighting design
- daylighting
- architectural acoustics

Student Performance Criterion/a addressed:

B. 3. Sustainability
B. 8 Environmental Systems

Topical Outline:

Research and analysis (100%)

Prerequisites: MATH 112, ARCH235

Textbooks/Learning Resources:

Grondzik, W. *Mechanical and Electrical Equipment for Buildings.* (Wiley, 2010).

Offered: Winter

Faculty assigned:

Carwile, G.

ARCH 353, Building Systems III, 3 credits.

Course Description: Study of service systems impacting buildings emphasizing electrical, mechanical, plumbing, fire suppression and security systems.

Course Goals & Objectives:

- active mechanical systems
- energy conservation
- electrical design
- vertical transportation
- plumbing systems
- sprinkler systems

Student Performance Criterion/a addressed:

B. 2. Accessibility
B. 3. Sustainability
B. 8 Environmental Systems
B. 11. Building Service Systems

Topical Outline:
Research and analysis (100%)

Prerequisites:

Textbooks/Learning Resources:
Grondzik, W. *Mechanical and Electrical Equipment for Buildings.* (Wiley, 2010).

Offered: Spring

Faculty assigned:
Carwile, G.

ARCH 361, Theories: Special Topics I, 2 credits.

Course Description: Selected topics related to theoretical issues in architecture occurring between 1800 and the mid twentieth-century.

Course Goals & Objectives:

- To present architectural theory during the critical period of Modernism.
- To provide a mechanism for discourse of specific time period as it relates to contemporary theory and practice.
- To provide the student with methodologies for analytical reading and writing.
- To provide the student with criteria for self-critique within the studio setting.

Student Performance Criterion/a addressed:

A. 1. Communication Skills
A. 2. Design Thinking Skills
A. 5. Investigative Skills
A. 9. Historical Traditions and Global Culture
A. 10. Cultural Diversity
A. 11. Applied Research
B. 3. Sustainability
C. 2. Human Behavior

Topical Outline:

Reading and analytical techniques (60%)
Discourse and evaluation (40%)

Prerequisites: ARCH 331

Textbooks/Learning Resources:

Manaugh, G. *The BLDGBLOG Book. (*Chronicle Books, 2009)

Offered: Winter

Faculty assigned:

Puljak
Willoughby

ARCH 380, Applied Studio Practices, 2 credit hours.

Course Description: Practical problems in graphic and visual communication.

Course Goals & Objectives:

- To acquaint the experienced student with a wide range of materials and quick techniques that assist in self-communication and the production of process and final presentation drawings.
- To explore the design process through various production techniques.

Student Performance Criterion/a addressed:

Elective Course

Topical Outline:

Design process (20%)
Presentation skills (80%)

Prerequisites:

Textbooks/Learning Resources:

None

Offered: Winter, Spring

Faculty assigned:

Caldwell
Malmstrom
McElveen
Williams

ARCH 391, The Architecture of Louisiana, 3 credits.

Course Description: A survey of the architecture of Louisiana from the colonial period to the present.

Course Goals & Objectives:

- To gain a greater understanding of regional vernacular architecture.
- To aid in the exploration of culture and craft as they relate to architecture.
- Applicability of sustainable design techniques in tandem with specific cultural and climate implications.

Student Performance Criterion/a addressed:

Elective Course

Topical Outline:

Research and analytical skills (100%)

Prerequisites:

Textbooks/Learning Resources:

None

Offered: Fall, WWW

Faculty assigned:

Carwile, G.

ARCH 400, Studio Problems, 2 credits.

Course Description: Specialized studio problems in aqueous media on paper.

Course Goals & Objectives:

- To acquaint the experienced student with watercolor techniques that assist in self-communication and the production of process and final presentation drawings.
- To explore the design process through watercolor medium.

Student Performance Criterion/a addressed:

Elective Course

Topical Outline:

Design process (20%)
Presentation skills (80%)

Prerequisites: None

Textbooks/Learning Resources:

None

Offered: Fall, Winter, Spring

Faculty assigned:

Green

ARCH 402, Field Travel, 1 credit.

Course Description: The examination and analysis of contemporary architectural works and urban environments through participation in supervised travel

Course Goals & Objectives:

- Opportunity for student to participate in supervised travel to visit architectural works and cultural settings.
- To enable the students with the opportunity to explore, examine and experience buildings, urban and rural places, and landscape environments that can enrich their understanding of architecture and urbanism.
- To examine, first hand experience, and analysis of contemporary architectural works, urban environments, and landscapes through faculty supervised travel.
- To acquire journal-keeping skills documenting their experiences and observations during their travel or trip, and conduct a verbal and visual presentation of their findings.

Student Performance Criterion/a addressed:

Elective Course

Topical Outline:

Field visual analysis and documentation (80%)
Research and organizational skills (20%)

Prerequisites: None

Textbooks/Learning Resources:

None

Offered: Fall, Winter, Spring

Faculty assigned:

Caldwell,
Brooks
Mullikin
Stevens
Williams

ARCH 403, Project Documentation, 3 credits.

Course Description: The full documentation of a project of historic or architectural significance in Historic American Buildings Survey format.

Course Goals & Objectives:

- To develop field survey and documentation techniques.
- To grain greater understanding of historically significant architecture.
- To further develop technical understanding of building systems and elements.
- To develop technical and analytical skills.

Student Performance Criterion/a addressed:

Elective Course

Topical Outline:

Field survey and documentation (60%)
Research (20%)
Presentation skills in technical drawing (20%)

Prerequisites: None

Textbooks/Learning Resources:

None

Offered: Fall, Winter, Spring.

Faculty assigned:

Carwile, G.
Mullikin

ARCH 411, Planning and Urban Design Theory, 2 credits.

Course Description: An examination of the process of design and change in urban environments, with discussion of strategies and processes for intervening in the development of these environments.

Course Goals & Objectives:

- To establish a fundamental awareness of the forces that influences the built landscape.
- To understand strategies that may be employed to mediate them into urban design or planning tactics with emphasis on the 20th and 21st Century examples.
- To provide exposure to and experience in the analytical tools available for a designer working in an urban context or landscapes.

Student Performance Criterion/a addressed:

A. 1. Communication Skills
A. 2. Design Thinking Skills
A. 5. Investigative Skills
A. 7. Use of Precedents
A. 9. Historical Traditions and Global Culture
A. 10. Cultural Diversity
A. 11. Applied Research
B. 3. Sustainability
B. 4. Site Design
C. 2. Human Behavior:

Topical Outline:

Research and analytical skills (100%)

Prerequisites: None

Textbooks/Learning Resources:

Kunstler, J. *Home from Nowhere.* (Touchstone, 1998).
Calthorpe, P. *The Next American Metropolis: Ecology, Community, and the American Dream.* (Princeton Architectural Press, 1995)
Lynch, K. *Good City Form.* (MIT Press, 1984).

Offered: Fall

Faculty assigned:

Brooks
Stevens

ARCH 415, Core Design VII: Urban Studio, 4 credits.

Course Description: Examination of the urban environment through the design of a medium to large scale project using precedent survey and urban analysis.

Course Goals & Objectives:

- Design Research and Issue Identification (social and/or ecological agenda)
- Medium to Large Scale Project (20,000-50,000 sq. ft.)
- Urban Analysis, Site Analysis and Programming; Size of project commensurate with issue investigation.
- Building Systems Integration
- Schematic Design – project resolution in site, plan, section, elevation, and 3-D.
- Representation: Schematic Project Documentation commensurate with project uniqueness; diagrammatic representations, site plans, floor plans, sections, elevations, and 3-D representation.

Student Performance Criterion/a addressed:

A. 1. Communication Skills
A. 2. Design Thinking Skills
A. 3. Visual Communication Skills
A. 5. Investigative Skills
A. 6. Fundamental Design Skills
A. 7. Use of Precedents
A. 8. Ordering Systems Skills
B. 2. Accessibility
B. 3. Sustainability
B. 4. Site Design
B. 5. Life Safety
B. 9. Structural Systems
B. 10. Building Envelope Systems
B. 11. Building Service Systems
C. 1. Collaboration
C.9. Community and Social Responsibility

Topical Outline:

Schematic design skills (30%)
Tectonic development within urban context (30%)
Development building systems (20%)
Presentation skills (20%)

Prerequisites: ARCH 335

Textbooks/Learning Resources:

Kwok, A. and Grondzik, W. *The Green Studio Handbook: Environmental Strategies for Schematic Design.* (Architectural Press, 2006).
Balmon, C. *Informal.* (Prestel USA, 2007).

Offered: Fall

Faculty assigned:

Fakelmann
Brooks,
Mullikin
Stevens

ARCH 417, Internship in Architecture, 4 credits.

Course Description: Supervised experience in the office of a registered architect, interior designer, engineer, or landscape architect. A minimum of 20 hours per week.

Course Goals & Objectives:

- To enable the student the opportunity to gain practical experience and an awareness of understanding of architectural practice.

Student Performance Criterion/a addressed:

Elective Course

Topical Outline:

Participation in a professional organization (90%)
Documentation of work experience (10%)

Prerequisites: Senior Standing

Textbooks/Learning Resources:

None

Offered: Fall, Winter, Spring, Summer.

Faculty assigned:

Puljak

ARCH 425, Core Design VII, 4 credits. **Path A: Competition**

Course Description: First quarter of a two-quarter sequence to be completed with ARCH 435. Examination of site, code, building systems and schematic design development through an architectural design competition or a design-build project.

Course Goals & Objectives:

- One or more competitions (ACSA or similar in scope and complexity) selected at the discretion of the studio instructor.
- Topical Analysis and Design Research relative to competition content.
- Code Search
- Site Analysis
- Precedent Survey
- Multi-iterative digital and analog processes
- Schematic Design Resolution consistent with competition demands.
- Representation: Schematic Project Documentation consistent with competition demands.

Student Performance Criterion/a addressed:

A. 1. Communication Skills
A. 2. Design Thinking Skills
A. 3. Visual Communication Skills
A. 5. Investigative Skills
A. 6. Fundamental Design Skills
A. 7. Use of Precedents
A. 8. Ordering Systems Skills
A. 9. Historical Traditions and Global Culture
A. 10. Cultural Diversity
A. 11. Applied Research
B. 2. Accessibility
B. 3. Sustainability
B. 4. Site Design
B. 5. Life Safety
B. 9. Structural Systems
B. 10. Building Envelope Systems
C. 2. Human Behavior

Topical Outline:

Planning, programming and analysis (20%)
Design development (30%)
Presentation skills (20%)
Schematic design skills (30%)

Prerequisites: ARCH 415

Textbooks/Learning Resources:

None.

Offered: Winter

Faculty assigned:

Mullikin
Fakelmann
Brooks

ARCH 425, Core Design VII, 4 credits. **Path B: Design/Build**

Course Description: First quarter of a two-quarter sequence to be completed with ARCH 435. Examination of site, code, building systems and schematic design development through an architectural design competition or a design-build project.

Course Goals & Objectives:

- Site and program analysis and design research.
- Code Search
- Site Analysis
- Precedent Survey
- Multi-iterative digital and analog processes
- Schematic Design Resolution consistent with competition demands.
- Representation: Project Documentation consistent with design development documents.
- Site development and construction start mid-term.

Student Performance Criterion/a addressed:

A. 1. Communication Skills
A. 2. Design Thinking Skills
A. 3. Visual Communication Skills
A. 5. Investigative Skills
A. 6. Fundamental Design Skills
A. 7. Use of Precedents
A. 8. Ordering Systems Skills
A. 9. Historical Traditions and Global Culture
A. 10. Cultural Diversity
A. 11. Applied Research
B. 1. Pre-Design
B. 2. Accessibility
B. 3. Sustainability
B. 4. Site Design
B. 5. Life Safety
B. 9. Structural Systems
B. 10. Building Envelope Systems
C. 2. Human Behavior

Topical Outline:

Planning, programming and analysis (20%)
Design development (30%)
Presentation skills (20%)
Schematic design skills (30%)

Prerequisites: ARCH 415

Textbooks/Learning Resources:

None.

Offered: Winter

Faculty assigned:

Brooks

ARCH435, Core Design IX, 4 credits. Path A: Competition

Course Description: A continuation of ARCH 425 emphasizing the detailed design development of the previously resolved schematic design.

Course Goals & Objectives:

- Continuation of Architecture 420A
- Design Essay and Project Narrative
- Refinement and Design Development
- Building Envelop Systems
- Building Systems Integration
- Building Materials and Assemblies
- Technical Documentation
- Comprehensive Architectural Presentation consistent with Competition Guidelines

Student Performance Criterion/a addressed:

A. 1. Communication Skills
A. 2. Design Thinking Skills
A. 3. Visual Communication Skills
A. 4. Technical Documentation
A. 5. Investigative Skills
A. 6. Fundamental Design Skills
A. 8. Ordering Systems Skills
B. 2. Accessibility
B. 3. Sustainability
B. 4. Site Design
B. 5. Life Safety
B. 7 Financial Considerations
B. 9. Structural Systems
B. 8 Environmental Systems
B. 9. Structural Systems
B. 10. Building Envelope Systems
B. 11. Building Service Systems
B. 12. Building Materials and Assemblies

Topical Outline:

Design development

Prerequisites: ARCH 425

Textbooks/Learning Resources:

None.

Offered: Spring

Faculty assigned:

Fakelmann
Mullikin

ARCH435, Core Design IX, 4 credits. Path B: Design/Build

Course Description: A continuation of ARCH 425 emphasizing the detailed design development of the previously resolved schematic design.

Course Goals & Objectives:

- Continuation of Architecture 420B
- Refinement of design development
- Building envelop systems and details
- Building systems integration
- Building materials and assemblies
- Development of interior environment and details.
- Representation: Technical documentation consistent with construction documents.
- Targeted completion date at end of term.

Student Performance Criterion/a addressed:

A. 1. Communication Skills
A. 2. Design Thinking Skills
A.4. Technical Documentation
A. 9. Historical Traditions and Global Culture
A. 10. Cultural Diversity
A. 11. Applied Research
B. 3. Sustainability
B. 4. Site Design
B. 5. Life Safety
B. 6. Comprehensive Design
B. 7 Financial Considerations
B. 9. Structural Systems
B. 8 Environmental Systems
B. 9. Structural Systems
B. 10. Building Envelope Systems
B. 11. Building Service Systems
B. 12. Building Materials and Assemblies
C. 1. Collaboration
C. 2. Human Behavior
C. 3 Client Role in Architecture
C. 6. Leadership

Topical Outline:

Design development

Prerequisites: ARCH 425

Textbooks/Learning Resources:

None.

Offered: Spring

Faculty assigned:

Brooks

ARCH 445, Community Design Assistance Center, 1, 2, or 3 credit hours.

Course Description: Participation in a community outreach project which promotes neighborhood and regional economic development in the North Louisiana Region.

Course Goals & Objectives:

- To enable the student to participate in the opportunity to assist communities through service learning.
- To enhance and apply graphic, visual, and verbal communication skills in the arena of the public realm.

Student Performance Criterion/a addressed:

Elective Course

Topical Outline:

Collaboration with community partners (40%)
Design Development (40%)
Presentation skills (20%)

Prerequisites: None

Textbooks/Learning Resources:

Bell, B. *Expanding Architecture: Design as Activism.* (Metropolis, 2008).

Offered: Fall, Winter, Spring, Summer

Faculty assigned:

Singh
Willoughby
Carwile, G.

ARCH 450, Related Readings, 1, 2, or 3 credit hours.

Course Description: Guided readings in a specific aspect of architectural theory or practice under the direct supervision of a faculty member. Credit and topic by agreement with the Department Head.

Course Goals & Objectives:

- To enable a student to enhance or enrich the knowledge base provided by the curriculum's required coursework.
- To develop research basic research/investigation.

Student Performance Criterion/a addressed:

Elective Course

Topical Outline:

Research skills (60%)
Presentation skills (written) (40%)

Prerequisites: None

Textbooks/Learning Resources:

Offered: Fall, Winter, Spring, Summer

Faculty assigned:

ARCH 453, Building Systems IV, 3 credits.

Course Description: Examination of the interface between building envelope and structural frame, parking layouts, stairs and accessible ramps through technical documentation.

Course Goals & Objectives:

- To develop and consolidate proficiency in analysis of architectural structures by interpreting and assessing the requirements and provisions of alternative structural systems.
- Assess, select and integrate structural systems into building design.
- Understand the principles, conventions, standards, applications and restrictions pertaining to the manufacturing and use of construction materials and assemblies.

Student Performance Criterion/a addressed:

A. 4. Technical Documentation
B. 9. Structural Systems
B. 12. Building Materials and Assemblies

Topical Outline:

Research and analysis (100%)

Prerequisites: MATH 112, ARCH 335

Textbooks/Learning Resources:

Allen, E. *Fundamentals of Building Construction*. (Wiley, 2008).

Offered: Spring

Faculty assigned:

Carwile, G.

ARCH 461, Theories: Special Topics II, 2 credits.

Course Description: Selected topics related to theoretical issues in contemporary architecture.

Course Goals & Objectives:

- To present and discuss contemporary architectural theory
- To provide a mechanism for discourse of specific time period as it relates to contemporary theory and practice.
- To provide the student with methodologies for analytical reading and writing.
- To provide the student with criteria for self-critique within the studio setting.

Student Performance Criterion/a addressed:

A. 1. Communication Skills
A. 2. Design Thinking Skills
A. 5. Investigative Skills
A. 9. Historical Traditions and Global Culture
A. 11. Applied Research
B. 3. Sustainability
C. 1. Collaboration
C. 2. Human Behavior

Topical Outline:

Reading and analytical techniques (60%)
Discourse and evaluation (40%)

Prerequisites: ARCH 361

Textbooks/Learning Resources:

None

Offered: Winter

Faculty assigned:

ARCH 471, Professional Practice I, 2 credit hours.

Course Description: The business of architecture with an emphasis on practice trends of the future in respect to project and design management.

Course Goals & Objectives:

- To gain an understanding of the business of architectural practice.
- To gain an understanding of legal issues within the architectural practice.

Student Performance Criterion/a addressed:

C. 5. Practice Management
C. 6. Leadership

Topical Outline:

Discourse and verbal presentation (50%)
Research and analysis (50%)

Prerequisites: None

Textbooks/Learning Resources:

AIA. *The Architects Handbook of Professional Practice, Student Edition*. (Wiley, 2009).

Offered: Fall

Faculty assigned:

Singh

ARCH 481, Professional Practice II, 2 credits.

Course Description: Architect's role and responsibility in the project process of pre-design, design, construction documents, and the administration of the construction contract.

Course Goals & Objectives:

- To become aware of the architect and the responsibilities of other disciplines in the project process.
- To become aware of the implications of the financial framework in project design.
- To become aware of the professional responsibility to the client and public.

Student Performance Criterion/a addressed:

A. 1. Communication Skills
A. 5. Investigative Skills
B. 7 Financial Considerations
C. 4. Project Management
C. 5. Practice Management
C. 7. Legal Responsibilities

Topical Outline:

Discourse and verbal presentation (50%)
Research and analysis (50%)

Prerequisites: ARCH 471

Textbooks/Learning Resources:

AIA. *The Architects Handbook of Professional Practice, Student Edition*. (Wiley, 2009).

Offered: Fall

Faculty assigned:

Singh

PSYC 455, Environmental Psychology, 3 credits.

Course Description: A survey of concepts about individual's interaction with the physical environment. Emphasis is placed upon designing physical surroundings to serve social and personal needs.

Course Goals & Objectives:

- To gain an understanding of psychological, cultural and physical implications in the built environment.
- To integrate knowledge into studio design process.

Student Performance Criterion/a addressed:

A. 1. Communication Skills
A. 10. Cultural Diversity
A. 11. Applied Research
C. 2. Human Behavior

Topical Outline:

Research and analysis (100%)

Prerequisites: PSYC 102 or permission of instructor

Textbooks/Learning Resources:

None

Offered:

Faculty assigned:

Goodwyn

ARCH 501, Research Methods, 2 credits.

Course Description: Research and study of theoretical issues related to the preparation of the comprehensive project.

Course Goals & Objectives:

- Students to explore, research and critique seminal writings in architecture.
- Students to apply understanding of theoretical precedent to developing hypothesis for final comprehensive studio project.

Student Performance Criterion/a addressed:

Elective Course

Topical Outline:

Research and analytical skills (30%)
Discourse and critique (30%)
Writing skills (40%)

Prerequisites: Graduate Standing

Textbooks/Learning Resources:

Moneo, R. *Theoretical Anxiety and Design Strategies in the Work of Eight Contemporary Architects.* (MIT, 2005).
LeCorbusier. *Toward an Architecture.* (Getty, 2007).
Zumthor, P. *Thinking Architecture.* (Birkhauser, 2009).
Koolhaas, R. *Delirious New York: A Retroactive Manifesto for Manhattan.* (Monacelli, 1997).

Offered: Summer, WWW

Faculty assigned:

Stevens

ARCH 502, Field Travel, 1 credit.

Course Description: Examination and analysis of precedent through participation in field travel.

Course Goals & Objectives:

- Opportunity for student to participate in supervised travel to visit architectural works and cultural settings.
- To enable the students with the opportunity to explore, examine and experience buildings, urban and rural places, and landscape environments that can enrich their understanding of architecture and urbanism.
- To examine, first hand experience, and analysis of contemporary architectural works, urban environments, and landscapes through faculty supervised travel.
- To develop journal-keeping skills documenting their experiences and observations during their travel or trip, and conduct a verbal and visual presentation of their findings.

Student Performance Criterion/a addressed:

Elective Course

Topical Outline:

Field visual analysis and documentation (80%)
Research and organizational skills (20%)

Prerequisites: Graduate standing.

Textbooks/Learning Resources:

None

Offered: Fall, Winter, Spring, Summer

Faculty assigned:

Brooks
Mullikin
Puljak

ARCH 510, Comprehensive Design I, 5 credits.

Course Description: Initiation of a comprehensive project through the study and implementation of architectural research methods with emphasis on programming, analytical building precedent research, issue research, and scholarship.

Course Goals & Objectives:

- Mid-Term: Abstract draft stating aim, rationale, hypothesis, methodology, annotated bibliography, and precedent review.
- End of Term: Project Proposal including an updated, final abstract with the above requirements and a complete research document of the student's proposal, including initial design strategies. Estimate of 20-30 pages to be of scholarly research and graphics
- Concurrent design project to assist in formulating design process strategy for comprehensive project during ARCH 520 and 530

Student Performance Criterion/a addressed:

A. 1. Communication Skills
A. 2. Design Thinking Skills
A. 3. Visual Communication Skills
A. 5. Investigative Skills
A. 10. Cultural Diversity
A. 11. Applied Research
B. 1. Pre-Design
B. 3. Sustainability
B. 4. Site Design
C. 2. Human Behavior
C. 3 Client Role in Architecture
C. 8. Ethics and Professional Judgment
C.9. Community and Social Responsibility

Topical Outline:

Research skills (40%)
Programming skills (20%)
Analysis skills (20%)
Presentation skills (written and graphic) (20%)

Prerequisites: Graduate standing.

Textbooks/Learning Resources:

None

Offered: Fall

Faculty assigned:

Brooks
Mullikin
Puljak

ARCH 511, Selected Topics in Professional Practice, 2 credits.

Course Description: Selected topics related to professional practice in architecture.

Course Goals & Objectives:

- To gain greater understanding of the relationship between individual hypothesis and current trends in professional practice.
- To aid student in preparation in the transition to professional standing.

Student Performance Criterion/a addressed:

Elective Course

Topical Outline:

Discourse and analysis (60%)
Writing skills (40%)

Prerequisites: Graduate Standing

Textbooks/Learning Resources:

None

Offered: Fall, Winter, Spring

Faculty assigned:

ARCH 520, Comprehensive Design II, 5 credits.

Course Description: Continuation of a comprehensive project through schematic design with emphasis on the relationship between context and building form.

Course Goals & Objectives:

- Mid-Term: Presentation focused on schematic design of the proposed project. Site issues and program analysis should be clearly resolved.
- End of Term: Fully developed schematic design documentation of the student's proposal.

Student Performance Criterion/a addressed:

A. 1. Communication Skills
A. 2. Design Thinking Skills
A. 3. Visual Communication Skills
A. 5. Investigative Skills
A. 6. Fundamental Design Skills
A. 7. Use of Precedents
A. 8. Ordering Systems Skills
B. 2. Accessibility
B. 3. Sustainability
B. 4. Site Design
B. 5. Life Safety
B. 9. Structural Systems
B. 8 Environmental Systems
B. 9. Structural Systems
B. 10. Building Envelope Systems
B. 11. Building Service Systems

Topical Outline:

Research and analysis (20%)
Schematic design skills (60%)
Presentation skills (20%)

Prerequisites: ARCH 510

Textbooks/Learning Resources:

Kwok, A. and Grondzik, W. *The Green Studio Handbook: Environmental Strategies for Schematic Design.* (Architectural Press, 2006).

Offered: Winter

Faculty assigned:

Brooks
Mullikin

ARCH 521, Selected Topics in Methods and Materials.

Course Description: Selected topics related to materials and methods in architecture

Course Goals & Objectives:

- To explore architectural materials and assemblies as they related to individual student comprehensive studio projects.
- To develop detail through precedent and research.

Student Performance Criterion/a addressed:

Elective Course

Topical Outline:

Research and analysis (20%)
Discourse skills (20%)
Design development (40%)
Presentation skills (20%)

Prerequisites: Graduate Standing.

Textbooks/Learning Resources:

Schittich, C. *In Detail: Interior Spaces: Space, Light, Material.* (Birkhauser, 1998).
Schittich, C. *In Detail: Building Skins: Concepts, Layers, Materials.* (Birkhauser, 2001).

Offered: Winter

Faculty assigned:

Mullikin

ARCH 530 Comprehensive Design III, 5 credits.

Course Description: Conclusion of a comprehensive project through design development with emphasis on operational refinement, material assemblies and building systems as realized through a comprehensive set of scaled drawings and models.

Course Goals & Objectives:

- Mid-Term: Beginning developments of architectural details; revisions to project based on 520 final review.
- End of Term:
  - Site context analysis
  - Architecture program analysis
  - Schematic development
  - Architectural development
  - Construction details

Student Performance Criterion/a addressed:

A. 1. Communication Skills
A. 2. Design Thinking Skills
A. 3. Visual Communication Skills
A. 4. Technical Documentation
A. 7. Use of Precedents
B. 2. Accessibility
B. 3. Sustainability
B. 4. Site Design
B. 5. Life Safety
B. 6. Comprehensive Design
B. 7 Financial Considerations
B. 8 Environmental Systems
B. 9. Structural Systems
B. 10. Building Envelope Systems
B. 11. Building Service Systems
B. 12. Building Materials and Assemblies

Topical Outline:

Design development skills(60%)
Building systems development skills (20%)
Presentation (oral and graphic) skills (20%)

Prerequisites: ARCH 520

Textbooks/Learning Resources:

None

Offered: Spring

Faculty assigned:

Brooks
Mullikin

ARCH 531 Selected Topics in History and Theory, 2 credits.

Course Description: Selected topics related to history and theory of architecture.

Course Goals & Objectives:

- To expose students to specialized topics in theory at the graduate level.
- To further explore historical and theoretical movements beyond undergraduate coursework.

Student Performance Criterion/a addressed:

Elective Course

Topical Outline:

Discourse and analysis (60%)
Writing skills (40%)

Prerequisites: Graduate standing.

Textbooks/Learning Resources:

Bell, B. *Expanding Architecture: Design as Activism.* (Metropolis, 2008).

Offered:

Faculty assigned:

Fakelmann

ARCH 545, Community Design Assistance Center, 1, 2, or 3 credits.

Course Description: Participation in a community outreach project which promotes neighborhood and regional development in the North Louisiana region.

Course Goals & Objectives:

- To enable the student to participate in the opportunity to assist communities through service learning.
- To enhance and apply graphic, visual, and verbal communication skills in the arena of the public realm.

Student Performance Criterion/a addressed:

Elective Course

Topical Outline:

Collaboration with community partners (40%)
Design Development (40%)
Presentation skills (20%)

Prerequisites: Graduate standing, permission of instructor.

Textbooks/Learning Resources:

Bell, B. *Expanding Architecture: Design as Activism.* (Metropolis, 2008).

Offered: Fall, Winter, Spring

Faculty assigned:

Singh

ARCH 548, Professional Practice Seminar, 2 credits.

Course Description: The legal, ethical and moral issues of architectural practice as related to the changing architectural profession.

Course Goals & Objectives:

- To introduce students to the ethical principles and fiduciary responsibilities that shape professional relationships.
- To develop critical mechanisms which will enable architecture students to evaluate their work with regard to ethical criteria.
- To present and discuss current professional standards so that the students may develop an ethical framework from which to view their actions with regard to the changing contexts of a collaborative architectural practice.

Student Performance Criterion/a addressed:

A. 1. Communication Skills
A. 2. Design Thinking Skills
A. 5. Investigative Skills
C. 3 Client Role in Architecture
C. 6. Leadership
C. 7. Legal Responsibilities
C. 8. Ethics and Professional Judgment

Topical Outline:

Discourse and analysis (60%)
Writing skills (40%)

Prerequisites: Graduate standing.

Textbooks/Learning Resources:

None

Offered: Spring

Faculty assigned:

Fakelmann

ARCH 550, Related Readings, 1, 2, or 3 credit hours.

Course Description: Guided readings in a specific aspect of architectural theory or practice under the supervision of a faculty member. Credit and topic by agreement with the Department Head.

Course Goals & Objectives:

- To enable a student to enhance or enrich the knowledge base provided by the curriculum's required coursework.
- To develop research basic research/investigation

Student Performance Criterion/a addressed:

Elective Course

Topical Outline:

Research skills (60%)
Presentation skills (written) (40%)

Prerequisites: Graduate standing, permission of instructor.

Textbooks/Learning Resources:

Meuser, P. *Berlin: The Architecture Guide*. (Verlaghaus, 2007).

Offered: Fall, Winter, Spring.

Faculty assigned:

Caldwell
Puljak

ARCH 559, Specialized Individual Studio Problems, 3 credits.

Course Description: Permission and project approval must be obtained from the Department Head.

Course Goals & Objectives:

- To provide the student the exploration of specific topics in studio that are not covered in required studios.
- To allow the student to determine format and presentation of a studio course.

Student Performance Criterion/a addressed:

Elective Course

Topical Outline:

Design skills (80%)
Presentation skills (20%)

Prerequisites: Graduate standing, approval of Department Head.

Textbooks/Learning Resources:

Offered: Fall, Winter, Spring.

Faculty assigned:

IV.2 Roster of Instructional Staff / Faculty Resumes

ROSTER OF INSTRUCTIONAL STAFF

School of Architecture **Academic Term(s):** Fall Quarter, 2008

Column One Name (FT) or (PT)	Column Two List of Academic Credentials, Qualifications, and Competencies Number of Graduate Hours in Discipline	Column Three Courses Taught (U) or (G), (O)	Column Four Other Qualifications or Experience
Brooks, Robert (FT)	Assistant Professor M. Architecture, Cranbrook Academy of Art, 60 cr., ARCH	ARCH 411: Planning and Urb Des Theo (u) ARCH 510: Comprehensive Design I (g) UNIV 100: Orientation & Study Skills (u)	Published/exhibited designer and artist; practice exp. arch
Caldwell, Damon (FT)	Assistant Professor M. Architecture, University of the Arts, 60 cr., ARCH	ARCH 132: Communication Skills II (u) ARCH 210: Foundation Design IV (u) ARCH 402: Field Travel (u) UNIV 100: Orientation & Study Skills (u)	Practice exp. in architecture and interior architecture; fiber artist.
Carwile, Guy (FT)	Professor M. Architecture, Rice University, 57 cr., ARCH	ARCH 221: Building Systems I (u) ARCH 300: Intro to Life Safety Codes (u) ARCH 441: Architecture of Louisiana (u/g)	Significant arch prac exp; scholar in LA historic arch
Fakelmann, Robert (FT)	Professor M. Architecture, Texas A&M University, 52 cr., ARCH	ARCH 410: Architectural Design IV (u) ARCH 491: Professional Practice III (u) ARCH 548: Prof. Pract. Seminar (g)	Award-winning architect; scholar in ethics and arch
Green, Walter (FT)	Professional-in-Residence M. Fine Arts, Universidad de San Miguel Allende, 60 cr., Studio Art	ARCH 110: Foundation Design I (u) ARCH 380: Applied Studio Practices (u)	Widely exhibited artist; furniture designer/fabricator
Hayes, Timothy (FT)	Associate Professor M. Architecture, Louisiana Tech University, 70 cr., ARCH	ARCH 110: Foundation Design I (u) ARCH 110: Foundation Design I (u)	Widely exhibited artist/delin significant arch prac exp.
McElveen, Marty (FT)	Acting Assistant Professor M. Architecture, Ohio State University, 76 cr., ARCH	ARCH 310: Architectural Design I (u) IDES 451: Furniture Design (u)	Expertise in dig. Fabrication; wide ranging arch prac exp.
Moran, Robert (FT)	Professor M. Architecture, Louisiana Tech University, 72 cr., ARCH	ARCH 110: Foundation Design I (u) ARCH 210: Foundation Design IV (u)	Widely published/exhibited furniture designer/architect
Mullikin, Lisa (FT)	Associate Professor M. Architecture, University of Maryland, 63 cr., ARCH	ARCH 210: Foundation Design IV (u) ARCH 410: Architectural Design IV (u)	Significant arch prac exp (hist pres/sustain des)
Puljak, Karl (FT)	Director, Associate Professor M. Architecture, Cranbrook Academy of Art, 60 cr., ARCH	ARCH 210: Foundation Design IV (u) ARCH 417: Internship in Architecture (u)	Significant arch/fabricat exp; foundation design scholar
Singh, Kevin (FT)	Assistant Professor M. Building Construction, Auburn University, 38 cr., ARCH/CONS	ARCH 132: Communication Skills II (u) ARCH 445ABC: Professional Problems (u) ARCH 559: Specialized Indiv Stud. Prob (g)	Significant arch prac exp; director of Comm Des Asst Center; YAF Rep.
Stevens, Kevin (FT)	Associate Professor/Architecture Program Chair M. Architecture, Rice University, 77 cr., ARCH	ARCH 211: Architectural History (u) ARCH 473: Design Research (u)	Signif Project Manag exp; BA in Art History
Williams, Michael (FT)	Assistant Professor M. Architecture, Cranbrook Academy of Art, 60 cr., ARCH	ARCH 210: Foundation Design IV (u) ARCH 310: Architectural Design I (u)	Published/exhibited designer and artist; digital repr/fabricat
Willoughby, William (FT)	Associate Dean, Associate Professor M. Architecture, Kent State University, 64 cr., ARCH	ARCH 474: Computers for Designers (u) ARCH 474: Computers for Designers (u)	Significant arch prac exp; widely published Hist/Theo
Wreden, Alexis (FT)	Associate Professor M. Landscape Architecture, Harvard University, 120 cr., L.ARCH	ARCH 110: Foundation Design I (u) ARCH 112: Communication Skills I (u)	Widely exhibited: site specific art/landscape design
Carpenter, Walter (PT)	Adjunct Professor, M.S., Louisiana Tech University	ARCH 450c: Steel/Wood Struc Des (u)	P.E.
Pumphrey, Norm (PT)	Professor, Ph.D, Purdue University	ARCH 450c: Statics (u)	P.E.
Carwile, Stephanie (FT)	Assistant Professor MFA, Studio Art, Louisiana Tech University, 69 cr., FINE ARTS	ARCH 112: Communication Skills (u) IDES 452: Interior Design IV (u) UNIV 100: Orientation & Study Skills (u)	Significant ID practice exp; widely exhibited painter
Jani, Vibhavari (FT)	Assistant Professor, Interior Design Program Chair M.A, Wayne State University, 33 cr., INTERIOR DES	IDES 352: Interior Design I (u) IDES 316: History of Interiors (u)	Widely published in Non-Western design/sustainability

ROSTER OF INSTRUCTIONAL STAFF

School of Architecture **Academic Term(s):** Winter Quarter, 2008/9

Column One Name (FT) or (PT)	Column Two List of Academic Credentials, Qualifications, and Competencies Number of Graduate Hours in Discipline	Column Three Courses Taught (U) or (G), (O)	Column Four Other Qualifications or Experience
Brooks, Robert (FT)	Assistant Professor M. Architecture, Cranbrook Academy of Art, 60 cr., ARCH	ARCH 320: Architectural Design II (u) ARCH 331: Theories of Architecture (u)	Published/exhibited designer and artist; practice exp. arch
Caldwell, Damon (FT)	Assistant Professor M. Architecture, University of the Arts, 60 cr., ARCH	ARCH 132: Communication Skills II (u) ARCH 220: Foundation Design V (u) IDES 353: Interior Design Studio II (u)	Practice exp. in architecture and interior architecture; fiber artist.
Carwile, Guy (FT)	Professor M. Architecture, Rice University, 57 cr., ARCH	ARCH 232: Building Systems II (u) ARCH 380: Applied Studio Practices (u)	Significant arch prac exp; scholar in LA historic arch
Fakelmann, Robert (FT)	Professor M. Architecture, Texas A&M University, 52 cr., ARCH	ARCH 420: Architectural Design IV (u) ARCH 548: Prof Practice Seminar (u)	Award-winning architect; scholar in ethics and arch
Green, Walter (FT)	Professional-in-Residence M. Fine Arts, Universidad de San Miguel Allende, 60 cr., Studio Art	ARCH 110: Foundation Design I (u) ARCH 112: Communication Skills I (u) ARCH 112: Communication Skills I (u)	Widely exhibited artist; furniture designer/fabricator
Hayes, Timothy (FT)	Associate Professor M. Architecture, Louisiana Tech University, 70 cr., ARCH	ARCH 120: Foundation Design II (u) ARCH 110: Foundation Design I (u) ARCH 380: Applied Studio Practices (u)	Widely exhibited artist; significant arch prac exp.; award winning delineator
McElveen, Marty (FT)	Acting Assistant Professor M. Architecture, Ohio State University, 76 cr., ARCH	ARCH 220: Foundation Design V (u) ARCH 320: Architectural Design II (u)	Expertise in dig. Fabrication; wide ranging arch prac exp.
Moran, Robert (FT)	Professor M. Architecture, Louisiana Tech University, 72 cr., ARCH	ARCH 110: Foundation Design I (u) ARCH 110: Foundation Design I (u)	Widely published/exhibited furniture designer/architect
Mullikin, Lisa (FT)	Associate Professor M. Architecture, University of Maryland, 63 cr., ARCH	ARCH 510: Comprehensive Design I (g)	Significant arch prac exp (hist pres/sustain des)
Puljak, Karl (FT)	Director, Associate Professor M. Architecture, Cranbrook Academy of Art, 60 cr., ARCH	ARCH 501: Selected Topics Seminar (g)	Significant arch/fabricat exp; foundation design scholar
Singh, Kevin (FT)	Assistant Professor M. Building Construction, Auburn University, 38 cr., ARCH/CONS	ARCH 132: Communication Skills II (u) ARCH 445BC: Professional Problems (u) ARCH 481: Professional Practice II (u) ARCH 559: Spec. Indiv Studio Probl (g)	Significant arch prac exp; director of Comm Des Asst Center; YAF Gulf States Representative
Stevens, Kevin (FT)	Associate Professor/Architecture Program Chair M. Architecture, Rice University, 77 cr., ARCH	ARCH 222: Architectural History (u) ARCH 480: Design Design Project 1 (u)	Signif Project Manag exp; BA in Art History
Williams, Michael (FT)	Assistant Professor M. Architecture, Cranbrook Academy of Art, 60 cr., ARCH	ARCH 220: Foundation Design V (u) ARCH 420: Architectural Design IV (u)	Published/exhibited designer and artist; digital repr/fabricat
Willoughby, William (FT)	Associate Dean, Associate Professor M. Architecture, Kent State University, 64 cr., ARCH	ARCH 331: Theories of Architecture (u)	Significant arch prac exp; widely published Hist/Theo
Wreden, Alexis (FT)	Associate Professor M. Landscape Architecture, Harvard University, 120 cr., L.ARCH	ARCH 112: Communication Skills I (u) ARCH 200: Issue Investigation (u) ARCH 200: Issue Investigation (u)	Widely exhibited: site specific art/landscape design
Carwile, Stephanie (FT)	Assistant Professor MFA, Studio Art, Louisiana Tech University, 69 cr., FINE ARTS	ARCH 220: Foundation Design V (u) IDES 357: Int. Design Theory & Iss III (u) IDES 453: Interior Design V (u)	Significant ID practice exp; widely exhibited painter
Jani, Vibhavari (FT)	Assistant Professor, Interior Design Program Chair M.A, Wayne State University, 33 cr., INTERIOR DES	ARCH 220: Foundation Design V (u) IDES 355: Int. Design Theory & Issues I (u)	Corporate des. experience; widely published in Non-Western design/sustainability

ROSTER OF INSTRUCTIONAL STAFF

School of Architecture **Academic Term(s):** Spring Quarter, 2009

Column One Name (FT) or (PT)	Column Two List of Academic Credentials, Qualifications, and Competencies Number of Graduate Hours in Discipline	Column Three Courses Taught (U) or (G), (O)	Column Four Other Qualifications or Experience
Brooks, Robert (FT)	Assistant Professor M. Architecture, Cranbrook Academy of Art, 60 cr., ARCH	ARCH 131: Architectural Theory (u) ARCH 350: Visual Studies (u)	Published/exhibited designer and artist; practice exp. arch
Caldwell, Damon (FT)	Assistant Professor M. Architecture, University of the Arts, 60 cr., ARCH	ARCH 230: Foundation Design VI (u) ARCH 402: Field Travel (u) IDES 354: Interior Design III (u)	Practice exp. in architecture and interior architecture; fiber artist.
Carwile, Guy (FT)	Professor M. Architecture, Rice University, 57 cr., ARCH	ARCH 332: Building Systems III (u) ARCH 421: Building Systems IV (u)	Significant arch prac exp; scholar in LA historic arch
Fakelmann, Robert (FT)	Professor M. Architecture, Texas A&M University, 52 cr., ARCH	ARCH 530: Comprehensive Design III (g)	Award-winning architect; scholar in ethics and arch
Green, Walter (FT)	Professional-in-Residence M. Fine Arts, Universidad de San Miguel Allende, 60 cr., Studio Art	ARCH 120: Foundation Design II (u) ARCH 130: Foundation Design III (u) ARCH 130: Foundation Design III (u)	Widely exhibited artist; furniture designer/fabricator
Hayes, Timothy (FT)	Associate Professor M. Architecture, Louisiana Tech University, 70 cr., ARCH	ARCH 130: Foundation Design III (u) ARCH 130: Foundation Design III (u)	Widely exhibited artist; significant arch prac exp.; award winning delineator
McElveen, Marty (FT)	Acting Assistant Professor M. Architecture, Cranbrook Academy of Art, 60 cr., ARCH	ARCH 301: Computer Appl. Colloquium (u) ARCH 350: Visual Studies (u)	Expertise in dig. Fabrication; wide ranging arch prac exp.
Moran, Robert (FT)	Professor M. Architecture, Louisiana Tech University, 72 cr., ARCH	ARCH 231: Contemp. Arch History (u) ARCH 350: Visual Studies (u)	Widely published/exhibited furniture designer/architect
Mullikin, Lisa (FT)	Associate Professor M. Architecture, University of Maryland, 63 cr., ARCH	ARCH 132: Communication Skills II (u) ARCH 230: Foundation Design V (u)	Significant arch prac exp (hist pres/sustain des)
Puljak, Karl (FT)	Director, Associate Professor M. Architecture, Cranbrook Academy of Art, 60 cr., ARCH	ARCH 230: Foundation Design V (u) ARCH 417: Internship in Architecture (u) ARCH 559: Spec. Indiv. Studio Prolems (g)	Significant arch/fabricat exp; foundation design scholar
Singh, Kevin (FT)	Assistant Professor M. Building Construction, Auburn University, 38 cr., ARCH/CONS	ARCH 445BC: Professional Problems (u) ARCH 471: Professional Practice I (u)	Significant arch prac exp; director of Comm Des Asst Center; YAF Coordin.
Stevens, Kevin (FT)	Associate Professor/Architecture Program Chair M. Architecture, Rice University, 77 cr., ARCH	ARCH 490: Degree Design Project II (u)	Signif Project Manag exp; BA in Art History
Williams, Michael (FT)	Assistant Professor M. Architecture, Cranbrook Academy of Art, 60 cr., ARCH	ARCH 230: Foundation Design VI (u) ARCH 301: Computer Appl. Colloquium (u) ARCH 350: Visual Studies (u)	Published/exhibited designer and artist; digital repr/fabricat
Wreden, Alexis (FT)	Associate Professor M. Landscape Architecture, Harvard University, 120 cr., L.ARCH	ARCH 112: Communication Skills I (u)	Widely exhibited: site specific art/landscape design
Carpenter, Walter (PT)	Adjunct Professor, M.S., Louisiana Tech University	ARCH 450c: Reinforced Concrete Des (u)	P.E.
Pumphrey, Norm (PT)	Professor, Ph.D, Purdue University	ARCH 450c: Strength of Materials (u)	P.E.
Carwile, Stephanie (FT)	Assistant Professor MFA, Studio Art, Louisiana Tech University, 69 cr., FINE ARTS	ARCH 132: Communication Skills II (u) IDES 250: Intro to Interior Design (u) IDES 454: Interior Design VI (u)	Significant ID practice exp; widely exhibited painter
Jani, Vibhavari (FT)	Assistant Professor, Interior Design Program Chair M.A, Wayne State University, 33 cr., INTERIOR DES	ARCH 230: Foundation Design V (u) IDES 356: Int. Design Theory & Issue II (u) IDES 456: Professional Practices (u)	Corporate des. experience; widely published in Non-Western design/sustainability

ROSTER OF INSTRUCTIONAL STAFF

School of Architecture **Academic Term(s):** Fall Quarter, 2009

Column One Name (FT) or (PT)	Column Two List of Academic Credentials, Qualifications, and Competencies Number of Graduate Hours in Discipline	Column Three Courses Taught (U) or (G), (O)	Column Four Other Qualifications or Experience
Brooks, Robert (FT)	Assistant Professor M. Architecture, Cranbrook Academy of Art, 60 cr., ARCH	ARCH 411: Plan. and Urb. Des. Theory (u) ARCH 415: Core Design VII (u)	Published/exhibited designer and artist; practice exp. arch
Caldwell, Damon (FT)	Assistant Professor M. Architecture, University of the Arts, 60 cr., ARCH	ARCH 215: Core Design I (u) ARCH 315: Core Design IV (u) UNIV 100: Orientation & Study Skills (u)	Practice exp. in architecture and interior architecture; fiber artist.
Carwile, Guy (FT)	Professor M. Architecture, Rice University, 57 cr., ARCH	ARCH 351: Building Systems I (u) ARCH 391: Architecture of Louisiana (u) IDES 242: Introd. Life Safety Codes (u)	Significant arch prac exp; scholar in LA historic arch
Fakelmann, Robert (FT)	Professor M. Architecture, Texas A&M University, 52 cr., ARCH	ARCH 415: Core Design VII (u) ARCH 531: Sel Top. in History/Theory (g)	Award-winning architect; scholar in ethics and arch
Green, Walter (FT)	Professional-in-Residence M. Fine Arts, Universidad de San Miguel Allende, 60 cr., Studio Art	ARCH 112: Communication Skills I (u) ARCH 112: Communication Skills I (u) ARCH 115: Foundation Design I (u)	Widely exhibited artist; furniture designer/fabricator
Hayes, Timothy (FT)	Associate Professor M. Architecture, Louisiana Tech University, 70 cr., ARCH	ARCH 115: Foundation Design I (u) ARCH 115: Foundation Design I (u)	Widely exhibited artist/delin; arch prac exp.
Malmstrom, Troy (FT)	Acting Assistant Professor M. Architecture, Ohio State University, 76 cr., ARCH	ARCH 215: Core Design I (u) ARCH 559: Spec Indiv Studio Problems (g)	Expertise in dig. Fabrication; wide ranging arch prac exp.
Moran, Robert (FT)	Professor M. Architecture, Louisiana Tech University, 72 cr., ARCH	ARCH 115: Foundation Design I (u) IDES 451: Interior Component Design (u)	Widely published/exhibited furniture designer/architect
Mullikin, Lisa (FT)	Associate Professor M. Architecture, University of Maryland, 63 cr., ARCH	ARCH 510: Comprehensive Design I (g) IDES 342: Int. Materials and Finishes (u)	Significant arch prac exp (hist pres/sustain des)
Puljak, Karl (FT)	Director, Associate Professor M. Architecture, Cranbrook Academy of Art, 60 cr., ARCH	ARCH 215: Core Design I (u)	Significant arch/fabricat exp; foundation design scholar
Singh, Kevin (FT)	Assistant Professor M. Building Construction, Auburn University, 38 cr., ARCH/CONS	ARCH 481: Professional Practice I (u) ARCH 445BC: Comm Des Assist Center (u) UNIV 100: University Seminar (u)	Significant arch prac exp; director of Comm Des Asst Center; YAF Rep
Stevens, Kevin (FT)	Associate Professor/Architecture Program Chair M. Architecture, Rice University, 77 cr., ARCH	ARCH 211: Architectural History (u) ARCH 473: Design Research (u)	Signif Project Manag exp; BA in Art History
Williams, Michael (FT)	Assistant Professor M. Architecture, Cranbrook Academy of Art, 60 cr., ARCH	ARCH 215: Core Design I (u) ARCH 315: Core Design IV (u)	Published/exhibited designer and artist; digital repr/fabricat
Willoughby, William (FT)	Associate Dean, Associate Professor M. Architecture, Kent State University, 64 cr., ARCH	ARCH 331: Theories of Architecture (u) ARCH 331: Theories of Architecture (u)	Significant arch prac exp; widely published Hist/Theo
Wreden, Alexis (FT)	Associate Professor M. Landscape Architecture, Harvard University, 120 cr., L.ARCH	ARCH 112: Communication Skills I (u) ARCH 112: Communication Skills I (u) ARCH 115: Foundation Design I (u)	Widely exhibited: site specific art/landscape design
Pumphrey, Norm (PT)	Professor, Ph.D, Purdue University	ARCH 450c: Strength of Materials (u)	P.E.
Carwile, Stephanie (FT)	Assistant Professor MFA, Studio Art, Louisiana Tech University, 69 cr., FINE ARTS	ARCH 112: Communication Skills (u) IDES 252: Foundation Int. Des. I (u) IDES 352: Interior Design I IDES 442: Issue Investigation (u)	Significant ID practice exp; widely exhibited painter
Jani, Vibhavari (FT)	Assistant Professor, Interior Design Program Chair M.A, Wayne State University, 33 cr., INTERIOR DES	IDES 452: Interior Design IV (u) IDES 316: History of Interiors (u)	Widely published in Non-Western design/sustainability

ROSTER OF INSTRUCTIONAL STAFF

School of Architecture **Academic Term(s):** Winter Quarter, 2010

Column One Name (FT) or (PT)	Column Two List of Academic Credentials, Qualifications, and Competencies Number of Graduate Hours in Discipline	Column Three Courses Taught (U) or (G), (O)	Column Four Other Qualifications or Experience
Brooks, Robert (FT)	Assistant Professor M. Architecture, Cranbrook Academy of Art, 60 cr., ARCH	ARCH 122: Communication Skills II (u) ARCH 402/502: Field Travel (u/g) ARCH 425: Core Design VIII (u)	Published/exhibited designer and artist; practice exp. arch
Caldwell, Damon (FT)	Assistant Professor M. Architecture, University of the Arts, 60 cr., ARCH	ARCH 225: Core Design II (u) IDES 353: Interior Design II	Practice exp. in architecture and int arch; fiber artist.
Carwile, Guy (FT)	Professor M. Architecture, Rice University, 57 cr., ARCH	ARCH 352: Building Systems II (u) ARCH 391: Architecture of Louisiana (u)	Significant arch prac exp; scholar in LA historic arch
Fakelmann, Robert (FT)	Professor M. Architecture, Texas A&M University, 52 cr., ARCH	ARCH 425: Core Design VIII (u) ARCH 491: Professional Practice III (u) ARCH 548: Prof Practice Seminar (g)	Award-winning architect; scholar in ethics and arch
Green, Walter (FT)	Professional-in-Residence M. Fine Arts, Universidad de San Miguel Allende, 60 cr., Studio Art	ARCH 112: Communication Skills I (u) ARCH 125: Foundation Design II (u) ARCH 125: Foundation Design II (u)	Widely exhibited artist; furniture designer/fabricator
Hayes, Timothy (FT)	Associate Professor M. Architecture, Louisiana Tech University, 70 cr., ARCH	ARCH 122: Communication Skills II (u) ARCH 122: Communication Skills II (u) ARCH 125: Foundation Design II (u)	Widely exhibited artist; significant arch prac exp.; award winning delineator
Malmstrom, Troy (FT)	Acting Assistant Professor M. Architecture, Ohio State University, 76 cr., ARCH	ARCH 325: Core Design V (u) ARCH 380: App Stud Prac: Grasshopper (u) ARCH 511: Sel Topics in Prof Practice (g) IDES 243: Comp. Apps. for Interiors I (u)	Expertise in dig. Fabrication; wide ranging arch prac exp.
Moran, Robert (FT)	Professor M. Architecture, Louisiana Tech University, 72 cr., ARCH	ARCH 125: Foundation Design II (u) ARCH 225: Core Design II (u)	Widely published/exhibited furniture designer/architect
Mullikin, Lisa (FT)	Associate Professor M. Architecture, University of Maryland, 63 cr., ARCH	ARCH 520: Comprehensive Design II (g) ARCH 521: Sel Top. in Mat and Methods(g)	Significant arch prac exp (hist pres/sustain des)
Puljak, Karl (FT)	Director, Associate Professor M. Architecture, Cranbrook Academy of Art, 60 cr., ARCH	ARCH 361: Theories: Special Topics I (u)	Significant arch/fabricat exp; foundation design scholar
Singh, Kevin (FT)	Assistant Professor M. Building Construction, Auburn University, 38 cr., ARCH/CONS	ARCH 122: Communication Skills II (u) ARCH 445BC: Comm Des Asst Center (u) ARCH 545BC: Comm Des Asst Center (g)	Significant arch prac exp; director of Comm Des Asst Center; YAF Gulf States Representative
Stevens, Kevin (FT)	Associate Professor/Architecture Program Chair M. Architecture, Rice University, 77 cr., ARCH	ARCH 222: Architectural History II (u) ARCH 480: Degree Design Project I (u)	Signif Project Manag exp; BA in Art History
Williams, Michael (FT)	Assistant Professor M. Architecture, Cranbrook Academy of Art, 60 cr., ARCH	ARCH 225: Core Design II (u) ARCH 325: Core Design V (u)	Published/exhibited designer and artist; digital repr/fabricat
Willoughby, William (FT)	Associate Dean, Associate Professor M. Architecture, Kent State University, 64 cr., ARCH	ARCH 361: Theories: Special Topics I (u)	Significant arch prac exp; widely published Hist/Theo
Wreden, Alexis (FT)	Associate Professor M. Landscape Architecture, Harvard University, 120 cr., L.ARCH	ARCH 115: Foundation Design I (u) ARCH 122: Communication Skills II (u)	Widely exhibited: site specific art/landscape design
Carwile, Stephanie (FT)	Assistant Professor MFA, Studio Art, Louisiana Tech University, 69 cr., FINE ARTS	ARCH 220: Foundation Design V (u) IDES 357: Int. Design Theory & Iss III (u) IDES 453: Interior Design V (u)	Significant ID practice exp; widely exhibited painter
Jani, Vibhavari (FT)	Assistant Professor, Interior Design Program Chair M.A, Wayne State University, 33 cr., INTERIOR DES	ARCH 220: Foundation Design V (u) IDES 355: Int. Design Theory & Issues I (u)	Widely published in Non-Western design/sustainability

ROSTER OF INSTRUCTIONAL STAFF

School of Architecture **Academic Term(s):** Spring Quarter, 2010

Column One Name (FT) or (PT)	Column Two List of Academic Credentials, Qualifications, and Competencies Number of Graduate Hours in Discipline	Column Three Courses Taught (U) or (G), (O)	Column Four Other Qualifications or Experience
Brooks, Robert (FT)	Assistant Professor M. Architecture, Cranbrook Academy of Art, 60 cr., ARCH	ARCH 435: Core Design IX (u) ARCH 530: Comprehensive Design III (g)	Published/exhibited designer and artist; practice exp. arch
Caldwell, Damon (FT)	Assistant Professor M. Architecture, University of the Arts, 60 cr., ARCH	ARCH 235: Core Design III (u) IDES: 354: Interior Design III (u)	Practice exp. in architecture and int arch; fiber artist.
Carwile, Guy (FT)	Professor M. Architecture, Rice University, 57 cr., ARCH	ARCH 353: Building Systems III (u) ARCH 453: Building Systems IV (u)	Significant arch prac exp; scholar in LA historic arch
Fakelmann, Robert (FT)	Professor M. Architecture, Texas A&M University, 52 cr., ARCH	ARCH 122: Communication Skills II (u) ARCH 435: Core Design IX (u)	Award-winning architect; scholar in ethics and arch
Green, Walter (FT)	Professional-in-Residence M. Fine Arts, Universidad de San Miguel Allende, 60 cr., Studio Art	ARCH 125: Foundation Design II (u) ARCH 400: Studio Problems (u)	Widely exhibited artist; furniture designer/fabricator
Hayes, Timothy (FT)	Associate Professor M. Architecture, Louisiana Tech University, 70 cr., ARCH	ARCH 135: Foundation Design III (u) ARCH 130: Foundation Design III (u)	Widely exhibited artist/delin; significant arch prac exp.;
Malmstrom, Troy (FT)	Acting Assistant Professor M. Architecture, Ohio State University, 76 cr., ARCH	ARCH 335: Core Design VI (u) ARCH 380: Applied Studio Practices (u) ARCH 511: Sel Topics in Prof Pract (u)	Expertise in dig. Fabrication; wide ranging arch prac exp.
Moran, Robert (FT)	Professor M. Architecture, Louisiana Tech University, 72 cr., ARCH	ARCH 135: Foundation Design III (u) ARCH 233: Contemp. Arch History (u) ARCH 350: Visual Studies (u)	Widely published/exhibited furniture designer/architect
Mullikin, Lisa (FT)	Associate Professor M. Architecture, University of Maryland, 63 cr., ARCH	ARCH 235: Core Design III (u) IDES 456: Professional Practices (u)	Significant arch prac exp (hist pres/sustain des)
Puljak, Karl (FT)	Director, Associate Professor M. Architecture, Cranbrook Academy of Art, 60 cr., ARCH	ARCH 131: Architectural Theory (u) ARCH 417: Internship in Architecture (u) ARCH 559: Spec. Indiv. Studio Prolems (g)	Significant arch/fabricat exp; foundation design scholar
Singh, Kevin (FT)	Assistant Professor M. Building Construction, Auburn University, 38 cr., ARCH/CONS	ARCH 235: Core Design III (u) ARCH 445/545BC: Com Des Asst Cen (u/g) ARCH 471: Professional Practice I (u)	Significant arch prac exp; director of Comm Des Asst Center; YAF Representative
Stevens, Kevin (FT)	Associate Professor/Architecture Program Chair M. Architecture, Rice University, 77 cr., ARCH	ARCH 490: Degree Design Project II (u)	Signif Project Manag exp; BA in Art History
Williams, Michael (FT)	Assistant Professor M. Architecture, Cranbrook Academy of Art, 60 cr., ARCH	ARCH 335: Core Design VI (u)	Published/exhibited designer and artist; digital repr/fabricat
Willoughby, William (FT)	Associate Dean, Associate Professor M. Architecture, Kent State University, 64 cr., ARCH	IDES 244: Comp Appl for Interiors II (u)	Significant arch prac exp; widely published Hist/Theo
Wreden, Alexis (FT)	Associate Professor M. Landscape Architecture, Harvard University, 120 cr., L.ARCH	ARCH 135: Foundation Design III (u) ARCH 461: Theories Special Topics II (u) ARCH 531: Selected Topics in Hist/The (g)	Widely exhibited: site specific art/landscape design
Carpenter, Walter (PT)	Adjunct Professor, M.S., Louisiana Tech University	ARCH 343: Structural Systems II (u)	P.E.
Carwile, Stephanie (FT)	Assistant Professor MFA, Studio Art, Louisiana Tech University, 69 cr., FINE ARTS	IDES 250: Intro to Interior Design (u) IDES 254: Foundation Int Des III (u) IDES 344: Color and Illumination (u) IDES 454: Interior Design VI (u)	Significant ID practice exp; widely exhibited painter
Jani, Vibhavari (FT)	Assistant Professor, Interior Design Program Chair M.A, Wayne State University, 33 cr., INTERIOR DES	ARCH 135: Foundation Design III (u) IDES 456: Professional Practices (u)	Corporate des. experience; widely published in Non-Western design/sustainability

Name: Robert M. Brooks

Courses Taught (Two academic years prior to current visit):

ARCH	122:	Communication Skills II
ARCH	131:	Architectural Theory
ARCH	320:	Core Design V
ARCH	331:	Theories of Architecture
ARCH	350:	Visual Studies
ARCH	411:	Planning and Urban Design Theory
ARCH	415:	Core Design VII – Urban
ARCH	425:	Core Design VIII – Design Build Studio
ARCH	435:	Core Design IX – Design Build Studio
ARCH	501:	Selected Topics Seminar
ARCH	510:	Comprehensive Design I
ARCH	520:	Comprehensive Design II
ARCH	530:	Comprehensive Design III

Educational Credentials:
Bachelor of Architecture, *cum laude*, Auburn University, 2001
Master of Architecture, Cranbrook Academy of Art, 2005

Teaching Experience:
Lead Instructor, Cranbrook Academy of Art Summer Institute, Cranbrook Academy of Art, 2005
Visiting Assistant Professor, Louisiana Tech University, 2005-2006
Assistant Professor (Tenure-Track), Louisiana Tech University, 2006-present

Professional Experience:
Senior Intern Architect; Cummings Architecture; Mobile, Alabama, 2002-2003
Project Manager; Slack Alost and Associates; Shreveport, Louisiana, 2007-2008
Partner and Principal; Studio Brooks, LLC; Ruston, Louisiana, 2005-present
Creative Director; Twin Cities Krewe of Janus; Monroe, Louisiana, 2008-present

Licenses/Registrations:
Currently taking portions of the A.R.E.

Selected Publications and Recent Research:
Author, The 530 Project: Service Learning and Greening the Habitat For Humanity Home (The American Democracy Project) (University of Tennessee-Martin), 2006
Author, The 530 Project: Architectural Design/Build Studio as Community Based Service Learning, Los Angeles, California, 2006
Author, *The 530 Project* Symposium on Architecture for the 21st Century LSU School of Architecture, 2007
Presenter and Author, Architecture, As if it Matters, New Orleans, Louisiana, 2007
Presenter and Author, Architecture, As if it Matters, Baton Rouge, Louisiana, 2007
Exhibitor, Art with a View, Monroe, Louisiana, 2008
Exhibitor, Masur Museum of Art, Monroe, Louisiana – juried exhibition, 2009
Exhibitor, Art Fest 2009!, West Monroe, Louisiana – Invited Installation, 2009
Exhibitor, Art with a View, Monroe, Louisiana – 1st Place, 3rd Place and Honorable Mention, 2009

Professional Memberships:
Secretary, Mobile Chapter, American Institute of Architects
Faculty Representative, American Institute of Architecture Students, Louisiana Tech University

Name: Damon Caldwell

Courses Taught (Two academic years prior to current visit):

ARCH	131:	Architectural Theory
ARCH	132:	Communication Skills II
ARCH	210:	Foundation Design IV
ARCH	215:	Core Design I
ARCH	220:	Foundation Design V
ARCH	225:	Core Design II
ARCH	230:	Foundation Design VI
ARCH	231:	Contemporary Architectural History
ARCH	235:	Core Design III
ARCH	315:	Core Design IV
ARCH	350:	Visual Studies
ARCH	402:	Field Travel
ARCH	450C:	Related Buildings: Berlin Architecture and Beyond
IDES	353:	Interior Design II
IDES	354:	Interior Design III
IDES	451:	Interior Component Design
UNIV	100:	University Seminar

Educational Credentials:
Bachelor of Architecture, Louisiana Tech University, Ruston, LA, 1991
Master of Architecture, University of the Arts, Philadelphia, PA, 1993

Teaching Experience:
Acting Assistant Professor, Louisiana Tech University, 1999-2001
Assistant Professor, Louisiana Tech University, 2001-present
Granted Tenure, Louisiana Tech University, 2007

Professional Experience:
Architectural Intern; Reed Axelrod Architects; Philadelphia, PA, 1992-1993
Designer and Project Manager; Studio Daniel Libeskind; Los Angeles, California & Berlin, Germany, 1993- 1995
Project Manager for Exhibition Design; Frank Israel Design Associates; Los Angeles, California, 1995-1996
Designer, Construction Documents Production, and Construction Administration; Callas Shortridge Architects; Los Angeles, California, 1996-1999

Licenses/Registrations:
None

Selected Publications and Recent Research:
"Light Affect / Effect" Abstract accepted for presentation at 25th National Conference on the Beginning Design Student, Baton Rouge, 2009 *Not presented due to schedule conflict*
"Visceral / Virtual" virtual presentation at EduLearn09: International Conference on Education and New Learning Technologies, Barcelona, Spain, 2009
"Perforated Surface, Perforated Light" virtual presentation at EduLearn09: International Conference on Education and New Learning Technologies, Barcelona, Spain, 2009
"Perforations and Pixelations," accepted for presentation of creative work project for 2009 Annual Conference of Interior Design Educators Council, St. Louis, MO, 2009

Professional Memberships:
Interior Design Educator's Council, 2008-present

Name: Guy W. Carwile

Courses Taught (Two academic years prior to current visit):

ARCH	221:	Building Systems I
ARCH	232:	Building Systems II
ARCH	300:	Introduction to Codes
ARCH	332:	Building Systems III
ARCH	351:	Building Systems I
ARCH	352:	Building Systems II
ARCH	353:	Building Systems III
ARCH	380:	Applied Studio Practices
ARCH	391:	Architecture of Louisiana
ARCH	391:	Architecture of Louisiana (WWW distance learning)
ARCH	421:	Building Systems IV
ARCH	445c:	Community Design Assistance Center
ARCH	453:	Building Systems IV
IDES	241:	Universal Design and Life Safety Codes
LBAR	435:	Liberal Arts Independent Study

Educational Credentials:
Bachelor of Architecture, Louisiana State University, Baton Rouge, LA, 1982
Master of Architecture, Rice University, Houston, TX, 1987

Teaching Experience:
Assistant Professor, Louisiana Tech University, 1994-2002
Granted Tenure, Louisiana Tech University, 2000
Associate Professor, Louisiana Tech University, 2002-2007
Professor, Louisiana Tech University, 2007-present

Professional Experience:
Associate, Senior Project Architect and Project Manager; Planning Design Research Corporation; Houston, Texas, 1990-1994
Sole Proprietor; Guy W. Carwile, Architect; Ruston, Louisiana, 1994-present

Licenses/Registrations:
Registered Architect, State of Louisiana, No. 3604, 1985

Selected Publications and Recent Research:
Carwile, Guy W. "PARADISE LOST: The Galveston Jack Tar Motor Hotel" CITE 77: The Architecture and Design Review of Houston. Vol.77 (Winter 2009): 30-35. 2009
Paper presentation entitled "Home Away From Home: Hotel Palomar Courts" at the 2009 annual meeting of the Southeast Chapter of the Society of Architectural Historians, Jackson, MS, 2009
Paper presentation entitled "Modernism at Home in the South: Samuel G. Wiener House" at the 2008 annual meeting of the Southeast Chapter of the Society of Architectural Historians, Greensboro, NC, 2008
Paper presentation entitled "From Tourist Court to Millionaire's Paradise: The Jack Tar Motor Hotel, Galveston, TX" at the 2008 annual meeting of the Society for Commercial Archeology, Albuquerque, NM, 2008
Carwile, Guy W. "It's Got To Be Good… Borden's Ice Cream Store" Society for Commercial Archeology Journal. (Spring 2007): 6-13. 2007

Professional Memberships:
The Society for Commercial Archeology
The National Trust for Historic Preservation

Name: Stephanie S. Carwile

Courses Taught (Two academic years prior to current visit):

ARCH	112:	Communication Skills I
ARCH	132:	Communication Skills II
ARCH	220:	Foundation Design II
ARCH	230:	Foundation Design III
IDES	250:	Introduction to Interior Design
IDES	252:	Foundation Interior Design I
IDES	352:	Interior Design I
IDES	357:	Interior Design Theories + Issues III/Lighting
IDES	442:	Issue Investigation
IDES	443:	Interior Construction and Building Systems
IDES	452:	Interior Design IV
IDES	453:	Interior Design V
IDES	454:	Interior Design VI
UNIV	100:	University Seminar

Educational Credentials:
Bachelor of Interior Design, Louisiana State University, Baton Rouge, LA, 1982
Master of Fine Arts, Louisiana Tech University, Ruston, LA, 2007

Teaching Experience:
Assistant Professor, Tenure-Track, Louisiana Tech University, 2007-present
Interior Design Program Chair, Louisiana Tech University, 2008-present
Cunningham Endowed Professorship Recipient, Louisiana Tech University, 2009-present

Professional Experience:
Senior Project Designer; CRS Sirrine; Houston, Texas, 1984-1990
Sole Proprietor, Stephanie Carwile Design, Ruston, Louisiana, 2000-present

Licenses/Registrations:
NCIDQ (National Council on Interior Design Qualifications) Certification No. 5797, 1985

Selected Publications and Recent Research:
Seventh Lessedra World Art Print Annual, Lessedra Gallery and Contemporary Art Projects: Catalog, p. 268, 2008
Seventh Lessedra World Art Print Annual Exhibition, National Palace of Culture; Sofia, Bulgaria, 2008
"Celebrate Nature with Green Design", student designs for Airstream, Inc., Airstream Life Magazine, Airstream Inc., 2008
“Pieces of Eight”, Louisiana Tech University School of Architecture Faculty Exhibition, South Arkansas Arts Center; El Dorado, Arkansas, 2008
“Best of Show”, Second Annual Members’ Exhibition, Masur Museum of Art, Twin City Art Foundation, 2007
“First Place”, Fine Art Exhibition, North Central Louisiana Arts Council, 2007

Professional Memberships:
National Honor Society of Phi Kappa Phi, 2007-present
American Society of Interior Designers, Professional/Educator, 2007-present
Interior Design Educators Council, Professional/Educator, 2008-present
International Interior Design Association, Professional/Educator, 2009-present

Name: Robert J. Fakelmann

Courses Taught (Two academic years prior to current visit):

ARCH	122:	Communication Skills II
ARCH	320:	Architectural Design II
ARCH	410:	Advanced Architectural Design III
ARCH	420:	Advanced Architectural Design IV
ARCH	415:	Core Design VII: Urban Studio
ARCH	425a:	Competition Studio I
ARCH	435a:	Competition Studio II
ARCH	491:	Professional Practice III
ARCH	531:	Graduate Seminar
ARCH	548:	Graduate Ethics Seminar
ARCH	530:	Comprehensive Design III

Educational Credentials:
Bachelor of Architecture, Texas A&M University, College Station, TX, 1972
Master of Architecture, Texas A&M University, College Station, TX, 1974

Teaching Experience:
Assistant Professor, Louisiana Tech University, 1980-1998
Visiting Professor, Summer Studio, University of Colorado at Denver, 1990
Granted Tenure, Louisiana Tech University, 1988
Associate Professor, Louisiana Tech University, 1988-2007
Professor, Louisiana Tech University, 2007-present

Professional Experience:
Sole Proprietorship; Robert J. Fakelmann; College Station, TX, 1979
Designer, and Construction Administration; Building Crafts Inc.; College Station and Houston, TX, 1981
Robert J. Fakelmann Studio; Ruston, Louisiana, 2004-present

Licenses/Registrations:
Registered Architect, State of Texas, No. 8238

Selected Publications and Recent Research:
The Kennedy Residence and Studio, "The Residential Architect," Washington DC, March 1999
The 3-D Digital Input and Output Studio. BoRSF Award (LEQSF (2000-01): $123,756.00, 2000
Prospects for a "Good" Metal Building, 34 Architectural Review, Volume 2 AIA Kansas, Topeka, KS, 2001
Testing Our Mettle: Can Prefabricated Metal Buildings Reflect Louisiana's Past? Reprinted from Louisiana Cultural Vistas, SIRS Publishing, Inc. Scholar's Database, Boca Raton, FL, 2003
Symbiotic and Parasitic Architecture, ACSA Central Conference Proceedings, Detroit, MI, 2005
The Architecture of Landform(ation). Summer Research Seed Grant, LA Tech Department of Research and Development: $1,000.00, 2006
The 3-D Digital fabrication and Assembly Studio. BoRSF Award (LEQSF (2006-07): $142,000.00, 2006
Virtual Reality, Reconciling Poetics and Ethics in Architecture, Symposium, McGill Univ., Montreal. 2007
The Rain Catcher Studio, The Alliance of Artists' Communities National Conference, New Orleans, LA, 2009
The Digital Prototyping Studio Enhancement and Upgrade BoRSF Award (LEQSF (2009-10)-ENH-TR-32: $141,000.00, 2009
Retrospective Design Exhibition, w/ Alexis Wreden (ARCH) and Mary Louise Carter (ART) South Arkansas Art Center, El Dorado, AR, 2010

Professional Memberships:
None

Name: Walter W. Green

Courses Taught (Two academic years prior to current visit):

ARCH	110:	Foundation Design I
ARCH	112:	Communication Skills I
ARCH	115:	Foundation Design I
ARCH	120:	Foundation Design II
ARCH	125:	Foundation Design II
ARCH	130:	Foundation Design III
ARCH	135:	Foundation Design III
ARCH	350:	Visual Design/Furniture Making
ARCH	380:	Studio Problems/Water Media
ARCH	400:	Studio Problems
IDES	451:	Furniture Design and Construction

Educational Credentials:
Bachelor of Fine Arts, Louisiana Tech University, Ruston, LA, 1976
Master of Fine Arts, University of Guanajuato/Allende Art Institute, 1978

Teaching Experience:
Instructor, University of Guanajuato/Allende Art Institute, 1977-1978
Instructor, Northern New Mexico Community College, 1980-1982
Adjunct Instructor, Louisiana Tech University, 1999-2001
Professional-in-Residence, Louisiana Tech University, 2002-present

Professional Experience:
Partner/Designer/Fabricator/Furniture Maker; Sombraje Custom Interiors; Santa Fe, NM, 1986-1990
Traditional Furniture and Cabinet Shop Manager/Carpenter; Blue Raven Designers/Builders; Santa Fe, NM, 1989-1993
Design Consultant/Historic Styles Replication Director/Project Manager/Carpenter; Terrone Designers/Builders; Taos, NM (During the summer of the indicated years), 1999-2009
Design and Color Consultant/Historic Styles Replication/Director/Project Manager/Furniture and Cabinet Maker/Finish Carpenter; K. Tait Creative Renovations; Ruston, LA, 2001-2007
Principle/Artist/Designer/Fabricator; Walter W. Green Fine Arts; CO, LA, NM, and TX, 1978-present

Licenses/Registrations:
None

Selected Publications and Recent Research:
World Peace Convention and Art Exhibition, Organizer/Exhibitor, Arcosante, AZ, 1989
Shreveport Regional Arts Council, Highway Haiku Artist of the Year, Shreveport, LA, 2004-2005
Annual September Juried Show, Exhibitor, Alexandria, LA, 2007
Masur Museum Members Competition, Exhibitor, Monroe, LA, 2007
Lago de Patzcuaro Benefit Art Show, Guest Exhibitor, Patzcuaro, Michuacan, Mexico, 2008
“Space and Moments: 5 Artists”, Organizer/Exhibitor, S.A.A.C., El Dorado, AR, 2008
“Pieces of Eight”, SOA Faculty Exhibition, Organizer/Exhibitor, S.A.A.C., El Dorado, AR, 2008

Professional Memberships:
None

Name: Timothy W. Hayes

Courses Taught (Two academic years prior to current visit):

ARCH	110:	Foundation Design I
ARCH	112:	Communication Skills I
ARCH	115:	Foundation Design I
ARCH	120:	Foundation Design II
ARCH	125:	Foundation Design II
ARCH	122:	Communication Skills II
ARCH	130:	Foundation Design III
ARCH	135:	Foundation Design III
ARCH	380:	Studio Problems

Educational Credentials:
Bachelor of Arts, Louisiana Tech University, Ruston, LA, 1974
Bachelor of Architecture, Louisiana Tech University, Ruston, LA, 1975
Master of Architecture, Louisiana Tech University, Ruston, LA, 1977

Teaching Experience:
Assistant Professor of Architecture, Louisiana Tech University, 1984-1997
Granted Tenure, Louisiana Tech University, 1990
Associate Professor of Architecture, Louisiana Tech University, 1997-present

Professional Experience:
Johnson and Dempsey, San Antonio, Texas, Designer and Production, 1977-1978
Ford, Powell and Carson, San Antonio, Texas, Designer and Associate, 1978-1984

Licenses/Registrations:
Registered Architect, State of Texas, 1979-2001

Selected Publications and Recent Research:
The Longview Museum of Fine Arts, Two drawings accepted in the 39th Annual Invitational Exhibit; Longview, Texas; Longview Museum and Art Center, 1999
Art With A Southern Drawl – University of Mobile – Painting accepted in regionally juried show, 2001
Alexandria Museum of Art, Alexandria, La., Painting accepted in Annual Exhibition, 2005
Masur Museum of Art, Monroe, Louisiana – Painting accepted in 32nd Annual Juried Competition, 2005
Louisiana Tech University – School of Art – Collection of more than 40 works of art exhibited for a one man show – exhibiting: arch. renderings, watercolors, pencil drawings and acrylic paintings, 2006
Masur Museum of Art, Monroe, La., Paintings accepted in 33rd Annual Juried Competition, 2006
Proceedings of the DCA 20th Anniversary Conference, held at Ball State University - "Flow, Filter, Function, Feeling and Foci – 20th Anniversary Conference 2007", - large scale pastel drawing – "SkyShip" http://www.lulu.com/product/paperback/dca-20th-anniversary-, 2007
DCA Association - Design Communications, Ball State University, Muncie, Indiana – drawing accepted in international architectural rendering juried show, 2008
South Arkansas Art Center – El Dorado, Arkansas – "Pieces of Eight" – Group Exhibition of SOA architecture faculty – 4 large scale acrylic paintings exhibited in the show, 2008
DCA – Design Communications Association, Southern Polytechnic State University, Marietta GA, Drawing accepted in international architectural rendering juried show – Second Place Award – Honorable Mention, 2009

Professional Memberships:
None

Name: Vibhavari G. Jani (No longer affiliated with Louisiana Tech University)

Courses Taught (Two academic years prior to current visit):

ARCH	220:	Foundation Design II
ARCH	230:	Foundation Design III
IDES	253:	Foundation Interior Design II
IDES	316:	History of Interiors
IDES	343:	Sustainable Design for Interiors
IDES	352:	Interior Design I
IDES	354:	Interior Design III
IDES	355:	Interior Design Theories and Issues I: Textiles
IDES	356:	Interior Design Theories and Issues II: Sustainability
IDES	452:	Interior Design IV
IDES	456:	Professional Practice

Educational Credentials:
Bachelor of Music, Akhil Bharatiya Gandharva Maha Vidyalay, India, 1981
Bachelor of Architecture, School of Architecture, Ahmedabad, India, 1989
Master of Arts, Wayne State University, Detroit, MI, 1991

Teaching Experience:
Instructor, Wayne State University, 1991-1996
Program Chair, Interior Design Program, Louisiana Tech University, 2003-2008
Assistant Professor, Louisiana Tech University, 2003-2010

Professional Experience:
Project Manager, Henry Ford Health System, Detroit, MI, USA, 1997-1999
Vice President, Design and Planning; The Clark Group Inc.; Columbia, SC, USA, 2000-2002
Principal, VJDESIGN and VJCREATION, Windsor, ON, Canada and Columbia, SC, 1999-present

Licenses/Registrations:
Registered Architect, Council of Architecture (CA), New Delhi, India, 1990
Certification, National Council for Interior Design Qualifications, 1998
Registered Interior Designer, State of Michigan, 2005
Licensed Interior Designer, State of Louisiana, 2007

Selected Publications and Recent Research:
Textbook on Non-Western Design, Fairchild Publication, NY, NY, 2010
How to Develop Sustainable and Holistic Environments Using Vaastu Shilpa Shashtra: An Ancient Design Tradition of India, Design Principles and Practices Conference, University of Chicago, IL, 2010
Exploring Privacy from an Environmental Behavioral Perspective: A Comparative Study of Three Cultures. (Co-Authors: Prof. C. Amor and Prof. A. Asojo), Design Principles and Practices Conference, University of Chicago, IL, 2010
The Role of Vastu in Contemporary Residential Design. (Co-Author: Dr. S. Sinha), Design Principles and Practices Conference, University of Chicago, IL, 2010
Mandir as a Maarga to Moksha: How India's Hindu Temple Architecture and Design Assists A Believer to attain Moksha, Hawaiian International Conf. on Arts and Humanities, Honolulu, Hawaii, 2010

Professional Memberships:
Member, International Interior Designers Association (IIDA), 2003-present
Member, American Society of Interior Designers (ASID), 2003-present
Member, Indian Institute of Architects (IIA), 2003-present

Name: Troy M. Malmstrom

Courses Taught (Two academic years prior to current visit):

ARCH	215:	Core Design I
ARCH	325:	Core Design V
ARCH	325:	Core Design VI
ARCH	380:	Computer Application: Grasshopper
ARCH	511:	Selected Topics in Professional Practice
ARCH	559:	Graduate Digital Craft Studio
IDES	243:	Computer Application: Photoshop

Educational Credentials:
Bachelor of Science in Design, Arizona State University, 2004
Master of Architecture, The Ohio State University, 2006

Teaching Experience:
Graduate Teaching Assistant, The Ohio State University, 2004-2006
Adjunct Instructor, The Ohio State University, 2007-2008
Acting Assistant Professor, Louisiana Tech University, 2006-2007
Acting Assistant Professor, Louisiana Tech University, 2009-2010
Assistant Professor, Louisiana Tech University, 2010-present

Professional Experience:
Architectural Intern, Kenyon Architectural Group, 2003-2004
3D Modeling Consultant, Meyers + Associates, 2007-2008
Architectural Assistant, Skidmore, Owings and Merrill, 2008-2009

Licenses/Registrations:
NCARB Intern Development Program

Selected Publications and Recent Research:
Arizona State University Design Excellence Award – for 'Solid/Void' second year project under the direction of Jose Pombo, 2002
Arizona State University Design Excellence Award – for 'Billboard Fence' third year project under the direction of Prof. Dan Hoffman, 2003
Knowlton School of Architecture Graduate Design Award – for 'Dancing Walls' sixth year project with Beau Seyerle, Matt Plecnik, and Joe Baker under the direction of Prof. Steve Turk, 2006
Louisiana Tech University Student Technology Grant – for Epilog Laser Cutter and Filtration System with Mr. Robert Fakelmann and Mr. Michael Williams - $43,000.00, 2006
University of Louisiana Systems Service Learning Grant –for Hurricane Devastation Photographic Traveling Exhibition with Dr. V. Elaine Thompson - $14,693.06 with matching funds of $14,693.06, 2006
Louisiana Tech University Student Technology Grant – for Epilog Laser Cutter and Filtration System with Mr. Robert Fakelmann and Mr. Michael Williams - $43,000.00, 2006
Louisiana Tech University, College of Liberal Arts, Undergraduate Research Symposium – faculty advisor to winning students Michael McCune and Cassidy Keim, 2007

Professional Memberships:
None

Name: Robert Moran (Retired 2010)

Courses Taught (Two academic years prior to current visit):

ARCH	221:	Building Systems I
ARCH	110:	Foundation Design I
ARCH	115:	Foundation Design I
ARCH	120:	Foundation Design I
ARCH	125:	Foundation Design II
ARCH	135:	Foundation Design III
ARCH	210:	Foundation Design IV
ARCH	225:	Core Design II
ARCH	231:	Contemporary Architectural History
ARCH	233:	Contemporary Architectural History
ARCH	350:	Visual Studies/Furniture Design
IDES	451:	Interior Component Design

Educational Credentials:
Bachelor of Science, University of Louisiana at Monroe, Monroe, LA, 1971
Bachelor of Arts, Louisiana Tech University, Ruston, LA, 1974
Bachelor of Architecture, Louisiana Tech University, Ruston, LA, 1975
Master of Architecture, Louisiana Tech University, Ruston, LA, 1977

Teaching Experience:
Assistant Professor, Louisiana Tech University, 1978-1988
Associate Professor, Louisiana Tech University, 1988-2000
Professor, Louisiana Tech University, 2000-2010
Professor Emeritus, Louisiana Tech University, 2010-present

Professional Experience:
Intern Architect, A.D.M. Associates, Ruston, LA, 1976-1977
Co-founder and studio artist, OBJECTS design studio, Choudrant LA, 1998-present
Co-founder and studio artist, *moran-moran.com,* 2006-present

Licenses/Registrations:
Registered Architect, State of Louisiana, No. 3018

Selected Publications and Recent Research:
Best Lamp Award "Table, Lamp +Chair" Competition (Jurors: Ron Rezek, Sergio Palazzetti), Portland, OR, 1994
Exhibitor, Smithsonian Craft Show, Nat'l Bldg Museum, Washington, DC, 1999
American Craft Council Buyers Market exhibitor, Baltimore, MD, 1999
American Crafts- A Perfect 10" Smithsonian Magazine, April issue, vol.30, no. 1, 1999
American Craft Council Buyers Market exhibitor, Baltimore, MD, 2000
American Craft Council Buyers Market exhibitor, Baltimore, MD, 2002
Honorable Mention, "Functional Fine Arts and Crafts", Artspace, Raleigh, NC, 2002
Jurors' Best of Show Award – "Moving Through Light" Exhibition, Portland, OR, 2003
"Manifestations II : Form and Function" , Denise Bibro Gallery, NYC, 2003
Image: "Craft Houston: National 2003", Houston Center for Contemporary Craft, 2004
American Craft Council Buyers Market exhibitor, Baltimore, MD, 2005
Lighting Design Invitational, Atlanta Museum of Design, Atlanta, GA, 2005
SOFA Chicago, represented by Sherrie Gallery, Columbus, OH, 2006
Solo Exhibition, Sherrie Gallery, Columbus, OH, 2006
American Craft, December/January Issue, pg 70, 2006-2007
The Guild Sourcebook of Architectural & Interior Art, vol. 22, 2008
The Guild Sourcebook of Architectural & Interior Art, vol. 23, 2009

Professional Memberships:
None

Name: Lisa J. Mullikin

Courses Taught (Two academic years prior to current visit):

ARCH	221:	Building Systems I
ARCH	132:	Advanced Communication Skills
ARCH	210:	Core Design I
ARCH	220:	Core Design II
ARCH	230:	Core Design III
ARCH	235:	Core Design III
ARCH	402:	Field Travel
ARCH	403:	Project Documentation
ARCH	410:	Advanced Architectural Design III
ARCH	420:	Advanced Architectural Design IV
ARCH	510:	Comprehensive Design I
ARCH	520:	Comprehensive Design II
ARCH	521:	Selected Topics in Materials and Methods
IDES	342:	Interior Material and Finishes
IDES	456:	Professional Practices

Educational Credentials:
Bachelor of Science Interior Design, University of Maryland, College Park, MD, 1983
Architectural History Certificate, Royal Academy of Art, London, England, 1984
Master of Architecture, University of Maryland, College Park, MD, 1992

Teaching Experience:
Assistant Professor, Louisiana Tech University, 2002-2008
Graduate Coordinator, School of Architecture, Louisiana Tech University, 2005-2010
Associate Professor, Louisiana Tech University, 2008-present

Professional Experience:
Project Architect/Manager, Page & Turnbull Architects, San Francisco, CA, 1998-1999
Project Architect, Siegel & Strain Architects – Emeryville, CA, 2000
Partner, Mullikin + Stevens Architecture - San Francisco, CA, 1998-2003
Partner, Mullikin + Stevens Architecture – Ruston, LA, 2004-present

Licenses/Registrations:
Registered Architect, State of California, 2001-2008
L.E.E.D. (Leadership in Energy & Environmental Design) Accredited Professional, 2006
Registered Architect, State of Louisiana, 2005-present

Selected Publications and Recent Research:
Summer Research Grant. Research and Graduate School, Louisiana Tech University. $1,000.00 Award Stipend. Project: "Alvaro Siza's Chiado Project: Restrained Intervention." Co-author with Kevin Stevens, 2003
Architectural Record Awards 2004 Finalist (with Page & Turnbull), 2004
Nix Residence, Ruston, LA *(Mullikin + Stevens Architecture)*, 2004
Holt Residence, Benton, LA *(Mullikin + Stevens Architecture)*, 2005
Three "Green" Residences on Spec. Ruston, LA *(Mullikin + Stevens Architecture)*, 2005
Private Residence 2802 Briarwood Drive Remodel and Renovations. Ruston, LA *(Mullikin + Stevens Architecture)*, 2005-2006
Louisiana Tech University Internationalizing the Curriculum Grant (CIEE conference in Budapest and Prague), 2006
Private Residence, Franklin Avenue, Ruston, LA, *(Mullikin + Stevens Architecture)*, 2008-2009
Danni Jones Physical Therapy Studio (unbuilt) Ruston, LA *(Mullikin + Stevens Architecture)*, 2009
Louisiana Tech University, Student Technology Fee Grant, 2009

Professional Memberships:
American Association of University Professors

Name: Karl Puljak

Courses Taught (Two academic years prior to current visit):

ARCH	131:	Architectural Theory
ARCH	210:	Foundation Design IV
ARCH	215:	Core Design I
ARCH	230:	Foundation Design VI
ARCH	310:	Architectural Design I
ARCH	320:	Architectural Design II
ARCH	361:	Theories: Special Topics I
ARCH	402:	Field Travel
ARCH	417:	Internship in Architecture
ARCH	501:	Selected Topics Seminar
ARCH	550C:	Related Buildings: Berlin Architecture and Beyond
ARCH	559:	Specialized Individual Studio Problems

Educational Credentials:
Certificate in Regional and Community Planning, Kansas State University, Manhattan, KS, 1990
Bachelor of Architecture, Kansas State University, Manhattan, KS, 1990
Master of Architecture, Cranbrook Academy of Art, Bloomfield Hills, MI, 1995

Teaching Experience:
Professional-in-Residence, Louisiana Tech University, 1997-2003
Assistant Professor, Louisiana Tech University, 1997-2003
Architecture Program Chair, Louisiana Tech University, 1999-2005
Granted Tenure, Louisiana Tech University, 2003
Associate Professor, Louisiana Tech University, 2003-present
Interim Director, School of Architecture, Louisiana Tech University, 2005-2007
Director, School of Architecture, Louisiana Tech University, 2007-present

Professional Experience:
Designer and Production; Kucera und Partsch; Vienna, Austria, 1991-1992
Designer, Draftsman and Apprentice Mason; Pichler und CO; Vienna, Austria, 1992-1993
Fabricator, Cranbrook Architecture Studio, Bloomfield Hills, Michigan, 1994
Principal; Karl Puljak, Design; Ruston, Louisiana, 1997-1999
Partner and Principal with William Willoughby; POWdesign; Ruston, Louisiana, 1999-present

Licenses/Registrations:
Registered Architect, State of Missouri, 2006
L.E.E.D. (Leadership in Energy & Environmental Design) Accredited Professional, 2009

Selected Publications and Recent Research:
Puljak, Karl. "Learning from Ruston? On the Value of the Everyday," *Architecture at a Distance: Preserving, Sustaining, and Transforming Rural Life*, the proceedings of the ACSA Southwest Regional Conference, Lubbock, Texas, 2000
Puljak, Karl. "Why Do You Always Make Us Think?" *The Predicament of Beginning*, the proceedings of the 18th National Conference on the Beginning Design Student, Portland, Oregon: 51-54, 2002
William Willoughby and Karl Puljak, Second Place, Curricular Award for Community Service, American Democracy Project South Regional Conference, 2005
Karl Puljak with Weyerhaeuser Company's North Louisiana-based Operations and North Central Louisiana Chapter of Habitat for Humanity. $20,000 grant from Weyerhaeuser Company's *Project Habitat Grant*. Award used in the ARCH 480/490 Design/Build Studio, 2005.
Puljak, Karl. "Buy One, Get Two Free: FIREWORKS," *Looking Beyond the Highway: Dixie Road and Culture*, ed. Claudette Stager and Martha Carver, Knoxville: University of Tennessee Press: 213-224, 2006.

Professional Memberships:
American Institute of Architects, 2006-present (President, Monroe Chapter, 2008-2010)
National Trust for Historic Preservation, 1999-present
Society for Commercial Archeology, 1998-present

Name: Kevin Singh

Courses Taught (Two academic years prior to current visit):

ARCH	122:	Architectural Graphic Communication
ARCH	132:	Architectural Graphic Communication
ARCH	235:	Core Design III
ARCH	445:	Community Design Assistance Center
ARCH	471:	Professional Practice I
ARCH	481:	Professional Practice II
ARCH	545:	Community Design Assistance Center
ARCH	559:	Specialized Individual Studio Problems
UNIV	100:	University Seminar

Educational Credentials:
Bachelor of Science in Environmental Design, Minor in Landscape Architecture, Ball State University, 1998
Bachelor of Architecture, Ball State University, 1998
Master of Building Construction (Design-Build Option), Minor in Community Planning, Auburn University, 2006

Teaching Experience:
Acting Assistant Professor, Louisiana Tech University, 2006-2007
Assistant Professor (Tenure-Track), Louisiana Tech University, 2007-present

Professional Experience:
Architectural Staff, NBBJ, Columbus, OH, 1998-1999
Architectural Staff, Retail Design Group, Columbus, OH, 1999
Architectural Staff, DesignGroup, Columbus, OH, 1999-2003
Project Architect, Rogers Krajnak Architects, Inc., Columbus, OH, 2003-2004
Project Architect Karlsberger, Columbus, OH, 2004-2005

Licenses/Registrations:
Registered Architect, State of Ohio
N.C.A.R.B. Council Certification, 2003
L.E.E.D. (Leadership in Energy & Environmental Design) Accredited Professional, 2005

Selected Publications and Recent Research:
*How Diversity is Preparing Our Future Practitioners (*Podcast), 2009 AIA National Convention, San Francisco – CA, 2009
Carter Academic-Service Entrepreneur Grant–*Trust Builder Academic-Service Project* (with Laura Thomas–student) $1,000.00, 2009
Student Technology Fee Board Grant–*Laser Surveying System* (with Karl Puljak and Kevin Stevens) - $3,718.00, 2008
Monroe Arts Festival (exhibiting New Orleans Studio work), 2008
Katrina Relief: Prototype Housing in New Orleans (Poster) – 2008 ACSA Annual Meeting, Houston, TX, 2008
Paper presentation, *Bringing Hope to a Devastated Community in New Orleans: An Interdisciplinary Community Service Project,* 2008 IDEC Annual Conference, Montreal, Canada, 2008
The New Orleans Studio (with Vibhavari Jani) – *Louisiana Tech Serves,* Service Learning Day, 2007
Changing Lives by Sharing Talents (with Vibhavari Jani) – University of Louisiana System (ULS) Service-Learning Conference, 2007
It Ain't Easy: Community Design in "The Big Easy" – Association for Community Design, National Conference, 2007

Professional Memberships:
AIA Young Architects Forum (YAF), 2009-2010 Gulf States Regional Liaison, 2009-2010
Association for Community Design, 2007-present
American Institute of Architects, 1999-present

Name: Kevin Stevens

Courses Taught (Two academic years prior to current visit):
ARCH 211: Architectural History I
ARCH 222: Architectural History II
ARCH 473: Design Research
ARCH 480: Degree Design Project I
ARCH 490: Degree Design Project II
ARCH 501: Research Methods

Educational Credentials:
Bachelor of Science, Architecture, University of Maryland, College Park, MD, 1990
Bachelor of Arts in Art History, University of Maryland, College Park, MD, 1991
Master of Architecture, Rice University, Houston, TX, 1993

Teaching Experience:
Assistant Professor, Tenure-Track, Louisiana Tech University, 2002-2008
Architecture Program Chair, School of Architecture, Louisiana Tech University, 2007-present
Granted Tenure, Louisiana Tech University, 2008
Associate Professor, Louisiana Tech University, 2008-present

Professional Experience:
Project Manager, Natalye Appel Architects, Houston, TX, 1993-1995
Project Architect, GLS Architecture/Landscape Architecture, San Francisco, CA, 1995-1996
Project Architect, NBBJ, San Francisco, CA, 1996-1998
Project Manager, Korth Sunseri Hagey Architects, San Francisco, CA, 1998-2002
Partner, Mullikin + Stevens Architecture, San Francisco, CA, 1998-2002
Partner, Mullikin + Stevens Architecture, Ruston, LA, 2002-present

Licenses/Registrations:
None

Selected Publications and Recent Research:
"Cataclysm and Catastrophe. Urban and Social Planning Responses to Natural Disasters". Abstract. Conference Proceedings. Annual Meeting of the Southeast Chapter of the Society of Architectural Historians, 2005
"Of Infrastructure, Globalization, and Localization of Experience- or - What's Going on Back in Those Woods?" Paper. Conference Proceedings. 2006 Association of Collegiate Schools of Architecture West Regional Conference, 2006
"The 530 Project: Design/Build Studio, Service Learning and Greening the Habitat For Humanity Home". AFFORDABLE DESIGN: Convening the Conversation. Final Report. Association of Collegiate Schools of Architecture/Fannie Mae Foundation, 2006
"Making it in the Slipstream. Infrastructure Development and the Layering of the Mercantile Experience." Abstract. Conference Proceedings. 2006 Annual Meeting of the Southeast Chapter of the Society of Architectural Historians, 2006
Weyerhauser Company Foundation Grant. $5,000.00. Project: *The 5th Year Design Build Studio*. Co-Author with Assistant Professor Robert Brooks. 2007
"Service Learning in Architecture". Invited Presentation. Service Learning 489. The Center for Academic and Professional Development. Louisiana Tech University. Ruston, Louisiana, 2008
Laser Surveying System. Student Technology Fee Board. $3,718. co-author with Associate Professor Karl Puljak and Assistant Professor Kevin Singh, 2009

Professional Memberships:
Member, American Association of University Professors, 2003
Member, The Society for Spanish and Portuguese Historical Studies, 2003-2004
Member, Society of Architectural Historians, Southeast Chapter, 2005-200

Name: Michael Williams

Courses Taught (Two academic years prior to current visit):

ARCH	210:	Foundation Design IV
ARCH	215:	Core Design I
ARCH	220:	Foundation Design V
ARCH	230:	Foundation Design VI
ARCH	310:	Architectural Design I
ARCH	225:	Core Design II
ARCH	325:	Core Design VI
ARCH	301:	Computer Applications Colloquium
ARCH	315:	Core Design IV: Analysis & Programming
ARCH	320:	Architectural Design II
ARCH	325:	Core Design V: Iterative Studio
ARCH	350:	Visual Studies: Digital Craft Studio
ARCH	420:	Architectural Design IV
UNIV	100:	University Seminar

Educational Credentials:
Bachelor of Architecture, Ball State University, Muncie, IN, 1985
Master of Architecture, Cranbrook Academy of Art, Bloomfield Hills, MI, 1990

Teaching Experience:
Adjunct Professor, University of Michigan, Adjunct Professor, 1985
Adjunct Professor, The Ohio State University, 1991-1992
Lecturer / Director of Fabrication and Model Shop, The Ohio State University, 1995-2004
Assistant Professor, Louisiana Tech University, 2004-present

Professional Experience:
Fabricator, Metaldelphia, Columbus, Ohio, 1993-1994
Fabricator, Todd Slaughter, Artist, Columbus, Ohio, 1993-1994
Designer, Steven Schwartz Architect, Columbus, Ohio, 1994-1997

Licenses/Registrations:
None

Selected Publications and Recent Research:
Louisiana Board of Regents Support Grant, w/ Professor Robert Fakelmann and Associate Professor William Willoughby, $142,000.00, 2005-2006
Williams, Michael, w/ Timothy Gray, JAE, Journal of Architectural Research, Volume 59, Issue 4, redBARN Installation, pp. 41-47, 2006
"In Process/In Progress: Current Work by Michael Williams", Norwich University Division of Architecture and Art, Lecture / Exhibition Series, 2006
Summer Research Grant, College of Liberal Arts, Louisiana Tech University, $500.00, 2007
"Re-MAKE-ing BACON", Architecture Craft & Assembly Building, Louisiana Tech University, 2007
Chaplin Hall Gallery, Norwich University, Northfield, VT, 2007
Summer Research Grant, College of Liberal Arts, Louisiana Tech University, $600.00, 2008
Kneading Bodies, Enterprise Center, Louisiana Tech University, Ruston, LA, 2008
Re-Figurations, Banvard Gallery, The Knowlton school of Architecture, The Ohio State University, Columbus, OH, 2008
Louisiana Board of Regents Support Grant, w/ Professor Robert Fakelmann, $141,000.00, 2008-2009
8th Annual Summer All Media International Online Juried Exhibition, Upstream People Gallery, 5607 Howard St. Omaha, NE, 2009

Professional Memberships:
None

Name: William T. Willoughby

Courses Taught (Two academic years prior to current visit):

ARCH	331:	Theories of Architecture
ARCH	361:	Theories: Special Topics I
ARCH	410:	Architectural Design III
ARCH	420:	Architectural Design IV
ARCH	445c:	Community Design Assistance Center
ARCH	474:	Computers for Designers
ARCH	490:	Degree Design Project II
IDES	244:	Computer Applications for Interior Design II

Educational Credentials:
Bachelor of Science in Architecture, Kent State University, Kent, OH, 1988
Master of Architecture, Kent State University, Kent, OH, 1991

Teaching Experience:
Visiting Assistant Professor, University of North Carolina at Charlotte, 1998-1999
Visiting Assistant Professor, Louisiana Tech University, 1998-1999
Assistant Professor, Louisiana Tech University, 1999-2005
Granted Tenure, Louisiana Tech University, 2005
Associate Professor, Louisiana Tech University, 2005-present
Associate Dean and Director of Graduate Studies and Research, College of Liberal Arts, Louisiana Tech University, 2005-present

Professional Experience:
Intern Architect, Payto Architects, Cleveland, Ohio, 1991-1992
Project Architect, Bucchieri Architects, Cleveland, Ohio, 1992-1995
Project Architect, Bucchieri Architects, Cleveland, Ohio, 1996
Project Architect, Lami•Grubb•Architects, Pittsburgh, Pennsylvania, 1997-1998
Partner and Principal with Karl Puljak; POWdesign; Ruston, Louisiana, 1999-present

Licenses/Registrations:
Registered Architect, State of Ohio, 1993
N.C.A.R.B., Council Certification, 1995

Selected Publications and Recent Research:
Proceedings Publication and Presentation, “Architectures of Engagement: Samuel Mockbee, Aldo van Eyck, and the Built Homecomings of Community,” ACSA Southwest Meeting (peer reviewed), 2009
Proceedings Publication and Presentation, “On Digital Drift: Architecture's Flow in the Global Digital Wireless Data Stream,” ACSA Southwest Meeting (peer reviewed), 2009
Proceedings Publication and Presentation, “On Parallax: Bodies, Space, and Motion in Architecture,” ACSA Southeast Meeting (peer reviewed), 2009
Presentation, “Ubiquitous Terrains: Architectural Place and the Poetics of Global Digital Wireless,” ACSA West Central Meeting (peer reviewed), 2008
Proceedings Publication and Presentation, “Brick Whispering: On the Virtues of Speaking with Bricks,” ACSA West Meeting (peer reviewed), 2008
Publication and Presentation, “Minding Community: Cultivating a Service-Learning Mindset between Architecture Schools and Communities,” Regional Papers Session, 96th ACSA Annual Meeting (national forum), 2008

Professional Memberships:
Intern Development Program Educator Coordinator, NCARB and AIA, 1999-present

Name: Alexis Wreden

Courses Taught (Two academic years prior to current visit):

ARCH	110:	Foundation Design I
ARCH	112:	Communication Skills: Freehand Drawing
ARCH	115:	Foundation Studio
ARCH	120:	Foundation Studio II
ARCH	122:	Communication Skills: Drafting
ARCH	135:	Foundation Design III
ARCH	200:	Special Topics: Site Design
ARCH	461:	Theories: Special Topics II
ARCH	501:	Graduate Seminar: Environmental and Social Justice
ARCH	531:	Selected Topics in History and Theory

Educational Credentials:
Master of Fine Arts, School of Fine Arts, Indiana University, Bloomington, IN, 1982
Master of Landscape Architecture, GSD, Harvard University, Cambridge, MA, 1995

Teaching Experience:
Adjunct Professor, Rhode Island School of Design, 1996-1997
Lecturer, Washington University, St. Louis, MO, 1982-1988
Visiting Assistant Professor, Louisiana Tech University, 1998-1999
Assistant Professor, Louisiana Tech University, 1999-2005
Granted Tenure, Louisiana Tech University, 2005
Associate Professor, Louisiana Tech University, 2007-present

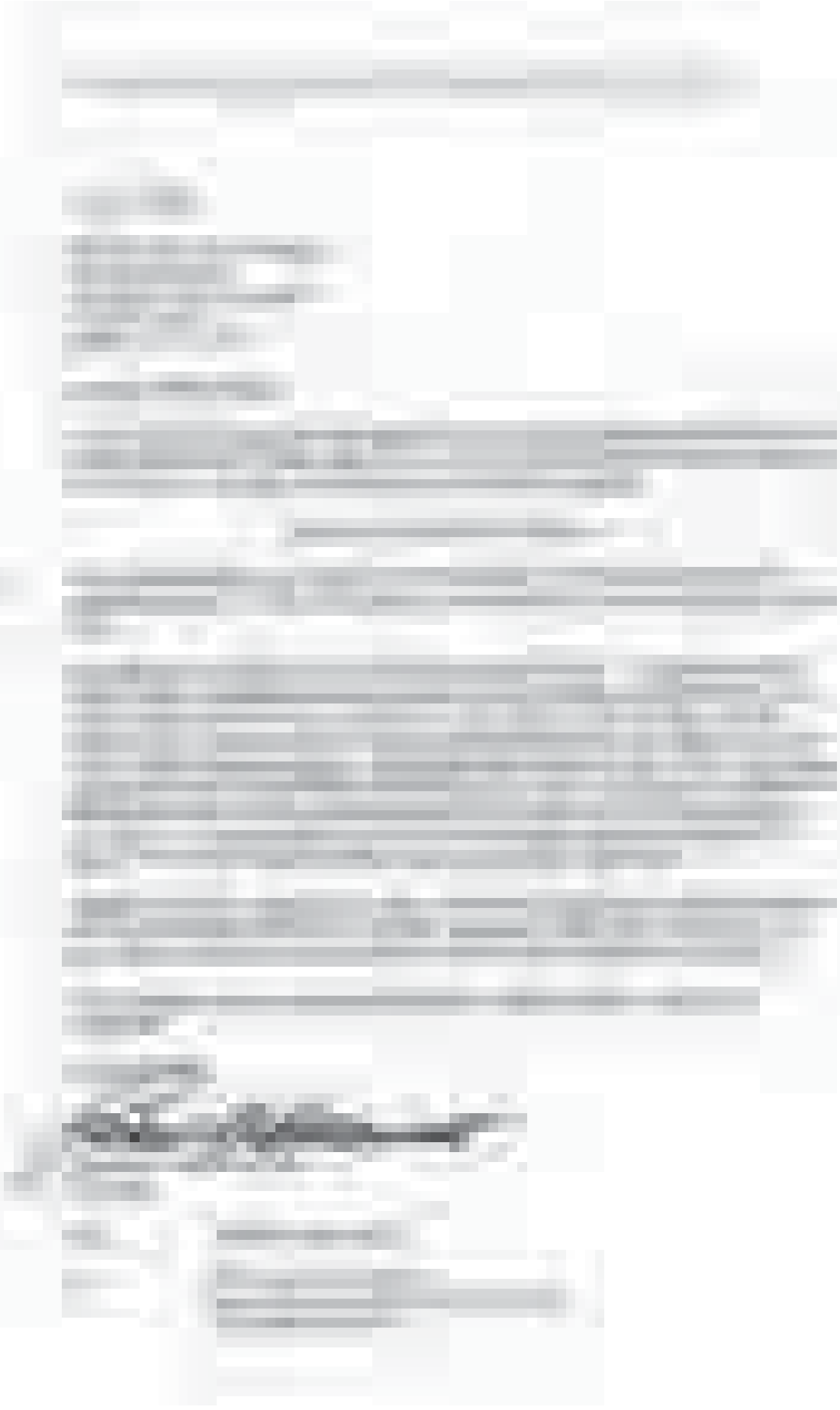
Professional Experience:
None

Licenses/Registrations:
None

Selected Publications and Recent Research:
Artist Mini-Grant, Louisiana Division of the Arts, Baton Rouge, Louisiana. Grant Amount: $500.00, 2003
Summer Research Grant, Louisiana Tech University, Ruston, Louisiana. Grant Amount: $1000.00, 2003
Artist Residency, Sustainable Arts Society, Blue Ridge, Georgia, 2004
Artist Residency, "A Studio in the Woods," New Orleans, Louisiana, 2004
"The Wetlands Art Project, "Project Assistance Grant from the Louisiana Division of the Arts, Baton Rouge, Louisiana, Grant Amount: $19,970.00, 2005
"The Wetlands Art Project," Friends of Black Bayou Lake, Inc., Black Bayou Lake National Wildlife Reserve, Monroe, Louisiana. Grant Amount: $2,000.00, 2005
*Landformation, (*in collaboration with Robert Fakelmann), Summer Research Grant, Louisiana Tech University, Ruston, Louisiana, 2006
Community Park, Downsville, Louisiana (under construction), 2007
The Wetlands Art Project, Black Bayou Lake National Wildlife Refuge*,* Monroe, Louisiana, 2007
Private gardens in and around Northern Louisiana, 1999-present

Professional Memberships:
College Art Association

IV.3 Visiting Team Report from Previous Visit



IV.4 University Catalog

The URL for the 2010-2011 University Catalog:
http://www.latech.edu/registrar/bulletin/University_Catalog_2010_Web_Version.pdf