SOD

SCHOOL OF DESIGN
LOUISIANA TECH UNIVERSITY

# Architecture Program Report
# for 2017 NAAB Visit for Continuing Accreditation

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

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# Table of Contents


| Section | | | | Page |
|---|---|---|---|---|
| **Section 1** | **Program Description** | | | |
| | a. | I.1.1 | History and Mission | 1 |
| | b. | I.1.2 | Learning Culture | 8 |
| | c. | I.1.3 | Social Equity | 13 |
| | d. | I.1.4 | Defining Perspectives | 17 |
| | e. | I.1.5 | Long-Range Planning | 23 |
| | f. | I.1.6 | Assessment | 27 |
| **Section 2** | **Progress Since Previous Visit** | | | |
| | Program Response to Conditions Not Met | | | 30 |
| | Program Response to Causes of Concern | | | 36 |
| | Program Responses to Changes in Conditions (2009-2014) | | | 40 |
| **Section 3** | **Program Description** | | | |
| | a. | I.2.1 | Human Resources and Human Resource Development | 41 |
| | b. | I.2.2 | Physical Resources | 91 |
| | c. | I.2.3 | Financial Resources | 107 |
| | d. | I.2.4 | Information Resources | 109 |
| | e. | I.2.5 | Administrative Structure and Governance | 114 |
| | f. | II.1 | Student Performance Criteria | 117 |
| | g. | II.2.1 | Institutional Accreditation | 122 |
| | h. | II.2.2 | Professional Degrees and Curriculum | 125 |
| | i. | II.3 | Evaluation of Preparatory Education | 133 |
| | j. | II.4 | Public Information | 136 |
| | k. | III.1.1 | Annual Statistical Reports | 137 |
| | l. | III.1.2 | Interim Progress Reports | 138 |
| **Section 4** | **Supplemental Material** | | | 139 |

## 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, U.S. HIGHER EDUCATION.

**University History and Founding Principles**
http://www.latech.edu/about/
Also, please refer to "History" in Chapter 1 of the *Louisiana Tech University Catalog*
http://catalog.latech.edu/

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.

In 2016 Louisiana Tech University's enrollment approximates 12,400 students, and the physical campus has grown to over 165 buildings since 1894. The University is comprised of five Colleges (Business; Applied and Natural Sciences; Engineering and Science, Education; and Liberal Arts) and a Graduate School with Masters and Doctoral programs.

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." http://enterprise.latech.edu/

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. 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://academicaffairs.latech.edu/accreditation.php

**Mission of University**
http://www.latech.edu/administration/policies-and-procedures/1103.php
*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**
http://2020.latech.edu
Louisiana Tech University's strategic and long-term planning process is an integral part of the University's Management Plan. Input to the planning process is broad-based and continuous. The University's vision is to be recognized as a top public research university with an unparalleled integrated educational experience. To achieve this vision, Tech has identified three overarching themes for its plan, *TECH 2020: Tomorrow's Tech Today*: (1) recruiting and retaining a model student body and university community; (2) integrating learning, discovery, and development for an unparalleled education; and (3) elevating its research and graduate program to national prominence; and (4) expanding our engine for economic growth. The TECH 2020 plan is a comprehensive blueprint outlining primary goals and implementing strategies and operational plans to enhance teaching, research, service, and economic development for students, faculty, staff, and stakeholders in the future of the University.

As the development and evolution of the TECH 2020 blueprint proceeds from the University level and through the College, School and Program levels, the Architecture Program actively contributes to the University's vision. The School of Design and its programs in Architecture, Interior Design, Studio Art, and Communication Design play very important roles in the College of Liberal Arts as its largest academic units and as a significant contributor to the College's role in *TECH 2020*.

**A BRIEF HISTORY OF THE PROGRAM, ITS MISSION, FOUNDING PRINCIPLES, AND A DESCRIPTION OF HOW THAT IS EXPRESSED IN THE CONTEXT 21ST CENTURY, U.S., ARCHITECTURE EDUCATION.**

**Architecture Program History and Founding Principles**
http://design.latech.edu/architecture/timeline
The Architecture Program was established in 1968. The Program has sought "to bring 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." Recognizing that architecture is one of the basic or root arts in human culture, the primary founding principle of the Architecture Program has been "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, throughout its history the Architecture Program acknowledges that the conscientious making of the built environment is a collaborative endeavor, and consequently, its secondary founding principle has been 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. In 2014 University of Louisiana Board of Supervisors approved the formation of the School of Design, combining the former School of Art

and the School of Architecture. The Architecture Program is the largest of the four programs (Architecture, Graphic Design, Interior Design, Studio Art) in the School of Design.

In 2016 the Architecture Program's enrollment approximates 175 undergraduate and graduate students pursuing the pre-professional Bachelor of Science in Architectural Studies degree or the professional Master of Architecture degree. This particular degree sequence has been accredited by NAAB since 1 January 2005. Hale Hall is the "home" of the Architecture Program with additional, dedicated spaces in the Wyly Tower of Learning (foundation design and drawing) on the Main Campus, as well as the Art & Architecture Workshop and the Fabrication & Assembly Workshops on the adjacent South Campus. Among the School of Design's most ambitious future endeavors is the planning of Co:Lab, a new design research center to be housed in a recently donated building adjacent to campus. Co:Lab will support the development of the University's Enterprise Campus and offer students in the School of Design an opportunity to actively participate in collaborative design research and development with university, community and professional partners.

**Architecture Program Context**
The Architecture Program 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 Architecture Program requires approximately four hours of car travel to its closest in-State program (University of Louisiana at Lafayette) with other counterparts even further away.

The physical location of the Architecture Program within the State of Louisiana is important. Louisiana Tech University and its Architecture Program 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 Program'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 Architecture Program would not be realized without its presence in the region.

**Mission of the Architecture Program**
http://design.latech.edu/architecture/
*To provide a comprehensive and uncompromising, balanced and demanding education in the art (poetics expression), craft (technical processes) and practice (professional services) of ethical building through polytechnic tradition of "hands-on" experiences and empirical learning that prepares an individual to be an architect in the fullest sense of the term.*

**The Architecture Program and 21st Century Higher Education**
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, while balancing these efforts with student research of and access to advanced fabrication and visualization technologies. 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 components of this effort have been the Program's sixteenth consecutive year of **Design/Build** projects (currently as ARCH 335) and the growth of the **Community Design Activism Center**.

The Program's **Design/Build** 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, the Architecture Program has successfully designed, fabricated and constructed 25

projects over the past sixteen years that evidence these abilities. Project range in scale and scope from outdoor classrooms to 40 person bunkhouse. Together, these projects account for over one million dollars in design and construction value to the community and have enabled the Architecture Program to become a regional leader in design-build community service. The results of these efforts have been presented at over 20 regional and/or national conferences with articles of the constructions published in venues as wide-ranging as *Imagine: The Magazine of Louisiana Philanthropy, Architectural Record*, *Crit: The AIAS Journal*, *suckerPUNCH*, *Summer Institute for Architecture Journal*, and *Dwell.com*.

The **Community Design Activism Center** (CDAC) has successfully completed over 100 community design assistance projects since 2000. CDAC was established in Louisiana Tech's Architecture Program to provide elective 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 and being selected as one of three national panelists in the Walter Wagner Forum at the AIA National Conference. Now in its eighth 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.

The Architecture Program'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 Program. The Architecture Program'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 Program in the unique position to bring digital craft technologies that drive real-world leading edge practices to students of architecture and into the regional practice community. These technological resources enable the Architecture Program to build an education upon the skill sets desired of the 21st century workplace. It will further enable the Program to sustain its commitment to promote technological literacy in higher education, the community, and the profession.

**A SAMPLE OF THE TYPES OF ACTIVITIES AND INITIATIVES THAT DEMONSTRATE THE PROGRAM'S BENEFIT OT THE INSTITUTION THROUGH DISCOVERY, TEACHING, ENGAGEMENT, AND SERVICE**

The Program serves the University in several direct ways. Through its community outreach projects with CDAC and Design/Build, the Program 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 Architecture Program's work through community design charettes, design proposals, and construction activities continues to provide an important contribution to Tech/Ruston collaboration.

The constructed projects in the community, including partnerships with Habitat for Humanity, Ruston Parks and Recreation, and, most recently, MedCamp of Louisiana, assist in elevating the University's prominence in the area of service and student learning. Louisiana Tech is regularly named to the *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 and students whose projects were submitted as exemplary service-learning projects at Louisiana Tech, including the work of the Architecture Program. The Program 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.

The Program also participates directly in serving the University with research, design and construction projects to enhance the campus experience. Because the University does not utilize the services of a University Architect, the work of CDAC and the students and faculty of the Program 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 CDAC assists the University in becoming a better, more informed client as these projects move toward professional design services and eventual construction.

Looking forward and building upon a proven track-record in service-centered research, a new initiative and center for collaborative design research, Co:Lab, will become a future opportunity in engaging faculty, students, community and business interests in creating a space and opportunity for supported design research. This new College of Liberal Arts Research Center will serve and be served by the School of Design and the Architecture Program.

Both faculty and students contribute directly to the success of the University through participation in initiatives beyond the walls of Hale Hall. Program faculty are engaged in standing committees and task groups at the College and University level, including the College of Liberal Arts Tenure and Promotion Committee, the Doctor of the Arts Committee, the Thingery Steering Committee, the Behavioral Standards Committee, the Campus Master Plan Committee, the Wyly Tower Committee and the University Senate. Additionally, the work and works of the Program's faculty and students have been featured prominently in the University's public relations campaigns in both print and digital media.

**A SUMMARY OF THE 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 Architecture Program. The University, with its significant changes in infrastructure, new degree programs, unique degree programs, national recognitions and interdisciplinary spirit supports the Program very well.

While the idea may sound nostalgic to outsiders, the reality of the "Tech Family" runs quite strongly throughout the campus. The outcome of this spirit is a genuine sense of community and collaboration among the people of the University. The School of Design and its Architecture Program strongly benefits from the University's active support of interdisciplinary research, work, and activities that 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.

**School of Design's Programs**

http://design.latech.edu/

All Programs in the School of Design have remained close partners within the College of Liberal Arts. Since the dissolution of the School of Art and Architecture in 1995 (creating two separate Schools) and the recent reformation as the School of Design in 2014, all Programs collaborate in multifaceted ways. At a curricular level, academic courses in the Interior Design, Studio Art and Graphic Design have served as elective credits in the matriculation of students in both the pre-professional (BSAS) and professional (M.Arch) programs.

All School of Design Programs 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 all School of Design Programs and is utilized by well over half of the art and architecture students over an academic year. All Programs share resources and actively collaborate (through grants and other projects) to keep the workshop's activities and equipment safe and productive. The School's Programs have also collaborated on a three-week travel program to Paris,

France. This study abroad opportunity, called *The French Quarter*, has been offered during the first three weeks of June. Other summer study abroad opportunities will continue to be offered regularly, as student interest and institutional support allows.

As an important partner of the Architecture Program, 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, and architectural history. 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) and cross-curricular 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.

**Psychology Department**
http://education.latech.edu/departments/psychology/
All undergraduate students in the School of Architecture (architecture and interior design majors) are required to take Environmental Psychology (PSYC 455) to address NAAB's Student Performance Criteria. Additionally, faculty members of the Psychology Department have worked with several student teams of the Design/Build projects by facilitating in group dynamic workshops and seminars.

**College of Engineering**
http://coes.latech.edu/
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 regularly share equipment and technology to facilitate research and pedagogy. Faculty members have collaborated on white paper proposals. Students of the Architecture Program have assisted the College of Engineering with design proposals for a new facility housing the College's Freshman Integrated Curriculum (currently prepared for construction).

**Thingery**
http://latechinnovation.org/thethingery/
The Thingery is the result of an informal interdisciplinary working group involving faculty and staff from engineering and science, business, art and architecture who are exploring avenues for collaboration around common design and development activities. This group has initiated several smaller collaborations focused on innovative product design and new venture planning. The Thingery is the resultant collaborative effort of this group to support a broader emphasis on industrial design, entrepreneurship, and innovation. The Thingery is a community resource that brings together innovators from business, engineering, design, and the arts with the common goal of entrepreneurial innovation at the desktop scale. These innovators are makers and entrepreneurs who bring their knowledge and skills together to provide resources to imagine and create new products and new business ventures in the region. The purpose of the Thingery at Louisiana Tech is to give innovators access to the technical and intellectual resources needed to fully explore their ideas. This exploration may include design work, prototyping, packaging, manufacturing, and distribution for their new idea.

**Enterprise Campus**
http://latechinnovation.org/enterprise-campus/

Two of the Architecture Program's faculty participated in the master planning sessions and remain on the committee for assessing the design guidelines for Enterprise Campus. The Architecture Program 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 School of Design, offer a venue to display of new and retrospective work to the community.

**A DESCRIPTION OF HOW THE PROGRAM'S COURSE OF STUDY ENCOURAGES THE HOLISTIC DEVELOPMENT OF YOUNG PROFESSIONALS THROUGH THE INTEGRATED STUDY OF THE LIBERAL ARTS AND THE SPECIFIC DISCIPLINE OF ARCHITECTURE.**

The Architecture Program's curriculum has continued to evolve over the past thirty 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, sustainability, 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 aims to educate future 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. These intentions have always imposed and continue to impose sets of corollary responsibilities, expectations, and capabilities on the Program's curriculum. The delineation of these standards is discussed in *Section 3 – II.1: Student Performance Criteria*.

## I.1.2: LEARNING CULTURE

### A DESCRIPTION AND ASSESSMENT OF THE LEARNING CUTURE WITHIN THE PROGRAM

**On Learning Culture within the University Context**
http://www.latech.edu/fye/tenets.shtml
*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 Program's evolving document on studio culture occurred during the Spring 2016 quarter in ARCH 434: Contemporary Theory & Criticism, resulting in the production of several documents that analyzed the program's existing statement while addressing new guiding principles. In the Fall of 2016, a committee consisting of faculty and student representatives was appointed by the Director of the School of Design in order to explore new ideas and techniques for teaching, reviewing, presenting, and debating within the studio format that is central to the education of our students. The current Studio Culture Policy continues to update and build upon that work.

**Policies of Academic Integrity: Academic Honor Code at Louisiana Tech University**
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 behavioral 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.

**A DESCRIPTION OF THE PROGRAM'S STUDIO CULTURE POLICY**

**Statement on Studio Culture at Louisiana Tech University (2016 version)**
The Architecture Program Studio Culture Policy is dedicated to define and emphasize the valuable things we all believe and share in the design studio environment. At Louisiana Tech, the design studio is not only the heart of the architectural curriculum, but it is also a space that addresses the totality of learning environments at use in architectural education, which include the classroom, the studio, the campus, as well as the local community. Over many years a unique learning environment has grown, 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, we 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.*

**Introduction**
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, engagement, and innovation 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."

**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 ever 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. Maintaining a healthy, balanced life is a critical component of any architecture student; 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 Architecture Program 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.

**Innovation** includes exploration, inventiveness, and creativity.
Exploration - Investigate the unfamiliar.
Inventiveness – Use your imagination.
Creativity –Think, synthesize, and produce.

Learning can be achieved by a variety of ways and tools. Therefore, students are encouraged to establish an investigative processes that aim to inventiveness and creativity. Both students and faculty must realize that they are always in need of development and further learning. This is extremely necessary in order to promote true discovery and innovation.

**Academic Integrity**
Cheating or plagiarism of any type is not to be tolerated. These offenses are cause for dismissal from and/or failure of course. It is expected that all students in the Architecture Program will abide by the Honor Code at Louisiana Tech University. The Honor Code encompasses basic principles of academic integrity: honesty, fairness, respect, responsibility, and excellence. Section Three of The Honor Code specifically addresses cheating. The Honor Code statement reads as such, "Being a student of a higher

standard, I pledge to embody the principles of academic integrity." See the online Student Handbook and open the portable document format file entitled "Honor Code": Louisiana Tech University Student Judicial Affairs.

**Studio Etiquette & Safety**
The design studio is an extraordinary learning environment. Since it is a place shared by fellow students and colleagues, it necessitates the careful attention to the needs of everyone. Design studios can be incredibly messy and chaotic; however, students should always keep their space clean, organized, and professional looking. This means that all trash and recyclable material will need to be properly disposed of in the proper receptacle. Security is a necessary component for a studio that is accessible to you and your colleagues 24/7. Please be mindful not to admit any uninvited individual and keep all exterior doors locked after hours. Please, let us know as soon as possible if there are problems that you are unable to resolve your own.

**Studio Culture Policy Evaluation, Progress, and Implementation**
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, and by the Studio Culture Task Force, which includes Student Representatives from each year and members of both the AIAS and ASID. Periodically, the Studio Culture Policy will also be reviewed in an open forum that invites the participation of all students and faculty members. The Studio Culture policy is prominently posted in Hale Hall and posted on the School of Design's website.

**By What Means and How Frequently is the Policy Distributed to Faculty, Students and Staff**

The Studio Culture Policy is distributed in four primary ways:

1. The Statement of Studio Culture at Louisiana Tech University is prominently posted in Hale Hall;
2. The Statement and Studio Culture Policy is posted on the Program's Website.
3. A discussion of Studio Culture is initiated each academic year in an All-program Meeting led by the Architecture Program Chair.
4. Beginning in Fall 2016, the current version of the policy will be a part of each syllabus in the Architecture Program.

**A Description of the Process by Which the Policy is Evaluated and Updated, Including Those Involved and the Frequency of Review**

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 and the Studio Culture Task Group, which consists of faculty and students in the Architecture and Interior Design Programs, including the Director, the Program Chairs, the Coordinators, and members of the AIAS and ASID.

In recent years, an upper-level architectural theory course has engaged in a re-evaluation of the current version of the Studio Culture Policy. The most recent version of this student assessment was Spring 2016 in ARCH 434 under the mentorship of Architecture Program Chair, Dr. Pasquale De Paola. The results of this assessment will serve as point of departure for the next iteration of the Policy via the Studio Culture Task Group.

**Student Learning Beyond the Curriculum**

The Program engages students in ways to encourage individual and collective learning opportunities beyond the studio and lecture hall. Program-sponsored field-trips since the previous accreditation visit to locations as diverse as New Orleans, South Louisiana, Dallas, Houston, St. Louis, Los Angeles, Berlin, and Paris provide students the opportunity to learn about places and cultures quite different than our "home base" of Louisiana Tech University and Ruston. Participation in student organizations, including the AIAS (and Freedom By Design), NOMAS, USGBC Students, and Tau Sigma Delta Honorary provide

opportunities for professional development and leadership opportunities at the Program, Regional and National levels. Students are engaged in campus activities through the University's Student Government Association, College Panhellenic Council, Union Board, the Baptist Collegiate Ministry, the Recruitment Committee in the Office of Admissions and others.

## I.1.3: SOCIAL EQUITY

### A DESCRIPTION OF INSTUTITIONAL INITIATIVES FOR DIVERSITY AND INCULSION AND HOW THE PROGRAM IS ENGAGES IN OR BENEFITS FROM THESE INITIATIVES

**Institutional Initiatives for Diversity and Inclusion**
**On Social Equity and Equal Opportunity**
(2016-17 University Catalog)
*Louisiana Tech University practices a Policy of Equal Opportunity for all qualified persons in admission to, participation in, or employment in the programs and activities which the University conducts without regard to race, creed, color, marital status, sexual orientation, religion, sex, national origin, age, mental or physical disability, or veteran's status. Anyone who believes they have been subjected to discrimination and/or harassment in violation of this policy, or have questions or complaints regarding equal opportunity at Louisiana Tech University should contact Mrs. Carrie Flournoy, Executive Assistant, Title IX & Compliance Coordinator, located within the Office of the University President, Room 1620, Wyly Tower of Learning, Ruston, Louisiana 71272; telephone 318-257-3785.*

**Louisiana Tech University Affirmative Action Checklist (Faculty Search Procedure)**
http://www.latech.edu/administration/policies-and-procedures/pdfs/affirm_action_forms.pdf

**Disability Services and Accessibility**
https://www.latech.edu/ods/
*In support of the mission of Louisiana Tech University, the Department of Testing and Disability Services (TDS) serves a resource for the university community and acts as a liaison between students and faculty, as well as, national and community agencies. Disability Services functions to provide information, reasonable accommodations, and other assistance to students, faculty, and applicants of Louisiana Tech University. In the effort to promote independence and self-advocacy, services are available to students with qualifying documented learning, physical, and /or physiological disabilities. Testing services follows national testing center requirements to provide test opportunities through contracted agencies for Louisiana Tech University and the local community. As a department within the division of Student Affairs, Testing & Disability Services seeks a collaborative and cooperative relationship with the university community to enhance the education of Louisiana Tech students.*

Housed within the Division of Student Affairs, the Louisiana Tech University Office of Testing and Disability Services (TDS) 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 TDS 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. Additionally, the TDS provides an Instructor Reference Guide (http://www.latech.edu/students/ods/instructors.shtml ), 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

**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/sexual-harassment.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 and understanding 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

Additionally, annual State-mandated training course for Code of Ethics and Sexual Harassment is required for all University employees through the State of Louisiana-Louisiana Employees Online (LEO)
https://leo.doa.louisiana.gov/irj/portal

**A DESCRIPTION OF PLANS TO MAINTAIN OR INCREASE THE DIVERSITY OF FACULTY, STAFF, AND STUDENTS WHEN COMPARED WITH THE DIVERSITY OF THE INSTITUTION**

**Student Recruiting Initiatives Relative to Diversity**
The Office of Admissions (http://www.admissions.latech.edu/), part of the Division of Student Affairs, leads the University's recruitment efforts. Through "C.1 Diversity Outreach" of its mission plan, the Office of Admissions seeks to "increase the percentage of first-time first-year students by focusing recruiting efforts on high ability students from various ethnic backgrounds" by informing high ability students about the educational opportunities available at Louisiana Tech University after seeking these students out. The Office has identified approximately 30 high schools in Louisiana, Mississippi and Texas that represent "predominately diverse schools" where strategic recruiting will occur. Staff will contact counselors at high

schools to obtain the names of high ability juniors, purchase the names under-represented, high-achieving high school student from ACT, visit selected high schools, and follow up with additional school visits (college fairs, awards programs). Additionally, the Office of Multicultural Affairs (http://www.latech.edu/students/multicultural-affairs/index.php) assists to support the University's mission to recruit and retain a diverse undergraduate and graduate student body by participating in recruiting efforts and programming that meets the needs of faculty and students. This collaboration with the Assistant Dean of Student Life will serve to further support the goals of the Office of Admissions.

Bridges to Bulldogs (http://www.admissions.latech.edu/bridge_to_bulldogs/index.php) is a program within the Office of Admissions that provides an alternate path for student entry into the University by providing summer coursework and mentorship to first-time freshman. Its purpose is to identify students who nearly meet the admission requirement for Louisiana Tech University and to provide additional guidance and academic support to meet these requirements over the summer following high school graduation.

**A DESCRIPTION OF WHETHER AND HOW THESE INTITATIVES ARE LINKED TO THE PROGRAM'S SELF-ASSESSMENT OR LONG-RANGE PLANNING**

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 of Liberal Arts, School of Design, and the Architecture Program implement the plans and goals of *TECH 2020*, the aim for diversity will continue to be a priority in student and faculty recruitment.

**Students**

The School of Design's Director communicates directly with the Office of Admissions to facilitate recruitment efforts through University-wide functions [Time Out for Tech (http://www.admissions.latech.edu/visit/toft.php), Orientation (http://www.admissions.latech.edu/orientation/index.php)] and to coordinate scheduled on-campus visits by individual prospective students and parents. The Program Chairs of each program in the School of Design lead their respective Programs recruiting efforts, collaborating and facilitating the Office of Admissions' initiatives. Additionally, the School of Design and its Architecture Program participates in regional college fairs annually, including Digifest South (http://www.digifestsouth.com/) in Bossier City, Louisiana, NOCCA College Fair (http://www.nocca.com/academic-studio/college-counseling/) in New Orleans), and 2B an Architect (https://www.aiadallas.org/v/event-detail/2B-An-Architect/3kp/) in Dallas. Faculty members also visit high schools and host workshops within the School of Design. The School's DesignCamp (http://design.latech.edu/camp/), offered for one week each Summer, provides all high school students with an interest in art and design to work with School of Design faculty and students, providing a hands-on experience and window into what they can expect in the profession and how design is taught in college.

On issues of student diversity, the chart below describes the professional (M.Arch) and pre-professional (BSAS) programs' demographics within the University Context. Most notable is the "leveling" of male/female proportion in the pre-professional Bachelor of Science in Architectural Studies program (from 33.6% female in Fall 2011 to 49.6% in Fall 2015.

**TOTAL ENROLLMENT OF ALL UNDERGRADUATE STUDENTS BY RACE/ETHNICITY**

| | UNIVERSITY | | ARCH. Program | | UNIVERSITY | | ARCH. Program | |
|---|---|---|---|---|---|---|---|---|
| **UNIVERSITY TOTALS** | F 11 male | F 11 female | F 11 male | F 11 female | F 15 male | F 15 female | F 15 male | F 15 female |
| AM. INDIAN/ALASKA NATIVE | 27 | 19 | 1 | 0 | 21 | 21 | 0 | 1 |
| ASIAN OR PACIFIC ISLANDER | 67 | 48 | 2 | 0 | 86 | 53 | 0 | 2 |
| BLACK/NON-HISPANIC | 613 | 650 | 12 | 2 | 665 | 727 | 3 | 7 |
| HISPANIC | 68 | 56 | 3 | 0 | 66 | 44 | 2 | 0 |
| WHITE, NON-HISPANIC | 3192 | 2959 | 61 | 41 | 3935 | 3636 | 45 | 41 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| OTHER | 236 | 113 | 5 | 2 | 283 | 189 | 4 | 4 |
| DECLINED /DID NOT SUPPLY | 552 | 537 | 9 | 2 | 502 | 468 | 6 | 2 |
| **TOTAL** | **4755** | **4382** | **93** | **47** | **5558** | **5138** | **60** | **57** |

**TOTAL ENROLLMENT OF ALL GRADUATE STUDENTS BY RACE/ETHNICITY**

| | UNIVERSITY F 11 | | ARCH. Program F 11 | | UNIVERSITY F 15 | | ARCH. Program F 15 | |
|---|---|---|---|---|---|---|---|---|
| **UNIVERSITY TOTALS** | male | female | male | female | male | female | male | female |
| AM. INDIAN/ALASKA NATIVE | 4 | 9 | 0 | 0 | 4 | 1 | 0 | 0 |
| ASIAN OR PACIFIC ISLANDER | 13 | 13 | 1 | 0 | 12 | 13 | 0 | 0 |
| BLACK/NON-HISPANIC | 88 | 324 | 2 | 0 | 62 | 197 | 3 | 0 |
| HISPANIC | 9 | 8 | 1 | 0 | 16 | 6 | 0 | 0 |
| WHITE, NON-HISPANIC | 432 | 1025 | 7 | 5 | 327 | 736 | 10 | 5 |
| OTHER | 241 | 116 | 0 | 0 | 173 | 86 | 0 | 1 |
| DECLINED/DID NOT SUPPLY | 51 | 111 | 0 | 0 | 28 | 57 | 1 | 0 |
| **TOTAL** | **838** | **1606** | **11** | **5** | **662** | **1096** | **14** | **6** |

**Faculty**

The Program's faculty demographics (which includes architecture and interior design due to course load sharing) have changed from those of the NAAB accreditation visit in 2011. At that time, the faculty consisted of sixteen full-time positions and one full-time professional-in-residence position. In 2011, the program's faculty consisted of thirteen full-time positions (which includes the Director of the School of Design), one Professional-In-Residence and four part-time instructors. During the 2015-16 academic year**,** the full-time tenure/tenure-track positions (including administrative positions) were filled by ten males and three females (in the 2010 APR the gender breakout was twelve males and three female). Since the last accreditation visit of 2011, there have been two females and five males hired to tenure-track positions.

The Faculty Search Committees for these searches typically consist of two students and 3-5 faculty (with female and male faculty included). Of the search pool data collected for these architecture positions a vast majority (often over 90% in a given search) of the applicants were identified as male and rarely are applicants 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 Program competes for faculty candidates against universities in more populated settings (Ruston is a city of approximately 24,000 inhabitants), against places and regions that possess more professional-related opportunities and against programs with more potential financial incentives. While the context is not perceived as a liability in providing quality education to its students, it can offer challenges that would less of an issue in a larger, urban context.

It is worth noting that the Program's faculty represents geographic, age and professional diversity reasonably well for a small Program. Of the current faculty three have received professional educations in architecture from Louisiana Tech University. Only one faculty member has received all degrees from Louisiana Tech University (a Bachelor of Interior Design and a Master of Architecture). The Program is pleased to have a two faculty members with Master of Fine Arts educations and one faculty member with a Master of Landscape Architecture. The Program continues to endeavor to find ways to achieve a faculty that provides multiple perspectives and backgrounds to provide our students and Program with diversity and plurality.

## I.1.4: DEFINING PERSPECTIVES

### A. COLLABORATION AND LEADERSHIP

As described in the "Architecture Program History and Founding Principles" of Section *I.1.1 History and Mission*, the Architecture Program actively seeks to underscore that the conscientious making of the built environment is inherently a collaborative endeavor. This founding principle of the Program remains a vital component of the Louisiana Tech University architecture student experience, offering a variety student learning opportunities through the dynamics of the design studio and seminar; the experience of service projects; and the opportunity to participate in (and even lead) in co-curricular activities that rely on the collective. The average cohort of students in a given academic class approximates 30 students. All students in a given class share a common curriculum, course schedule, and studio space, offering opportunities of both formal and informal collaborative opportunities throughout their academic careers. The layout of both Hale Hall and the Wyly Tower Studios are "open plan" in organization, fostering communication and informal peer-to-peer mentoring.

Throughout the pre-professional Bachelor of Science in Architectural Studies, the design studio pedagogy structures opportunities for group and collaborative work from brief studio assignments to full-scale projects over the duration of an entire academic quarter.

- ARCH 135 (Foundation Design III) concludes the first-year, foundation design experience with a single design/build project, involving all students in all sections of this Spring Quarter course to complete a capstone, collective project. This end-of-the-year project is approximately three weeks in duration and involves students working first individually, then in small groups, and finally as a single collective. All students work in small groups to accomplish the associated tasks, including creating a set of working drawings and shop drawings, procuring materials, fabricating, and assembling the project, in order to complete the single project to conclude the Program's first year experience.
- ARCH 325 (Architectural Design V) site analysis and precedent studies, serving as the pre-design component of the course, are executed, compiled, and edited by the studio cohort to create a research document. Following the completion of the pre-design document, students work in design teams of two for the remainder of this course in an effort to expand the work product (both quantitatively and qualitatively) in this miniaturized version of a comprehensive project.
- ARCH 335 (Architectural Design VI) serves as the Program's Design/Build Studio. All students participate in the design, fabrication, and construction of a project to advance the mission of a community or non-profit organization. ARCH 335 students not only work together as a team but also work with the selected client group (Habitat for Humanity, Ruston Parks & Recreation, and MedCamps of Louisiana over the last accreditation cycle), project sponsors, building trades, volunteer groups, and other collaborators. Students lead teams and task groups in the Hale Hall Studios, in the Art and Architecture Workshop, and on the construction site.
- ARCH 415 (Architectural Design VII) structures the first portion of the academic quarter to assemble site, program and precedent data to create a group research/pre-design document to be used by all students of the studio for subsequent urban design work. In recent ARCH 415 studios, students have collaborated with architectural offices (Gensler of Houston, Ashe Broussard Weinzettle of Alexandria, LA) and with their projects' community partners to assist all parties in communicating ideas through charettes and workshops.

In addition to curricular opportunities, several other elective and co-curricular opportunities are available to expand upon this Perspective:

- The Community Design Activism Center (CDAC) serves as an elective opportunity (ARCH 445C) and as the Program's design office. CDAC collaborates with local non-profits, as well as community-based and on-campus organizations, to provide design assistance and visioning. Students work in small groups to service clients/partners to help facilitate over 40 projects since the previous accreditation visit, from the construction of a local community garden to a Girls Scout camp master plan.

- The opportunities for both leadership and collaboration created by the Program's student organizations, including AIAS (with Freedom By Design), NOMAS' and the USGBC Student Chapters, provide students of the Program an opportunity to connect to a national network, to collaborate with other student organization on the University campus, and to collectively enhance the academic experience of the Program. An example of this collective endeavor is the creation what has become the annual Career Focus Day, initiated and maintained by the members of AIAS and supported by all student organizations within Hale Hall.
- Student participation in School of Design and Architecture Program Committees and Task Groups, including Studio Culture, serve as an additional means to collectively work towards designing and building a better and more responsive Program.

**B. DESIGN**

The Architecture Program at Louisiana Tech University is defined by a rigorous set of design studios across the arc of the BSAS and M.Arch degree programs; through which theoretical knowledge, research, critical thinking, technical skills, and design intuition are combined, applied, tested, and evaluated. Our 5-year sequence of core studio gives students a solid understanding of the varied elements of the design process, beginning with investigations of form, and consequently how form can be materialized through appropriate material and tectonic strategies. The task is to instill and develop within students and future graduates an understanding of the power building assemblies have to enhance experience and resolve problems of environmental, contextual, and spatial complexity. This understanding is validated by the fact that architecture, in its final existence, is a material, physical manifestation.

In accordance with the program's mission statement, what follows is an overview of how the current curriculum develops students' understanding of the design process:

- Critical Thinking: For the Program, design understanding is rooted in thoughtful analysis. Early studios teach design skills by way of analyzing the relationship between abstract ideas and systemic representations. Later studios build on this with precedent and program-based research, which provided a foundation for the critical evaluation of individual design work. Additionally, the expansive history/theory sequence of courses (ARCH 134/211/222/233/334/411/434/534) is organized to expose our students to a diverse range of historical and contemporary ideas while promoting an understanding of architecture as a profession and a global endeavor.
- Analog to Digital: The Program maintains the position that a level of discipline and proficiency with drawing and making by hand should be developed by students prior to the integration of digital tools and resources. This attitude is implemented in all first year design studios (ARCH 115/125/135) and drawing courses (ARCH 112/122). Beginning in the second year studio sequence (ARCH 215/225/235), students are introduced to and explore a range of softwares and digital fabrication devices, the learning of which are integrated into the research and iterative design process. Specific professional-level studios (ARCH 325/425) layer additional algorithmic modeling and BIM software, while the final undergraduate design studio (ARCH 435) uses the annual ACSA-AISC Steel Competition to investigate both digital and analog means of analysis, evaluation, discussion, and representation of structure, form, and space. To underline the validity of this pedagogical model, the work of this studio has been recognized with multiple competition awards over the last five years.
- Tectonics: The science and art of construction is crucial to the Program's interpretation of design. This effort is dedicated to teaching students traditional and contemporary strategies to create expressive structures in coordination with formal decision-making; and to design building envelopes that deliver environmental responsiveness and reflect an understanding of new materials and assemblies available to the field. All studios engage with this through specific exercises, reinforcing the idea of design as a process of integration between materiality, structure, and form. At key points (ARCH 135/335), the fabrication of full-scale construction assemblies put gained knowledge into experiential practice. This effort also anticipates and builds upon a supportive building technology and structure sequence (ARCH 341/343/351/352/353/453).
- Comprehensive Design: The importance of a comprehensive understanding of the multitude of concerns for the design process begins early in the curriculum (ARCH 135), and builds up

through selected undergraduate (ARCH 325/425) and graduate studios (ARCH 510/520/530). Motivating factors and underlying principles of design are thus gradually introduced to students by way of a pedagogy, which is primarily based on the critical layering on to design solutions in increasing amounts as students' progress, with the graduate degree serving as a focused year-long project which maximizes integrative design and comprehensive understanding.

- Broad Awareness: as a regional school, the Program takes extra effort to expose students to design experiences across an expansive range of professional and cultural contexts. Our annual lecture series includes regional and national figures in architecture, engineering, and other design-related disciplines. Field travel to various important buildings and cities (Dallas, Houston, St. Louis) engage students with direct experience of design issues. These trips start early in second-year and continue through to the annual graduate student trip. Additional elective travel opportunities to distant cities (Los Angeles, Chicago, Berlin, Paris) supplement the opportunities for direct design engagement and expansion of the students' view of design, culture and context.

As a result of these pedagogical foci, graduates from the Program understand architectural design as a complex and integrated human endeavor, worthy of full focus and development. Their work is continuously reviewed through cycles of intermediate and final reviews by fellow faculty, students, alumni, and practitioners; framing feedback and design idea exploration as an ongoing discussion open to evaluation from myriad perspectives. Quality work is recognized by inclusion in an annual "end of year" juried student exhibition.

**C. PROFESSIONAL OPPORTUNITY**

Ultimately, the Program seeks to educate aspiring architects who will practice 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 discussed in *Section II.1: Student Performance Criteria*. The students have faculty mentors who maintain active design practices. Additionally, the students have access to faculty who are active in professional organizations and maintain leadership roles and the local, state and national levels.

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

The Professional Practice Sequence:

- ARCH 414 (Professional Practice) introduces students to internship requirements by inviting the State's Licensing Advisor to make a presentation to the class, and a faculty member serves as Licensing Advisor for the Program. Additionally, the students of ARCH 414 learn about the organization of architectural firms, trends in practice, and career paths associated with the profession. One of the projects in ARCH 414 requires a case study analysis of an architectural office, requiring the students to set up a meeting with an office (students may choose any office around the country), 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. Additionally, ARCH 414 presents material focused on project and design management. Seeking to develop insights into the methodology of project delivery, the course explores multiple issues that surround architectural practice topics, including, building economics, practice organizations and office management, professional internship rights and responsibilities, project delivery, and scope of architectural services.

- ARCH 514 (Professional Practice Seminar) examines the idea of professionalism and the

rationale for developing codes of conduct or ethics in guiding an emerging professional or seasoned architect. Through the venue of a seminar, the students of ARCH 514 discuss classic readings on ethics and consider the contemporary architectural practice, the role of the architect in a professional context, ethics in the context of sustainability and environmental stewardship, and social justice. Discussion of "gray" areas addressed routinely in architectural practice, are discussed (client issues, colleague issues, environmental issues, etc). Additionally, the seminar discusses an architect's legal responsibilities and the legal context of architecture (registration, contracts, codes), including a limited review of *AIA Contract Documents*. Additionally, ARCH 415 seeks to develop insight into aspects of architectural practice by reading the writings of practicing architects and encountering writings on professional practice.

400 Hours

- In addition to completing all coursework of the BSAS and as stated in the University Catalog, an undergraduate student must 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 (and its allied professions) 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.

Co-Curricular Activities

- Career Focus Day serves as a response to the Program's AIAS chapter requesting the creation of more design-specific version of the University's Career Day. First offered in Spring of 2014, the Program's Career Focus Day networks architecture alumni, regional practitioners, and faculty to leverage students to directly engage with their future careers. Firms represented have included offices from Louisiana, Texas, Arkansas, Mississippi and Tennessee, representing the full range of firm sizes, project specialties and locations. Events for this Saturday event have included mock interviews, portfolio/resume reviews and workshops, a student exhibition of work, a career fair, and a panel discussion among students, faculty, and practitioners. Additionally, representatives from Louisiana Tech University's Career Center have offered workshops utilizing *LinkedIn* as a professional networking tool, as well as writing workshops for resumes and cover letters. Students of any level are invited to participate. While this event was conceived for the purpose of assisting our students' pursuit of summer internships and full-time employment in the field of architecture, *Career Focus Day* has become a way to bring our professional community and alumni back to our campus to work with the Program to strengthen the bonds between academia and practice.

- Architecture Lecture Series: In addition to the delivered lecture to the student body, faculty and guests (all lectures are open to the public), invited lecturers participate in studio visits. A group of selected students also have the opportunity to join the lecturer for a post-presentation dinner to meet with the architect more informally and to learn about his/her work and practice.

- Field Travel: Most Field Travel excursions involve at least one visit to an architectural office. Through these office visits, students have the opportunity to meet Louisiana Tech University alumni, see a variety of work environments and make initial connections within the professional community.

**D. STEWARDSHIP OF THE ENVIRONMENT**

The Architecture Program at Louisiana Tech University is characterized by its connections with people, the environment, and the understanding of the responsibility that architects have as stewards of the built environment. The experiential learning and pedagogy are included in individual courses, design-build, service projects, co-curricular opportunities, and within the Program's design center.

The following is an overview of how the curriculum and additional learning opportunities develop students' understanding of the architect's responsibility as steward of the environment:

- ARCH 425: Sustainability Studio – This course is the one, "stand alone" design studio that focuses specifically on sustainable design related to systems strategies and building systems (including both active and passive systems). Group research on the site's culture and climate results in the design of a building from the scale of the site through building details, analyzing the natural and mechanical systems and the impact on the environment within a specific climate. The non-regional site chosen helps students understand a different climate and strategies to design appropriately.
- ARCH 335: Design-Build Studio – This course is the physical manifestation of environmental stewardship for students in the Program. The past three years, students have worked at Camp Alabama designing and building projects for MedCamps of Louisiana (a summer camp for special needs children). Students learn not only how their design decisions affect the natural and built environment, but also how to design accessible, durable structures that meet the needs of the clients.
- ARCH 315: The utilization of "alternative sites," including brownfields (Gowanus, Brooklyn), swamps (Coastal Community Resilience Studio), and flood-prone areas (Trinity River of Dallas) have challenged students to consider how building must not only respond/adapt to these conditions, but also to endeavor to restore or preserve the nature of these precarious and often fragile ecosystems.
- United States Green Building Council (USGBC) Students – This student organization (started in 2009) includes architecture and interior design students. Students coming together from these affiliated fields help educate each other about their coursework and their own biases in an effort to design together in their future professions. Currently the student group is working to redesign the courtyard adjacent to Hale Hall in an effort to be more usable by Admissions staff and students of Hale Hall.
- The Program's design center, Community Design Activism Center (CDAC), works with communities, cities, and nonprofit organizations in north Louisiana to do initial design and planning of community-based, public interest design projects. Each project provides the opportunity to help educate the public about the importance of sustainability and environmental stewardship.
- In an effort to improve sustainability on campus, CDAC completed a comprehensive plan to establish a Sustainability Committee in the fall of 2014. The plan covered the following topics: governance, energy, recruitment/communication, food, recycling, wellness, aesthetics, curriculum, environments, transportation, and investment. The plan was presented to the President and Vice Presidents at the end of the Fall quarter.
- Recycling is not provided across campus. A student-led initiative (led by Tau Sigma Delta honorary) collects aluminum cans and plastic bottles in Hale Hall and recycles them, driving 30 minutes away to Monroe, LA.
- ARCH 452: Principles of Environmental Design – Currently in development, ARCH 452, which now serves as an ARCH 380 elective in Energy Simulation in Architecture) will be a co-requisite with ARCH 425 (Core Design VI). This will enable the instructors of these courses to provide more analysis in the planning and design of the studio projects. The result will be an iterative project that can adjust to prioritized parameters and analyzed to estimate energy loads and onsite energy production.

## E. COMMUNITY AND SOCIAL RESPONSIBILITY

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 that have accommodated themselves to changes in culture, technology, ideology, and the environment. The Program educates its students to reconcile these changes through the ethical imperatives of the discipline. In stressing the constant as the reciprocal of change, the Program provides the student with an ability to address change and establishes a framework and set of values within which change may be considered. These programmatic characteristics ensure that conditions of this Perspective are met.

- ARCH 514: Character, leadership, and service are the attributes that a liberal arts education seeks to instill within a student. ARCH 514 (Professional Practice Seminar) addresses the 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 course utilizes the seminar format to discuss "gray" areas of practice regarding ethical questions regarding professional responsibility as it pertains to a code of conduct and how it may pertain to the day-to-day occurrences within an architectural practice.

- ARCH 335 (Design/Build Studio) and CDAC: 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 and lead in shaping the built environment by responding to societal conditions. Two examples of this effort since the 2011 NAAB accreditation visit have been a strong and sustained investment in ARCH 335 (Core Design VI: the Design/Build Studio) and the Community Design Activism Center (CDAC), both 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 Program to be a strength. Both the Design/Build Studio and CDAC offer students of the Architecture Program 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. The work of the students over the past sixteen 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.

- Freedom By Design: *The AIAS community service program utilizes the talents of architecture students to radically impact the lives of people in their community through modest design and construction solutions. Our priority is improving the safety, comfort and dignity of the home's occupants. The AIAS Freedom by Design Program empowers architecture students to become owners in a process that radically impacts the lives of people through design-build solutions*. The Program's AIAS Chapter gained acceptance as an FBD Chapter in 2012. At the AIAS Forum of 2014-15, Louisiana Tech University was awarded the Freedom By Design Chapter of the Year. The students were able to secure grant funding of approximately $10,000 from the University Foundation's Lagniappe Ladies Program to assist in the purchase of materials for the projects.

- The Studio Sequence: Throughout the studio sequence, students are presented with opportunities to address issues of cultures and contexts that require insight into the impact a project may have on its local context. Professional Concentration studios have used locations within Louisiana (Cross Lake Bayou and the swamps near Lafayette, Louisiana) to challenge students with design and technical issues associated with the responsibility of minimizing impact on both the land and the culture. ARCH 415 (Architectural Design VII) utilizes the urban context to address issues that rely on work that not only address the changes on a specific site but also the potential "ripple effect" of the addition into its surrounding context. One of the more provocative projects in recent years has been addressing the controversial extension of Interstate 49 through the City of Shreveport and the Allendale neighborhood. Under the leadership of a faculty member and a Shreveport architect, students organized a community workshop and panel discussion to bring together many positions of this controversial subject into the studio and the public realm in order to develop a plan of action for the studio.

## I.1.5: LONG-RANGE PLANNING

### DESCRIPTION OF THE PROCESS BY WHICH THE PROGRAM IDENTIFIES ITS OBJECTIVES FOR STUDENT LEARNING

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 2011 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 and the 2008-2013 Strategic Plan, the Director convened reconfigured Strategic Planning Groups 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 and the 2002-2007 Strategic Plans, respectively. From this initial work, the 2008–2013 Strategic Plan began to take shape, and ultimately became the document included in this Architecture Program Report.

The 2008-2013 Strategic Plan was reviewed and accepted by the University's administration and is reviewed and refreshed by the Program'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 members from the Program Advisory Council.

The Program's Strategic Plan currently identifies six core goals:

1. **Goal One: Human Resources**
   To building a quality collaborative Educational Community comprised of life-long students in architecture

2. **Goal Two: Human Resource Development**
   To maximize the potential of the educational community and each individual within it

3. **Goal Three: Physical and Information Resources**
   To provide the facilities and technologies necessary for the educational community and each individual within it to maintain excellence in instruction, creative work, research and service.

4. **Goal Four: Financial Resources**
   To provide the educational community with adequate public and private funding for achieving and maintaining excellence in instruction, creative work, research and service.

5. **Goal Five: Administrative Structure**

To marshal and mange the educational community's human, physical and information resources

6. **Goal Six: Programs and Degrees**
   To ensure the educational community and the individuals within it access to opportunities fo the continual discovery and understanding of architecture as a multi-discipline design and cultural practice

Each Goal has a set of Objectives to achieve a specific Goal. Consequently, each of the defined Objectives has a set of Strategies to support a specific Objective. Input to support the accountability of the process is evaluated at the conclusion of each academic year for observation and assessment.

There has been a continuation of the 2008-2013 Strategic Plan into 2014 and through the submission of this Architecture Program Report because of two primary factors which will effect the nature of all future long-range planning for the Architecture Program: (1) the evolution of the new School of Design (established in 2014) and (2) the 2014 Conditions for Accreditation and the Five Perspectives. The Architecture Program and the School of Design (formerly the School of Architecture and the School of Art) are in a period of "bridging" from two very distinct but related academic units to its unified identity. While each of the four academic programs in the School of Design (Architecture, Interior Design, Graphic Design, Studio Art) are each autonomous degree seeking units, there is a desire among the faculty, Program Chairs, and Director to assess common goals and to identify School-wide strategies that will be best achieved while working as a larger entity. Similarly, the Architecture Program, through the leadership of the Director, Program Chair, and Area Coordinators are identifying ways in which the Program recasts itself as a vital player in a more diverse School, while recognizing the role NAAB plays in support of these opportunities through the amended Conditions and the lens of the new Perspectives. In this spirit, the Program will seek to reevaluate and amend its Strategic Plan during the 2016-17 academic year.

**A DESCRIPTION OF THE DATA AND INFORMATON SOURCES USED TO INFORM THE DEVELOPMENT OF THESE OBJECTIVES**

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 Architecture Program relies 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 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, digital technology, and enrichment activities. Examples of the evolving responses are the design-construct projects undertaken in ARCH 315 (formerly in ARCH 435) which require students to apply their knowledge of the art, craft and practice of ethical building; the expansion of a digital fabrication lab within Hale Hall and enhancing the tools and facilities of the fabrication/assembly shop on the South 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. The opportunity to plan the development of Co:Lab further supports and advances the mission statement.

The Architecture Program utilities a variety of data from diverse sources to inform its planning process, including student exit surveys (collected by the College of Liberal Arts); physical inventory data; University Foundation data; reports from faculty attendance to regional and national conferences; alumni gatherings; student/faculty evaluations; studio critiques from guest jurors; Architecture Program committee meeting minutes; guest lecturers; field travel opportunities to other institutions and architecture firms. One of the more important components of achieving consistency in student learning data in the design studios is that studios are team evaluated/graded by year, resulting in important an oversight mechanism and confirming both that learning objectives are consistently delivered and that trends in student understanding/ability can be verified by the instructional team.

## A DESCRIPTION OF THE ROLE OF LONG-RANGE PLANNING IN OTHER PROGRAMMATIC AND INSTITUTIONAL PLANNING INITIATIVES

**TECH 2020 (**http://www.sacs.latech.edu/index.php/tech-2020-overview.html*) is the 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.*

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

**Tech 2020 Overview (**http://sacs.latech.edu/index.php/tech-2020-overview.html)

1. **Theme One:** *Recruiting and Retaining a Diverse Undergraduate and Graduate Student Body and University Community*

2. **Theme Two:** *Integrating Learning, Discovery, and Development for an Unparalleled Education*

3. **Theme Three:** *Elevating Our Research and Graduate Programs to National Prominence*

4. **Theme Four:** *Maximizing the Economic Impact of Our Innovation Enterprise*

Due to the evolution of the *Tech 2020* Strategic Plan, the Architecture Program's Strategic Plan was extended and modestly amended to fully participate in *TECH 2020*. To reach this goal, the University developed the *2010 Roadmap* to guide the University community towards the fulfillment of its long-range goals.

**The 2010 Roadmap**
*TECH 20*20 in 2010 was 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 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

## A DESCRIPTION OF THE ROLE THE FIVE PERSPECTIVES PLAY IN LONG-RANGE PLANNING

Since the release of the NAAB 2014 Conditions for Accreditation, the Architecture Program, and the subsequent transformation of the School of Architecture and the School of Art into the new School of

Design (also in 2014), the Architecture Program has commenced the process of aligning long-range planning initiatives with the newly defined Perspectives, first, by addressing the Perspectives in this Architecture Program Report and in Student Performance Criteria within the Bachelor of Science in Architectural Studies and Master of Architecture degree programs. The new Perspectives will reframe opportunities for the Program to define its academic curricula, student learning objectives, and priorities. At the conclusion of the 2015-16 academic year, the Administration and Curriculum Committee convened to begin discussion of how the Perspectives will guide long-range planning of the Program:

- Collaboration and Leadership: The Committee identified that there may be opportunities for an expansion of this Perspective through a concerted effort to expand collaborative opportunities beyond the School of Design and into other academic units (both within and beyond the College of Liberal Arts). One opportunity will be the role of Co:Lab, the recently recognized College research center within the School of Design. To be housed in a recently acquired property adjacent to the University campus, Co:Lab's preliminary mission is to "bring academic, business and community together to address contemporary issues through the lens of innovative design research."
- Design: Overall, the Committee believes that the Design-centered learning experiences provided in the scope of the "five years plus one summer" professional education is demanding, varied, and robust. The Committee believes that the NAAB Visit will provide an unbiased assessment of the Program's Design Studio sequence. The Committee also believes opportunities exist in establishing more qualitative links and intended associations between the design studios and courses in building systems, structures, history/theory, professional practice and environmental psychology.
- Professional Opportunity: The Committee believes that untapped opportunities exist in further engaging our alumni base with invitations to participate in the life of the School. Ideas for engagement include increased participation in studio reviews; invitations to participate in non-studio coursework (professional practice, building systems, etc.); alumni events in various host cities (plans for a Dallas "meet" are currently being discussed); increasing the number of firms at the Program's Career Focus Day; continuation of the annual Alumni Lecture as part of the Program's Lecture Series; and consideration a social media page dedicated to the Program's alumni. The underlying purpose of these activities is to reconnect former students with current students and to increase the current students' access and professional network while in the Program.
- Stewardship of the Environment: The Committee believes that this Perspective remains one in which the mosaic of student experiences is currently less robust. There is an observation that north Louisiana has not embraced environmental sustainable practices as quickly or strongly as much of the country. The Committee agrees that the Architecture Program should serve as a leader in this regard through its own practice and policies, as well as through its guidance it can offer both the University and Ruston communities. One way that the Program seeks to enhance this Perspective within its curriculum is current consideration for the adoption of a new, required course in the BSAS curriculum: ARCH 452 (Principles of Environmental Design). This course has evolved from an elective course (ARCH 380) with a subtitle of "Energy Simulation in Architecture" in which students learn about the capabilities of digital modeling to optimize energy efficiency in an architectural project.
- Community and Social Responsibility: The Committee believes that this Perspective continues to remain a strength of the Program. The Design/Build Studio and the Community Design Activism Center are two important components of the identity of the Architecture Program within the Institution and communities throughout north Louisiana. The Committee believes that there should be ways in which the accomplishments of the Program in this regard could be better documented and shared to professional colleagues and the public-at-large. Consideration and implementation of ways to expand the Design/Build experience through elective coursework could be considered to expand this perceived strength.

In 2016-17 the Architecture Program's Administration and Curriculum Committee will continue to examine the Perspectives during this academic year and seek ways to critique and implement them into appropriate long-range planning initiatives.

## I.1.6: ASSESSMENT

### I.1.6A: PROGRAM SELF ASSESSMENT

**A DESCRIPTION OF THE PROGRAMS' SELF-ASSESSMENT PROCESS, SPECIFICALLY WITH REGARD TO ONGOING EVALUATION OF THE PROGRAM'S MISSION AND MULTI-YEAR PLANNING OBJECTIVES**

The Architecture Program engages self-assessment in a variety of ways:

**Administration and Curricula Committee**
This important Committee of the Architecture Program performs a variety of duties to advance the curriculum, but also provides key insights and communication between the Director of the School of Design, the Architecture Program Chair, the Graduate Coordinator, the Professional Concentration Coordinator, and the Foundation Coordinator. Subjects, such as instructional policies, student performance trends, introduction of new software/technology, and plans for equipment enhancements, are routinely discussed for the purpose of advancing the professional Program.

**School of Design Standing Committees**
The Enrichment Committee, Physical and Information Resources Committee, Recruitment Committee, Public Relations Committee and the Human Resources Committee contribute to the overall productivity and maintenance of the Program in their focused capacity. Each committee incorporates self-assessment procedures within their areas of focus.

**Exit Surveys**
The College of Liberal Arts distributes an exit survey to the graduate class. While this survey is more general in scope, it does offer useful information towards Program development, including immediate plans and goals after graduation, thoughts on academic advising, and the perceived overall value of program instruction.

**End of the Year Student Show**
At the conclusion of the School of Design Awards (first week of May), the unveiling of the Architecture and Interior Design Programs' End of the Year Student show is officially opened for view. This show remains on display throughout the Summer, allowing alumni, prospective students, and visitors to see the work.
This exhibition offers an annual opportunity to see the entire academic year's production of work in one space, providing both students and faculty to critically observe linkages (and potential opportunities for future enhancements) between studios and grade levels.

**Faculty/Student Evaluations and Questionnaires**
Faculty are reviewed by students at the conclusion of each quarter. Through this survey, individual instructors (and the Director) receive feedback from students about the overall quality of instruction and its component parts.

**Alumni and External Input**
Throughout the academic year, alumni, practitioners, and faculty from other institutions visit the Program to partake in studio reviews or events like Career Focus Day. The Program gathers input from these individuals to receive third party information of student performance and preparedness. Information is gathered in survey format as well as more qualitative discussions and critique.

**The Program's Contribution to the Annual Institutional Effectiveness Audit**
Beyond the educational value, Louisiana Tech's accreditation agency, Southern Association of Colleges & Schools Commission on Colleges (SACSCOC), expects that all educational program (i.e., degree programs, certificates, and the general education courses) establish their own student learning outcomes, develop plans for assessing learning outcomes and use the results to improve student learning.

Additionally, administrative support services, educational support services, research programs and centers, and community/public service initiatives must be involved in the University's program of institutional effectiveness. The Architecture Program utilized the opportunity to assess "not met" Student Performance Criteria described in the 2011 Visiting Team Report. The assessment process is provided in *Section 4 - Supplemental Information* in this Report.

**A DESCRIPTION OF THE MANNER IN WHICH RESULTS FROM PROGRAM SELF-ASSESSMENT ACTIVITIES ARE USED TO INFORM LONG-RANGE PLANNING, CURRICULUM DEVELOPMENT, LEARNING CULTURE, AND RESPONSES TO EXTERNAL PRESSURES OR CHALLENGES TO THE INSTITUTION**

The Program has used results of self-assessment activities in all forms of Program development, including curricular restructuring, course additions/changes/deletions, procuring of equipment, decisions of field travel locations, faculty search profiles, enhancement activities, and resource allocation.

## I.1.6B: CURRICULAR ASSESSMENT AND DEVELOPMENT

**A CHART IDENTIFYING ALL THE PARTIES IN THE CURRICULAR ASSEMENT PROCESS, THEIR MEMBERSHIP (IF NECESSARY), AND THE ROLES AND RESPONSIBILITIES OF EACH**

**Architecture Program's Administration and Curricula Committee**

- School Director, Architecture Program Chair, Interior Design Program Chair (if applicable) Foundation Coordinator, Professional Sequence Coordinator, Graduate Coordinator, one architecture student representative and one interior design student representative (if applicable).

**College of Liberal Arts Administration**

- Dean, Associate Dean

**Instructional Policies Committee (undergraduate curricula)**

- Two representatives from each College, one representative from the Library, one representative from Louisiana Tech Barksdale Instructional Site, two student members

**Graduate Committee (graduate curricula)**

- College Associate Deans/Directors of Graduate Studies; one graduate faculty elected representative from each College; Director o the Prescott Memorial Library or designee; Director of the Louisiana Tech Barksdale Instructional Site or designee; one SGA student representative appointed by the President of the SGA.

**College of Academic Deans**

- Vice President of Academic Affairs (Chair), Deans of the University

**University President**

- President

**University of Louisiana System Board of Supervisors or the Board of Regents**

**A DESCRIPTION OF THE RESULTS OF FACULTY, STUDENTS', AND GRADUATES' ASSESSMENTS OF THE ACCREDITED DEGREE PROGRAM'S CURRICULUM AND LEARNING CONTEXT.**

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 two 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 Architecture Program 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

An example of the full curricular assessment process can be described through the change of Louisiana Tech University's professional degree in architecture from a B.ARCH to M.ARCH (with pre-professional degree):

- *Spring of 2004, the then-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 other curricular advancements in the pre-professional and professional programs. Among the changes included:

- A University-wide reduction in General Education Requirements (GER) from 45 credit hours to 39 credit hours:
  - Reduction of the credit hours of Humanities Electives from twelve (12) to six (6)
  - Reduction of the credit hours for Social Science Electives from nine (9) to six (6)
  - The addition of COMM 101 (Foundations of Communication Studies) as a GER
- The Architecture Program's Administration and Curricula Committee responded with to the changes in GER requirements through the following actions to the pre-professional Bachelor of Science in Architectural Studies (BSAS), effective Fall 2016:
  - Removal of ENGL 303 (Technical Writing) and SPCH 110 (Introduction to Public Speaking) as Humanities requirements
  - Addition PSYC 455 (Environmental Psychology) to the list of Core Coursework (no longer a GER)

  - Requiring PHYS 209 (General Physics I) as one of the three Natural Science Electives (PHYS 209 is a prerequisite to ARCH 341 – Structural Systems I).
  - Addition on 3 credit hours of Elective coursework to the BSAS (from 12 credit hours to 15 credit hours.
- Additionally, the Curriculum and Administration Committee initiated the following changes in the BSAS:
  - Renumber the Architectural Theory sequence (ARCH 134, 334, 434)
  - Change the Professional Practice sequence coursework from two courses at two credit hours (ARCH 471/481) to a single three credit hour course (ARCH 414)
  - Adjust the timing of required coursework in the Spring Quarter of the Junior Year to better facilitate time demands in the ARCH 315 (Design/Build Studio) by coordinating with the instructors of ARCH 343 (Structural Systems II) and ARCH 353 (Building Systems III) to teach coursework in the early evenings.
- The Curriculum and Administration Committee also initiated the following changes to the professional Master of Architecture (MARC):
  - Addition of ARCH 504 (Pre-Design Research) as a required course
  - Addition of ARCH 534 (Advanced Topics in Architectural Theory)
  - Change the Professional Practice sequence coursework from one course at two credit hours (ARCH 548) to a single three credit hour course (ARCH 514). The net-effect maintains the six credit hours of dedicated coursework in professional practice between the BSAS and MARC at six (6 hours).

The changes reflect opportunities to improve and offer more student-guided content with more elective opportunities at the undergraduate level and to make the coursework organization more logical. These efforts involved all faculty, many students, the Program's Administration and Curricula Committee, and the College and University committees in order to implement the enhancements to the curriculum.

**A DESCRIPTION, IF APPLICABLE, OF THE INSTITUTIONAL REQUIREMENTS FOR SELF-ASSESSMENT.**

All degree granting programs at Louisiana Tech University required to participate in the self-assessment process (Institutional Effectiveness Audit. Each program is to identity its own (1) Learning Outcomes, (2) Assessment Methods, (3) Analysis of Results, and (4) Report of Findings. Upon submission of these data, an Institutional Effectiveness Assessment Rubric is created by the University's SACS Steering Committee. These self-assessments are complied on the website: http://sacs.latech.edu/

## SECTION 2: PROGRESS SINCE THE PREVIOUS VISIT

**Additional/Supplementary Commentary in RED (per request in VTR Review of Team Chair) 1/20/17**

## CONDITIONS NOT MET

### I.2.1 Human Resources and Human Resources Development

**Comment from Previous VTR [2011]**

*This Condition was Not Met in the 2005 VTR, with progress reported in the APR (pp. 140-142). Specific issues of concern at that time included: faculty travel, visiting lecturers, field trip support, faculty sabbatical/reassignment leaves, and faculty RPT opportunities. Most relevant to the current evaluation is the VTR statement, "…many faculty found that the time that should be 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."*

*This Condition remains "inadequate" ("not met") in the 2011 review for Faculty & Staff portions.*

*Responses submitted in annual reports to these concerns have been primarily through the provision of graduate assistants (3), one (1) graduate assistant from architecture to serve IT needs (this is a particularly acute need since the infusion of funds to establish the digital fabrication capacity), limited grants for peer reviewed research presentation, and the Board of Regents grant for digital technology enhancement.*

*This inadequate assessment is due to the objective measurement of resources as impacts the programs' capability to reach its strategic goals: degree program changes, enhanced research/creative scholarship expectation and productivity, and infrastructure expansion at a time of resource reduction. While faculty adhere to the university goal of assign its faculty annual teaching lords of 70% (previously 60%) of the referenced load "to encourage and support scholarly/creative work," faculty bear operation responsibility for advising, budget control, workshop and IT management, facility management (minimally), and supplemental program offerings like international programs and community learning.*

*In policy and practice, the school has implemented appropriate procedures for teaching assignment, workload compliance, IDP coordination (verified with students), and clear criteria for faculty reappointment, promotion and tenure.*

**Response from Program**

In light of the budget reductions in higher education in the State of Louisiana over the past several years, there are several initiatives that continue to gain ground through the support of the Louisiana Tech University, College and School administration.

- *Faculty Teaching Loads*. Average full-time faculty teaching loads continue to be monitored. The average teaching load for all Architecture Program full-time faculty in the 2015-16 academic year is at 19 credit hours per academic year (this average does not include administrative positions). Additionally, the projected 2016-17 loads continue to average 19 credit hours. According to a recent ACSA Budget Survey, between 18 – 20 credit hours of course delivery per year is considered an average teaching load for full-time faculty across the US. It is clear the that the current percentage of time dedicated to classroom/studio instruction for a full time faculty member continues to remain well below the 70% figure identified in the VTR, and in nearly all cases this figure is below 50%. It is important to note that the average teaching load in the Architecture Program has never exceeded the ACSA average, which casts some question regarding the derivation of the 70% teaching dedication described in the VTR.
- *New Faculty*. The Program has experienced the retirement of two faculty members and the departure of four others (one served as the College's Associate Dean with a partial teaching load) since the previous accreditation visit. These positions (less the position of Associate Dean, which was assumed by a Professor in the History Department) have been filled with new faculty members who effectively meet the instructional needs of the Program.

- The university administration continues to maintain last fiscal year's $27,000 budget line in the current fiscal year for additional adjunct faculty funding for the Program. These courses would be otherwise taught by full-time faculty members and will reduce the overall teaching load of full-time faculty. The continuation of this line has not only benefitted current faculty but also students by providing access to local and regional professionals and a diversity of instructional experiences.
- *Shop Technician and Support*. The university administration has maintained its commitment to the School of Design (and Architecture Program) through the hiring of a full time (1 FTE) wood shop technician, made effective 1 September 2012. This full-time, non-teaching position has, as anticipated, reduced time that the Program's faculty have previously spent addressing operations and maintenance issues in the Art and Architecture Workshop and the Fabrication and Assembly Shop. Additionally, the new support position has also assisted in a managing Graduate Assistants employed to help maintain the shop facilities. In 2015-16, two graduate assistants and two student workers (undergraduate) also supported the needs of these facilities.
- *Faculty Course Releases.* Since the last accreditation visit, there have been instances of granting course release/reduction for full time faculty to provide additional time and attention to research or pedagogical interests. Examples of course releases/reductions have been granted for post-production of a short film, the completion of a book proposal, and opportunities to expand familiarity with the digital fabrication inventory.
- Sabbatical release policies are stated in the University Policies and Procedures (http://www.latech.edu/administration/policies-and-procedures/1428.php). Due to several years of state budget cuts in higher education, opportunities for sabbatical release have been limited throughout the State. Discussions among the Director, Dean, and Academic Vice President have considered ways in which eligible faculty may earn release time. A recent development is the initiation of a *Faculty Fellowship Program* offered by the Office of Academic Affairs. The Fellowship Program is designed to enable faculty in the final stage of completing a research, creative, or instruction project to bring the project to fruition by being released from instructional assignments for one quarter. This program was offered in Spring 2012. This program was not offered in the most recent fiscal year.
- Professional development opportunties continue to be supported by the Architecture Program, the School of Design, and the College of Liberal Arts. Regular participation in conferences hosted by the ACSA, the National Conference on the Beginning Design Student, the Building Technology Educators' Society, and others have received financial support.
- The College of Liberal Arts have added an Admissions Specialist to its staff in 2015. The position leads the coordination of recruiting efforts of the College and its Schools. This position alleviates some duties traditionally completed by program administrators and faculty. Additionally, the College of Liberal Arts has a designated Director of Development. This position, created in 2016, provides support for fundraising through the Division of University Advancement. Again, this positon relieves some duties typically accomplished by the academic unit.
-

**Conditions II.1 (Student Performance Criteria)**
**II.1.1.B.2 Accessibility**

**Comment from Previous VTR [2011]**
*Most studio projects include "big picture" accessibility items such as ramps and elevators. However, accessible dimentional criteria are almost never used in door and furniture arragements, resulting in interior enviornments that are habitually not design for people with disabilities. Student of basic accessiblity guidelines also cannot be found in the building systems or professional practice courses. The lack of ability to design accessible sites, facilities, and systems is especially noticeable within the context of the Programs otherwise socially-conscious studio project types.*

Surveys and subsequent analyses have been created to provide the committee some feedback about how well accessibility issues have been/will be addressed in the middle stages of the studio curriculum (ARCH 315-Core Design IV). This SPC has become a part of the Program's contribution to the University's Institutional Effectiveness Audit. Below is the most recent addition to this audit. The most

recent addition to this audit (2015-16) can be found in *Section 4: Supplemental Information (Self-Assessment an Procedures)*.

*Excerpts from 2015-16 Institutional Effectiveness Audit*
*For attachments described in the information below, please use PDF "MS MARC Architecture Audit 2015-2016 final in the email attachment*

**Expected Outcomes**

- Architecture students will have the ability to design sites and facilities which comply with, and evince knowledge of, relevant codes and regulations regarding life-safety and accessibility standards.

**Means of Measurement**

- Criterion for Success:
  80% of students' work will be assessed as "met" or "well met" by ARCH 315 course instructors regarding site/facility accessibility and code compliance. A grading rubric will be used by instructors to evaluate expected outcome.

**Measurement of Results**

- Data Collected: ARCH 315: Core Design IV- Gradesheet B3 Codes and Regulations
- Criterion for Success Met: Yes. (82%)
- Number of Individuals Assessed: 22 students

**Use of Results**

Explain the Program modifications based on findings from Learning Outcomes:

- Modification 1: point of assessment moved
  (ARCH 315 syllabus attached)

  This learning outcome was previously assessed (2014-15) in a sophomore-level design course, taken prior to building systems coursework. The measurement of success was moved to a junior-level course (ARCH 315), which investigates projects of more complexity and realism, allowing for a more in-depth investigation of code issues.

- Modification 2: assignment developed – Building Code Analysis
  (assignment attached)

  A focused, code-specific assignment was developed to demonstrate broad integration and consideration of life-safety and accessibility issues. This assignment required diagrams and various datasets with specific code information annotated and color-coded to illustrate specific understanding of outcome assessed.

Explain the success of Program modifications based on program changes:

- Assessment at the new level (modification 1) shows an improvement from 60% (14-15) to now 82% (15-16) ability to design code-compliant sites and facilities. The focused assignment (modification 2) was able to link terminology and concepts from concurrent systems-support courses to the specific students' projects, resulting in an increased understanding of the specific issues.]

**Plans for 2016-17**

- While meeting the 80% benchmark fulfills 'Criterion for Success,' architects are professionally and legally bound to protect the health, safety, and welfare of both building occupants and the public at large. The Curricular and Administrative Committee reviewed the data and determined it appropriate that more students meet these requirements. For 2016-17, an additional code-specific workshop will be added to the existing pedagogical framework. This future program

modification will be implemented and assessed with a higher benchmark for success.

**Conditions II.1 (Student Performance Criteria)**
**II.1.1.B.6 Comprehensive Design**

**Comment from Previous VTR [2011]**
*Comprehensive design project documentation does not adequately demonstrate the ability to integrate all required SPC's, specifically accessiblity, liffe safety and environmental systems.*

Surveys and subsequent analyses have been created to provide the committee some feedback about how well comprehensive design issues have been/will be addressed in the final stages of the studio curriculum (ARCH 530-Comprehensive Design III). This SPC has become a part of the Program's contribution to the University's Institutional Effectiveness Audit. Below is the most recent addition to this audit. The most recent addition to this audit (2015-16) can be found *Section 4: Supplemental Information (Self-Assessment an Procedures)*.

*Excerpts from 2015-16 Institutional Effectiveness Audit*
*For attachments described in the information below, please use PDF "MS MARC Architecture Audit 2015-2016 final in the email attachment*

**Expected Outcomes**

- Architecture students will have the ability to make integrated design decisions within a complex architectural project with regard to structural systems and building envelope assemblies, exemplified in relevant technical documentation.

**Means of Measurement**

- Criterion for Success:
  90% of students' final technical documentation in ARCH 530 will be assessed as "met" or "well met" by a panel of outside instructors and professionals. An assessment form will be utilized at end-of-term project reviews to evaluate individual student success in expected outcome.

**Measurement of Results**

- Data Collected: ARCH 530: Comprehensive Design Studio III
  (Blank copy of assessment rubric attached with this form)

- Criterion for Success Met: Yes (94%)
  - Technical documentation: well-met=63%, met=31%, not met=6%
  - Building Envelope Systems: well-met=25%, met=69%, not met=6%
- Number of Individuals Assessed: 16

**Use of Results**
Explain the Program modifications based on findings from Learning Outcomes:

- Modification 1: means of assessment clarified
  (see ARCH 530 assessment rubric attached)

  This expected outcome was previously (2014-15) contained as part of a larger set of expectations which were assessed as 100% met. This previous set was considered overly broad and potentially obscured data fluctuations of specific criteria. Therefore, a new assessment rubric was developed which better targeted specific outcomes; to confirm the stability of the general results within the course framework and accreditation criteria, and to provide more specific data for refinement of future assignments.

- Modification 2: assignment developed – ARCH 520: Design Development-Structure (assignment attached)

  During the structural development phase of the 3-quarter project, students had relied on the physical modelling of components at a reduced scale. A new aspect was added, wherein students also developed a digital structural model for their project.

- Modification 3: assignment developed – ARCH 520: Design Development-Facades (assignment attached)

  During the building envelope / facade development phase of the 3-quarter project, students had relied on general renderings, which communicated the look but not the detail of the façade. A new aspect was added, wherein students also developed the digital model for their project. Specific aspects of the material and assembly where required to be addressed.

- Modification 4: assignment developed – ARCH 530: Outline Specification (assignment attached)

  To better address the specificity of materials in technical documentation, a new assignment was added which required students to create an outline specification of the materials present in one of their wall sections. Students were required to conduct more detailed research of materials and assemblies, produce a document listing these, and reference these specifications in their other technical documentation.

Explain the success of Program modifications based on program changes:

- Targeted assessment (modification 1) for 2015-16 of 94% met or well-met confirmed the prior general assessment with regards to technical documentation and specific systems. The new and restructured virtual modelling assignments (modifications 2-3) led to models which contained more information than previous years, and allowed for more detailed discussion of sizing, material, and detail of components. The increased research of material specificity (modification 4) led to better annotation of components in the technical documentation of wall sections.

**Plans for 2016-17**

- Objective will be retained for another year (2016-17) to assess the stability of the improvement in outcome. Refinements to assignments can occur to address more specific areas of concern shown in the comments of the panel of outside instructors and professionals.

**Conditions II.1 (Student Performance Criteria)**
**II.1.1.B.7 Financial Considerations**

**Comment from Previous VTR [2011]**
*For the Habitat for Humanity (HabiTech) projects, student analyze square foot construction costs, historical data, and other expenses. They also tranck grant and donation sources, and design to the resulting budget. However, these are not required projects and finacial considerations are not adequately covered in required coursework, such as Professional Practice. When they are covered, sample projects are very small and limited in scope, making it difficult for students to understand a full range of building cost fundamentals.*

Surveys and subsequent analyses have been created to provide the committee some feedback about how well accessibility issues have been/will be addressed in the the professional practice sequence (ARCH 414-Professional Practice). This SPC has become a part of the Program's contribution to the University's Institutional Effectiveness Audit. The most recent addition to this audit (2015-16) can be found *Section 4: Supplemental Information (Self-Assessment an Procedures)*.

*Excerpts from 2015-16 Institutional Effectiveness Audit*
*For attachments described in the information below, please use PDF "MS MARC Architecture Audit 2015-2016 final in the email attachment*

**Expected Outcomes**

- Architecture students will have an understanding of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating, with an emphasis on life-cycle cost accounting.
-

**Means of Measurement**

- Criterion for Success:
- 80% of the students in ARCH 414 will report that they were "informed" or "well informed" of the fundamentals of building costs in a survey offered at the conclusion of the course.
-

**Measurement of Results**

- Data Collected: ARCH 414: Professional Practice - Student Survey
  (Blank copy of assessment rubric attached with this form)

  Criterion for Success Met: Yes. (88%)

  Number of Individuals Assessed: 16 students

**Use of Results**

Explain the Program modifications based on findings from Learning Outcomes:

- Modification 1: addition of guest speakers
  (ARCH 414 class schedules for 2014 and 2015 attached)

  Professionals with specific financial analysis expertise were invited to speak to the class and communicate their specialized knowledge.

- Modification 2: assignment developed – ARCH 414: Estimating Life Cycle Cost Analysis (assignment attached)
  The addition of a project targeting life-cycle costs associated with buildings was added to the course framework. Project utilized a completed design from a previous studio as a foundation for computing amounts of construction materials (initial costs) and long term upkeep and replacement costs (life-cycle costs).

Explain the success of Program modifications based on program changes:

- Guest speakers (modification 1) provided opportunities to question and examine the intricacies of financial issues better than texts. The additional project (modification 2) provided students with an opportunity for understanding life-cycle costs through a variety of perspectives. Student understanding improved from 79% to 88%, moving from the criteria being minimally met to now well-met.

**Plans for 2016-17**

- Objective will be retained for another year (2016-17) to assess the stability of the improvement in outcome. Course will additionally target construction estimating costs more specifically. An assessment clarification will be developed to collect separate data results for general financial understanding and this specific financial aspect.

## PLANS FOR PROGRESS IN ADDRESSING CAUSES OF CONCERN FROM THE MOST RECENT VISITING TEAM REPORT

### Academic Infrastructure

**Comment from Previous VTR [2011]**

*The school and program are lively, committed to qualitative improvement, and demonstrate strong, collegial relationships among faulty, students and staff. However, several limitations will hinder adequate and sustained improvement to fully contribute to the goals of the university (See "Tech in the Year 2020," APR p. 6):*

*Current faculty size prohibits the development of course offerings across campus to contribute to the goal of "extensive interdisciplinary courses and curricula." Faculty are required to commit 70% of their normative workload to teaching required courses in architecture to fulfill learning outcomes, leaving little room for developing and offering new areas of instruction offered from the base of architectural teaching or connected to general education that influences the built environment. Additionally, this inhibits the program's broad participation in the University Honors College in spite of student test performance indicating aptitude. Additionally, hiring faculty prepared and capable to contribute to the goal of "doctoral programs that support interdisciplinary and disciplinary research" is limited by salary funding levels and research support (facilities, time, financing, staff support).*

**Response to comments:** The Program continued to maintain its faculty numbers over the past several years, despite faculty losses within the College and University throughout all Louisiana public colleges and Universities. As stated previously, the average teaching load is well within the averages outlined by the ACSA report regarding teaching loads and well below the 70% of normative workload dedicated to teaching stated in the VTR. The continued financial support for adjunct faculty provides opportunities for expanded participation by faculty in University initiatives such as interdisciplinary research and teaching. A number of faculty have received course reductions for several research and creative initiatives, including the production of a short film, the creation of a book proposal, and the investigation of digital fabrication.

Interdisciplinary and Disciplinary Research: Ongoing interdisciplinary research is the work of a tenure-track Assistant Professor in the Program, who has concluded initial research for a Materials Resource Lab to develop "digital tools that will aid in increased global use of environmentally sustainable building materials" in collaboration with faculty and student assistants from Architecture Program, the Computer Science Program and the Graphic Design Program. This research was funded by an i6 Grant from the US Economic Development Administration. This work has recently completed its testing phase.

The THINGERY is a new innovative product maker space in the recently renovated University Hall. Consisting of classroom and desktop fabrication spaces, the Thingery is a new place where students of all disciplines may work and learn in an interactive environment. The space is outfilled with 3d printers, laser and vinyl cutters, a desktop milling center, a vacuum former, and computing capabilities to facilitate interdisciplinary projects. Faculty of the School of Design, College of Engineering and College of Business have collaborated to support this new space, which was opened to students and faculty in Fall 2013. Four members of the School of Architecture faculty are directly involved in the management and operation of the THINGERY.

The Program anticipates that CO:Lab, the School of Design's recently approved College research center, will develop over the coming years as an important sources for both design and interdisciplinary research. CO:Lab seeks to develop and expand the value of art and design through service, innovation and practice by connecting students and faculty with community and business. As of 1 July 2016, CO:Lab has been officially recognized as a college-level center in its initial stage.

The Program offered sections of Honors foundation design courses (HNRS 115/125) for its majors. Currently, the Program offers optional Honors credit for eligible student in a total of ten (10) credit hours of required and elective coursework annually, utilizing the Honors Contract. The School of Design's summer study abroad program offers Honors credit opportunities to qualified students.

**Comment from Previous VTR [2011]**
*The program has survived for many years with a single administrative staff member and one-half (.5 FTE) faculty assignment to technical support. Architecture programs are extensive in use, distribution, and production demands for both materials use and computer technology and intensive in human resources and facilities (computers, fabrication and print production, laboratories and off-site community engagement), as well as advising and assessment (including SOACS/QEP and outcome metrics).*

**Response to Comments:** As described above in *Condition I.2.1 Human Resources and Human Resource Development*, progress has been made for both Program and Institutional support through extension of staffing, opportunities for faculty course reductions, and adjunct teaching salaries. Currently the Program and the College of Liberal Arts utilize the University's Computing Center and Technical Services Department for IT and hardware support, which is consistent for all Colleges in the University. Additionally, the Program and the College have utilized funding to support any diagnostics and repair of computers, fabrication and printing equipment to external service professionals in an effort to minimize faculty involvement with such issues. Five graduate architecture assistantships and undergraduate student workers also support these initiatives, but only through basic and routine maintenance. Discussions continue to increase dedicated staffing support at both the College- and School-level in future budgets.

**Comment from Previous VTR [2011]**
*Meeting the university's goal of "managing well-established service learning programs…" will only be possible by establishing operating and budget support, grant development and post-grant service support, community and public relations support, and consistent facilities management. Community and university leaders (the Mayor, city employees, and university personnel) all attest to the value of the school's service learning efforts to date and sustaining these is a high priority for both the School and University.*

**Response to Comments:** The upper administration values the Program's service learning initiatives to the University/Community partnership and seeks ways to support and sustain the vitality of the Community Design Activism Center and the Design/Build Studios. While these Program initiatives have continued to develop and grow over the last sixteen years, it had largely occurred on a project-by-project basis. Over the last accreditation cycle, greater consistency in planning and project delivery has reached a level of sustainability by establishing longer-term commitments with project partners. Through the Design/Build studio (ARCH 315), creating a multi-year partnership with MedCamps of Louisiana, the need to annually identify project partners has been eliminated and broader goals for the studio can be defined with the partnership. The establishment of the longer-term South of California Avenue (SOCA) Project through the Community Design Activism Center has also created a multi-year focus in the underserved neighborhoods adjacent to the University campus. In fact, the design, land procurement, and formation of a new non-profit organization for Neighbors United for Hope are direct results of this longer-term commitment.

- *Neighborhoods Unified for Hope has as its mission the revitalization of neighborhoods and communities in Lincoln Parish that are at least partially characterized by elevated levels of crime and poverty. Neighborhoods Unified for Hope, by partnering with local residents, churches, businesses, civic organizations, and governmental agencies, will work to turn targeted neighborhoods and communities in Lincoln Parish into ones characterized by low crime, reduced poverty, high aspirations, community pride, and heightened hope, primarily through renewing a mutual caring concern and trust among neighborhood and community residents.*

Grants through the University Foundation have secured additional tools to support the serving learning programs. Additionally, the Architecture Program continues to solicit for funds from community partners and alumni, resulting in discretionary funding for materials, tools and supplies. The Program will continue to enhance the ARCH 335 Design/Build studio opportunities through taking advantage of the School's

CNC fabrication technology to offer students an experience that offers community service through digital fabrication processes. Additionally, a discussion to expand the initiatives of the Design/Build Studio and CDAC beyond the faculty and student body of the Architecture Program are in the planning process.

**Comment from Previous VTR [2011]**
*Limited new faculty hiring has significantly affected the ability to attract new expertise to meet the university and program goals (and outcome assessments) related to "teaching and living the sustainable practices…" essential to future generations.*

**Response to Comments:** As described in *Condition I.2.1*, recent faculty hires have focused on candidates with both teaching and practice experience. Collectively, these individuals possess professional licensure in the fields of architecture, interior design and landscape architecture, are ARE-eligible (IDP completed), hold a membership in USGBC-Louisiana and approximately twenty years of teaching experience prior to employment at Louisiana Tech. Several own private design practices and possess significant professional experience in practice management and design/build.

**Comment from Previous VTR [2011]**
*Initiatives and policies to enhance both faculty and student diversity should be assessed – with metrics reported – on a regular basis to provide evidence of clear goal identification and progress. These metrics should provide benchmarks that present progress against institutional goals.*

**Response to Comments:** The Program has hired one female Assistant Professor position (full-time) to replace a recently departed female Associate Professor and continues to actively seek ways to diversify its faculty as opportunities allow through the faculty search process. The Program has experienced an increase in rates of female students of students entering the program. Due to increases in the first year female student rates over the past four years, current the percentage of female students in the BSAS program have increase from 34% in Fall 2011 to 50% in Fall 2015. Additional review and plans to increase enrollment for all students will continue through the Director's discussion with the Office of Enrollment Management and the Office of Admissions. While the Office of Admissions plays the key institutional role in student recruitment at Louisiana Tech University, the Program continues to participate in recruiting trips to Dallas (in conjunction with the AIA Dallas' "2B an Architect" program), at the New Orleans Center for Creative Arts and in Shreveport/Bossier City (DigiFest High School gathering) as a means to inform prospective students of the Architecture Program.

**Curricular Development**
***Comment from Previous VTR [2011]***
*This review is the first full evaluation of the restructured 4+1 Master of Architecture degree program (Transformed from a five-year B.Arch program); it is also being reviewed against new NAAB Conditions only one year old. Regular and sustained methods and metrics for curricular evaluation must be developed (Condition II.2.3 – Curriculum Review and Development) to maintain quality progress and program enhancement. The school is focused on developing a balanced program that offers advanced technical knowledge, strong community and social orientation, and – significantly – student opportunities for self-exploration. Evaluation of these opportunities includes acquisition and use of quality/contemporary information resources in print, digital, and network forms. These attributes must be clearly articulated and regularly evaluated within evolving accreditation standards for both NAAB and SOCS. While technical components of the NAAB Conditions have been met, there has not been enough time to evaluate the processes for evaluation and modification. This will affect curricular components: general education, directed electives, technical course, comprehensive design, and research skills.*

**Response to Comments:** Now in its sixth year with a fully matriculated cohort, the professional degree (M.Arch) has evolved significantly since the previous accreditation visit. Updated and articulated goals, a more rigorous set of expectations in the Comprehensive Design Studios (ARCH 510/520/530), the additions of a course in Pre-Design Research (ARCH 504), Professional Practice (ARCH 514) and Architectural Theory (ARCH 534) are articulated in *Section 2 II.1 Student Performance Criteria* and will be shown as evidence in the Team Visit.

All programs in the School of Design, including architecture, participate an Annual Institute Effectiveness (IE) Audit. In this process, each academic program is to identify objectives that seek to be improved within the program; expected outcomes; means of measurement; measurement of results and plans for the subsequent academic year. This information is compiled for use the the university and its accredition with SACS. The objectives within the annual IE Audit in the architecture program seek to address "not met" criteria identified in the NAAB 2011 Accreditation Visit.

**Knowledge-based Professional Orientation**
**Comment from Previous VTR [2011]**
*The program's focus on traditional practice models combined with a service-learning emphasis and the use of advanced digital technologies may hinder the opportunity to focus more attention on changes affecting the profession of architecture, for example: Building Information Modeling, project delivery, multi-disciplinary collaboration, practice management strategies, or an increased focus on sustainable/ecological practices.*
**Response to Comments:** The Program continues to evolve its pedagogy in an effort to balance qualities considered to be strengths (service-learning and digital techonologies) with a continual evaluation creating of a broader base of experiences for its students. One of the the ways this has been achieved is by reducing the number of studios (from two to one) dedicated to the Design/Build experience. Design/Build has also moved from a senior-level couplet of studios (previously ARCH 425/435) to a single studio in the junior year (ARCH 335) of the BSAS program. This decision by the Administration and Curricula Committee provided not only an additional studio to expand upon contemporary issues affecting the profession of architecture (BIM, collaboration, etc.) but also to allow the Design/Build experience to inform and benefit more subsequent studios in its current position in the junior year.
By adjusting the content of the studio sequence (moving the Design/Build to the junior year), a renewed emphasis on sustainable/ecological practices (in ARCH 415 and 415), collaboration with professional offices (in ARCH 415), and utilitzation of building information modeling (introduction in ARCH 425) have been allowed to develop in the senior year of the undergraduate program. Additionally, an elective course in Energy Simulation (ARCH 380) will become a required course in the pre-professional curriculum (ARCH 452 – Principles in Environmental Design) in 2017-18. The Administration and Curricula committee of the Architecture Program remains active in its review of emerging issues in architecture and will continue to identify ways to prepare students to enter a changing profession. Opportunities for multi-disciplanary collaboration occur throughout the upper-level studio curriculum, primarily in the role of a client/collaborator (for example, the current ARCH 425 design studio is working with Austin Green Energy Building and City of Austin Planning Department on the design of a green school). It is anticipated the development of Co:Lab will also provide opportunities to further connect architecture students to emerging practice and market opportunities.

## SECTION 2: PROGRESS SINCE THE PREVIOUS VISIT

### Program Responses to Changes in Conditions (2009-2014)

Two primary items, the new Perspectives and the some changes of the SPCs (and new Realms of SPCs) required some reassessment and reassignment of course content. The change from NAAB Perspectives responding to the targeted missions of the collateral organizations (ACSA, AIA, NCARB, AIAS) to Perspectives now seeking to identify more broad, overarching themes provided the Program an opportunity to, initially, consider how it performed under the 2014 Conditions when they were officially adopted. In a program assessment, the members of the Administration and Curricula Committee believed that the Architecture Program provided opportunities, through both curricular and co-curricular activities, that addressed the spirit of each new Perspective. The Committee believed that a more broad-based view of Stewardship of the Environment, originally an SPC, would need to be considered. Intentions to broaden the understanding of and access to of environmental issues and practices would require more concerted efforts to employ a multivalent and multi-scaled approach. Among the changes implemented include revised content in existing courses (assignments, studio projects, etc.), the creation of a new core course (ARCH 452 Principles in Environmental Design…to be offered in 2017-18) and additional co-curricular activities (lectures, field trips, the USGBC student chapter addressing issues of environmental stewardship) to support this perspective.

Clearly, the most impactful change within the new 2014 Conditions is the elimination of the in SPC “Comprehensive Design,” and, in essence, its expansion into “Realm C: Integrated Architectural Solutions.” This particular change has impacted several courses, particularly in the Master of Architecture curriculum. The addition of a course addressing pre-design and research methods (ARCH 504) was created to serve as a course to precede the three-academic-quarter-long design studio sequence (ARCH 510/520/530). The creation of this new Realm also provided an opportunity to identify ways in which the deliverables of ARCH 510/520/530 could be more explicitly described, providing clear objectives within each academic quarter of the sequence.

## 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 valuable resources and, as such, define the quality and character of the Program. This is clearly evident when on 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." The faculty aspires to continue this dedication to its students and the Program.

### RESUMES FOR EACH FULL-TIME MEMBER OF THE INSTRUCTIONAL FACULTY WHO TEACHES IN THE PROFESSIONAL DEGREE PROGRAM

**Name:** Robert M. Brooks

**Courses Taught (Two academic years prior to current visit):**
ARCH 115: Foundation Design I
ARCH 122: Communication Skills II
ARCH 125: Foundation Design II
ARCH 315: Architectural Design IV
ARCH 335: Architectural Design VI (Design/Build Studio)
ARCH 350: Visual Studies
ARCH 415: Core Design VII – Urban
ARCH 425: Core Design VIII
IDES 254: Foundation Interior Design III
IDES 343: Sustainable Design for Interiors
IDES 451: Interior Component Design

**Educational Credentials:**
Bachelor of Architecture, *cum laude*, Auburn University, 2001
Master of Architecture, Cranbrook Academy of Art, 2005

**Teaching Experience:**
Visiting Assistant Professor, Louisiana Tech University, 2005-2006
Assistant Professor (Tenure-Track), Louisiana Tech University, 2006-2012
Associate Professor (Tenure), Louisiana Tech University, 2012-present
Director; Co:Lab Research Center, Louisiana Tech University, 2016-present

**Professional Experience:**
Senior Intern Architect, Creative Director; Hall Baumhauer Tharp McCormick; Mobile, Alabama 2001-2003
Senior Intern Architect; Cummings Architecture; Mobile, Alabama, 2003
Sculptors Apprentice; Terry Lee Dill Art; Pontiac, Michigan, 2003-2005
Project Manager; Slack Alost and Associates; Shreveport, Louisiana, 2007-2008
Co-Creative Director; The Krewe of Janus; Monroe, Louisiana 2008-2012
Principal and Creative Director; Studio Brooks, LLC; Ruston, Louisiana, 2005-2013
Partner and Creative Director; Studio Brooks + Emory, LLC; Ruston, Louisiana, 2013-present

**Licenses/Registrations:**
Currently taking portions of the A.R.E.

**Selected Publications and Recent Research:**
Exhibitor and Winner; Art with a View 2010 – best of show award; Monroe, Louisiana, 2010
Designer and Fabricator; Pandora Float - the Krewe of Janus; Monroe, Louisiana, 2010
Designer and Fabricator; The Royal Court float; the Krewe of Janus; Monroe, Louisiana, 2012
Designer; Private Residence; 800 West Alabama; Ruston, Louisiana, 2013
Designer and Fabricator; Five custom pieces of furniture; Private Residence; Ruston, Louisiana, 2013
Delta Style Magazine; Article on Private Residence, 800 West Alabama, 2013
Presenter and Winner; College of Liberal Arts Faculty Research Symposium; Louisiana Tech University, 2014
Tech Alumni Magazine; Article on the Med Camps Design Build Project, 2014
Designer and Fabricator; Coast Float; the Krewe of Janus; Monroe, Louisiana, 2015
Exhibitor; Ten new sculptures; ASID regional conference; Co:Lab, 2016

**Professional Memberships:**
Associate Member, American Institute of Architects, 2009 - current
Secretary, Mobile Chapter, American Institute of Architects, 2001-2003
Faculty Representative, AIAS, Louisiana Tech University, 2007-2009

**Name:** Damon Caldwell

**Courses Taught (Two academic years prior to current visit):**

ARCH 233: Contemporary Architectural History
ARCH 504: Pre-Design Research
ARCH 510: Comprehensive Design I
ARCH 520: Comprehensive Design II
ARCH 530: Comprehensive Design III
IDES 342: Interior Materials and Finishes

**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, 2001-2016
Granted Tenure, Louisiana Tech University, 2007
Associate Professor, Louisiana Tech University, 2016-present

**Professional Experience:**

Reed Axelrod Architects; Architectural Intern; Philadelphia, PA, 1992-1993
Studio Daniel Libeskind; Designer and Project Manager; Los Angeles & Berlin, Germany, 1993-1995
Frank Israel Design Associates; Project Manager for Exhibition Design; Los Angeles, California, 1995-1996
Callas Shortridge Architects; Designer, Construction Documents Production, and Construction Administration; Los Angeles, California, 1996-1999

**Licenses/Registrations:**

None

**Selected Publications and Recent Research:**

Building Technology Educators' Society, Salt Lake City, Utah; Paper, "Tectonic Work[flow]: Cross-Curriculum Pedagogy" in *Intersections & Adjacencies*; (ISBN: 978-0-989598019) pp. 215-222. (Co-authors: Liane Hancock, Dr. Pasquale DePaola), 2015

American Collegiate Schools of Architecture (ACSA) Fall Conference; Halifax, Nova Scotia, Paper and Presentation, "...Everything a Nail: Maintaining a Pedagogy of Design/Build Experimentation" in *Working Out: Thinking While Building* ACSA Fall Conference Proceedings (ISBN: 978-0-35502-93-0). **(**Co-author: Dr. Pasquale DePaola), 2015

National Conference on the Beginning Design Student, Paper, "Lofty Goals: Tectonic Investigations of Polygonal Geometry" *Materiality: Essence + Substance*; 2014 NCBDS 30 Proceedings (ISBN: 978-0-615-99335-5) pp. 470-473. (Co-author: Liane Hancock), 2014

American Collegiate Schools of Architecture (ACSA) Fall Conference; Fort Lauderdale, FL, Paper and Presentation, "Godzilla vs. Mechagodzilla: Radical Urban Structures Past and Future" in *Subtropical Cities*; 2013 ACSA Fall Conference Proceedings (ISBN: 978-0-935502-90-9) pp. 275-280, 2014

American Collegiate Schools of Architecture (ACSA) Fall Conference; Philadelphia, PA, Paper and Presentation, "Yesterday's Tomorrow Was Today: The Revival of Mid-Century Optimism in the Age of Digital Fabrication," *OFFSITE: Theory & Practice in Architectural Production*; 2012 ACSA Fall Conference Proceedings (ISBN: 978-0-935502-85-5) pp. 8-11, 2013

National Conference on the Beginning Design Student, Paper, "Object as Subject: The Haptic Object as Conceptual Antecedent" in *Actions: Making of Place*; NCBDS 29 Proceedings. (Co-author: Liane Hancock), 2013

EDULEARN 2012 Conference, Paper, "Light: Affect / Effect, And The Understanding Of The Intangible," in *Proceedings* (ISBN:978-84-695-3491-5) pp. 2630-2635, 2012

**Professional Memberships:**

Interior Design Educator's Council, 2008-2011
Phi Alpha Theta National History Honor Society 2011-present

**Name:** Walter Carpenter

**Courses Taught (Two academic years prior to current visit):**
ARCH 343: Structural Systems II

**Educational Credentials:**
BS in Civil Engineering, Louisiana Tech University, Ruston, Louisiana, November 1981.
MS in Civil Engineering, Louisiana Tech University, Ruston, Louisiana, March 1993.
MBA in Management, Louisiana Tech University, Ruston, Louisiana, August 1998.

**Teaching Experience:**
Adjunct Instructor, Louisiana Tech University, 2001-2016
Have taught the following courses:
- Contracts and Specifications
- Estimating
- Structural Analysis
- Design of Structures with Wood & Steel using LRFD
- Reinforced Concrete Design
- Highway Engineering
- Project Management

**Professional Experience:**
Research Engineer, Baton Rouge, LA, LADOTD, 1981-1989
Design Engineer, Shreveport, LA, LADOTD, 1989-1993
City Engineer, Ruston, LA, City of Ruston, 1994-1998
Project Engineer, Ruston, LA, Meyer, Meyer, LaCroix & Hixson, LLC, 1998-2013
Project Engineer, Monroe, LA, Denmon Engineering, 2013-2015
Project Manager, Shreveport, LA, CDM Smith, 2015-2016

**Licenses/Registrations:**
Licensed Professional Engineer, State of Louisiana (1988) - Registration Number 23066

**Selected Publications and Recent Research:**
None

**Professional Memberships:**
Louisiana Engineering Society
National Society of Professional Engineers
American Society of Civil Engineers

**Name:** Guy W. Carwile

**Courses Taught (Two academic years prior to current visit):**

ARCH 351: Building Systems I
ARCH 352: Building Systems II
ARCH 353: Building Systems III
ARCH 391: Architecture of Louisiana
ARCH 403: Project Documentation
ARCH 453: Building Systems IV
ARCH 550C: Related Readings

**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; PDR Corp; Houston, Texas, 1990-1994
Sole Proprietor; Guy W. Carwile, Architect; Ruston, Louisiana, 1994-2015
Sole Proprietor; Guy W. Carwile, Designer; Ruston, Louisiana, 2015-present

**Licenses/Registrations:**
Registered Architect, State of Louisiana, No. 3604, 1985-2015
Architect Emeritus, State of Louisiana, No.3604, 2015-present

**Selected Publications and Recent Research:**
Carwile, Guy W. Review of *The Architecture of LSU,* by J. Michael Desmond. *Louisiana History Journal of the Louisiana Historical Association.* (Spring 2015). 2015

Grant from the State of Louisiana, Department of Culture, Recreation and Tourism, Office of Cultural Development, Division of Historic Preservation. Project Title: "HABS Drawings – James Muslow House" Grant amount: $7,500.00, University matching funds: $8,955.00, Total: $16,455.00 - Principal Investigator. 2014-2015

A "Furthermore Grant in Publishing, a program of the J. M. Kaplan Fund" was received by L.S.U. Press to support publishing costs and the production of color plates for *The Modernist Architecture of Samuel G. and William B. Wiener: Shreveport, Louisiana, 1920-1960.* Grant amount: $3,000.00. The authors (Kingsley and Carwile) provided written and graphical support materials with the application submitted by Margaret Lovecraft at LSU Press. 2015

Project Title: "HABS Drawings – Dr. William B. Wiener House." Subsidized by the Ken Hollis Endowed Professorship and the School of Design – Architecture program - Principal Investigator. 2015-2016

Kingsley, Karen, and Guy W. Carwile. *The Modernist Architecture of Samuel G. and William B. Wiener, Shreveport, Louisiana, 1920-1960.* Baton Rouge: Louisiana State University Press, March 2016

Will present a paper entitled "Millionaires' Paradise: The Galveston Jack Tar Hotel" at the 2016 annual meeting of the Southeast Chapter of the Society of Architectural Historians, New Orleans, LA. 2016

Grant from the State of Louisiana, Department of Culture, Recreation and Tourism, Office of Cultural Development, Division of Historic Preservation. Project Title: "HABS Drawings – Simon Herold House" Grant amount: $8,725.00, University matching funds: $9,479.00, Total: $18,204.00 – Principal Investigator. 2016-2017

**Professional Memberships:**
The Society for Commercial Archeology
Southeast Chapter of the Society of Architectural Historians

**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, Tenured, 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 Qualification) Certification No. 5797, 1985

**Selected Publications and Recent Research:**
Independent Design Project: Renovations and additions to an existing residence for Ms. Stacie Woodard, Ruston, LA, 2014
Independent Design Project: A new facility for Melanie Massey Physical Therapy, Ruston, LA, 2014
Exhibition: “Elevator Projects/P.3 + Baton Rouge” Collaborative work with Jennifer Carwile, Chase Tower, Baton Rouge, LA. 2014
Independent Project: Design and installation of artwork for T. L. James Company, Inc., Ruston, LA, 2015
Independent Project: Design and planning for Mrs. Joey Sutton Wedding Party, Ruston, LA, 2015
Independent Design Project: Design and fabrication of new interior signage for “Keg Package Liquor and Cork Room” for owners Butch, Debbie and Seth Hightower, Ruston, LA, 2016
Independent Design Project: A new residence for Ms. Kay Shipp, Downsville, LA, 2016

**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:** Pasquale De Paola, Ph.D

**Courses Taught (Two academic years prior to current visit):**

ARCH 222: Architectural History II
ARCH 315: Core Design IV
ARCH 325: Core Design V
ARCH 334: Theories of Architecture
ARCH 350: Applied Studio Practices
ARCH 415: Core Design VII
ARCH 434: Contemporary Theory and Criticism
ARCH 435 Architectural Design XI
ARCH 530: Comprehensive Design III
ARCH 559: Specialized Individual Studio Problems
IDES 451: Interior Component Design

**Educational Credentials:**

Bachelor of Architecture, Louisiana State University, Baton Rouge, LA, 2005
Master of Science in Architecture and Urban Design, Columbia University, New York, 2006
Doctorate (Ph.D) in Architectural History, Texas A&M University, College Station, Texas, 2011

**Teaching Experience:**

Visiting Scholar, Columbia University GSAPP, 2006-2007
Adjunct Lecturer, Texas A&M University, 2007-2010
Assistant Professor, Louisiana Tech University, 2010-2016
Granted Tenure, Louisiana Tech University, 2016
Associate Professor, Louisiana Tech University, 2016-Present

**Professional Experience:**

Carlo Aymonino, Rome/Avellino (Italy), 1990-1998
Bernard Tschumi Architects, New York, Summer 2005
Richard Rogers Partnership (Javits 2), New York, 2005-2007

**Licenses/Registrations:**

LEED Accredited Professional, 2009-Present

**Selected Publications and Recent Research:**

De Paola, Pasquale. *Planning Criticism, in The Plan Journal 1, no 1 (2016).*
De Paola, Pasquale. *Operative Contingencies and the Project of the Italian Tendenza*, Proceedings, ACSA 104, Edited by Robert Corser and Sharon Haar, Seattle WA.
De Paola, Pasquale, Caldwell, Damon and Hancock, Liane. *Tectonic Flows: Building Tectonics as Pedagogy*, Proceedings, BTES: Intersection & Adjacencies, Edited by Erin Carraher, Jose Galarza & Jacob Gaines, Salt Lake City, UT.
De Paola, Pasquale. *Optimization and Performance in Architectural Design: A Case Study in Design Pedagogy*, Proceedings, ARCC: Future of Architectural Research, Edited by Ajla Aksamija, John Haymaker, & Abbas Aminmansour, Chicago, IL.
De Paola, Pasquale & Lasala, Miguel. *Interrogating Media: Reintroducing Foundation Pedagogy in 4$^{th}$ Year*, Proceedings, NCBDS 31: Engaging Media, Edited by Meg Jackson & Gregory Marinic, Houston, TX.
De Paola, Pasquale and Caldwell, Damon. *Everything a Nail: Maintaining a Pedagogy of Design Build Experimentation*, Proceedings, ACSA: Working Out, Edited by Ted Cavanagh, Ursula Hartig & Sergio Pelleroni, Halifax, NS.
De Paola, Pasquale. *Toward a Redefinition of the Vertical: the Skyscraper in the Age of Algorithmic Reproduction*, Proceedings, ACSA 103, Edited by John Stuart and Mabel Wilson, Miami, FL.
De Paola, Pasquale. *Adaptable Urban Models in the Age of Climatic Changes*, Proceedings, ACSA 102, Edited by Ila Berman and Ed Mitchel, San Francisco, CA.

**Professional Memberships:**

Society of Architectural Historians
International Society for the Philosophy of Architecture

**Name:** Thomas Bradley Deal

**Courses Taught (Two academic years prior to current visit):**
ARCH 112: Communication Skills I
ARCH 135: Foundation Design III
ARCH 215: Architectural Design I
ARCH 225: Architectural Design II
ARCH 315: Architectural Design IV
ARCH 335: Architectural Design VI (Design/Build Studio)
ARCH 380: Studio Problems: Architecture and Energy Simulation
ARCH 510: Comprehensive Design I
ARCH 550C: Energy Simulation

**Educational Credentials:**
Bachelor of Architecture, Louisiana Tech University, Ruston, Louisiana, 2003
Master of Architecture Sustainable Design, University of Texas at Austin, 2007

**Teaching Experience:**
Assistant Professor of Architecture, Louisiana Tech University, 2012-present

**Professional Experience:**
Callas Shortridge Architects, Culver City, California, Intern, 2002
Royse Eagleton Architects, Houston, Texas, Designer & Draftsman, 2003-2005
Parra Design Group, Houston, Texas, Project Manager, 2003-2005
Palleroni Leite Design Partnership, Austin, Texas, Project Assistant, 2006
KRDB, Austin Texas, Senior Project Manager, 2007-2011
Ryan Street & Associates, Austin, Texas, 2011-2012

**Licenses/Registrations:**
LEED for Homes Accredited Professional
Currently taking portions of the Architecture Registration Exam

**Selected Publications and Recent Research:**
ACSA Fall Conference, Engaging a Critical Metric: New Strategies in Energy Literacy, 2013
ACSA Fall Conference, Convergent Canopies: The Huckleberry Trails Entry Pavilion, 2014
ACSA Fall Conference, Size Matters: Investigating the Scale of Projects, Teams and Time Through Four Design/Build Studio Iterations, 2014
National Conference on the Beginning Design Student, Abstracting Scale: The One Week High School Prequel, Cal-Poly San Louis Obispo, 2015, (co-author Liane Hancock).
National Conference on the Beginning Design Student, Making it theirs: Singular vs Inclusive Design Authorship in the Building Studio, Cal-Poly San Louis Obispo, 2015, (co-author Miguel Lasala).
AIA I look up Film Challenge, ARCH 335: Rebuilding Medcamps, 2016

**Professional Memberships:**
None

**Name:** Marla Emory

**Courses Taught (Two academic years prior to current visit):**
IDES 252: Foundation Interior Design I
IDES 253: Foundation Interior Design II
IDES 242: Universal Design and Codes
IDES 243: Computer Applications I
IDES 244: Computer Application II
IDES 352: Interior Design I
IDES 353: Interior Design II
IDES 354: Interior Design III
IDES 443: Interior Construction Systems
IDES 456: Professional Practice

**Educational Credentials:**
Bachelor of Interior Design, Louisiana Tech University, **1997**
Bachelor of Architectural Studies, Louisiana Tech University, **2007**
Master of Architecture, Louisiana Tech University. **2008**

**Teaching Experience:**
Acting Assistant Professor – Louisiana Tech University, Ruston, Louisiana, 2012 – 2013
Assistant Professor - Program Chair, Interior Design – Louisiana Tech University, 2013-present
Assistant Director: Co:Lab Research Center, Louisiana Tech University, 2016-present

**Professional Experience:**
Designer – Bodman, Webb, Noland and Guidroz Architects; Baton Rouge, Louisiana, 1997 – 2001
Design Partner – Space Planners Architects; Monroe, Louisiana, 2002 – 2007
Designer – North American Land Development; Monroe, Louisiana, 2007 - 2012
Design Partner – Studio Brooks + Emory, Ruston, Louisiana, 2012 – present

**Licenses/Registrations:**
Registered Interior Designer, NCIDQ, 2002-present
Currently Taking portions of the ARE

**Selected Publications and Recent Research:**
2016 IDEC Innovated Teaching Ideas Publication; *Re-Design the Process of Food*; August 2016
Tech Talk; *Building a Brand;* April 2016
IDEC Annual Conference, presenter*; Breaking Academic Silos, Interdisciplinary teaching methods and collaboration*, March 2016
Krewe of Janus; 2015, *Coast Professional Float*; Designer and Fabricator; Monroe, Louisiana
State Farm of Louisiana; Expert Witness, August 2015
Villarreal Pool House; Designer; Sterlington, Louisiana
College of Liberal Arts 2014 Dean's Research Award; *Muddy Boots and Black Shirts, an Alternative View of the Ivory Tower*, September 2014
Delta Style Magazine; *Modern with a Southern Drawl* by: Emma Melville; November 2013, Monroe, LA
800 West Alabama, Private Residence; Designer, 2013; Ruston, Louisiana
Krewe of Janus; *Royal Court Float*; Designer and Fabricator, February 2011; Monroe, Louisiana
Krewe of Janus; 2009; *Pandora*; Designer and Fabricator, February 2009; Monroe, Louisiana
Krewe of Janus; *Captains Float*; Designer and Fabricator, February 2008; Monroe, Louisiana
Art with a View; Best in Show, *Dichotomy*, February 2008; Monroe, Louisiana

**Professional Memberships:**
Associate AIA – American Association of Architects
IDEC- Interior Design Educators Council
ASID – American Society of Interior Designers

**Name:** Walter W. Green

**Courses Taught (Two academic years prior to current visit):**
ARCH 112: Communication Skills I
ARCH 115: Foundation Design I
ARCH 125: Foundation Design II
ARCH 135: Foundation Design III
ARCH 380: Studio Problems/Water Media

**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
Principal/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
Annual September Juried Show, M.O.A., Alexandria, LA, Sept. 2008
2ND Northwest Louisiana Artists' Triennial Competition, Meadows Museum, Shreveport, LA, Feb 2010
Summer Art One Man Show, Michael McCormick Gallery, Taos, NM, Aug 2011
Expo, Pioneer Plaza, Bend, OR, June 2012
Summer Art Group Show, Michael McCormick Gallery, Taos, NM, July 2014
SOD Faculty Exhibition, CO-LAB, Ruston, LA, Mar 2016 - Present

**Professional Memberships:**
None

**Name:** Liane Hancock

**Courses Taught (Two academic years prior to current visit):**
ARCH 115: Foundation Design I
ARCH 125: Foundation Design II
ARCH 215: Core Design I
ARCH 225: Core Design II
ARCH 235: Core Design III
HNRS 115: Foundation Design I
HNRS 125: Foundation Design II

**Educational Credentials:**
Bachelor of Science in Architecture with concentrations in Building Technology and Literature, Massachusetts Institute of Technology, Cambridge, MA, 1990
Master of Architecture, Columbia University, New York, 1996

**Teaching Experience:**
Senior Lecturer, Undergraduate Program Administrator, Washington University in St. Louis, 2007-2011
Assistant Professor of Architecture, Louisiana Tech University, 2011-2016
Granted Tenure, Louisiana Tech University, 2016
Associate Professor of Architecture, Louisiana Tech University, 2016-present

**Professional Experience:**
Powers Bowersox and Associates, St. Louis Missouri, Intern Architect, 1996-2000
Kiku Obata and Company, St. Louis, Missouri, Intern Architect, 2000-2002

**Licenses/Registrations:**
No Registration

**Selected Publications and Recent Research:**
Louisiana – i6 Proof of Concept Center, Economic Development Administration, $98,207 grant, Principal investigator, *Materials Hub*, design/implementation of sustainable building materials database, 2013
Pulitzer Arts Foundation, St. Louis, Missouri, *Building Pulitzer Colloquium*, Co-organizer, 2013
American Collegiate Schools of Architecture, Philadelphia, Pennsylvania, Paper and conference presentation, *Offsite Fabricators and Customization in History and Practice*, 2013
National Conference on the Beginning Design Student, Houston Texas, Paper, *Object as Subject: the Haptic Object as Conceptual Antecedent* (co-author Damon Caldwell), 2013
National Conference on the Beginning Design Student, Chicago, Illinois, Paper and conference presentation, *Loft(y) Goals: Tectonic Investigations of Polygonal Geometry* (co-author Damon Caldwell), 2014
American Collegiate Schools of Architecture Fall Conference, Halifax, Nova Scotia, Paper and conference presentations, *Design Build, Models for Expanded Impact*, and *Let's Build Bigger: Foundation Projects at Full Scale*, 2014
National Conference on the Beginning Design Student, Houston, Texas, Paper and conference presentation, *Teaching Composition in the Digital Age*, 2015
Fifth International Congress on Construction History, Chicago, Illinois, Paper and conference presentation, *Turner City*, 2015
Building Technology Educators' Society, Salt Lake City, Utah, Paper and conference presentation, *Tectonic Work[Flow]: Cross-Curriculum Pedagogy* (co-authors Damon Caldwell, Pasquale De Paola), 2015
Architecture Research Conference Consortium, Chicago, Illinois, Paper and conference presentation, *Apples to Oranges: Comparing Building Material Data*, 2015
Perkins + Will Research Journal, Journal Article, *Apples to Oranges: Comparing Building Material Data*, 2016
National Conference on the Beginning Design Student, San Luis Obispo, California, Paper and conference presentations, *Abstracting Scale: The One Week High School Prequel* (co-author Brad Deal), *Fabricating Space* (co-author Miguel Lasala) 2016
American Collegiate Schools of Architecture National Conference, Seattle, Washington, Paper and conference presentation, *Inventing History,* 2016

**Professional Memberships:** None

**Name:** William Hartman

**Courses Taught (Two academic years prior to current visit):**
ARCH 122: Communication Skills II
ARCH 125: Foundation Design II
ARCH 211: Architectural History I
ARCH 215: Core Design I
ARCH 235: Core Design III
ARCH 411: Planning and Urban Design Theory
ARCH 415: Core Design VII

**Educational Credentials:**
Bachelor of Arts, Architecture/Art History, Rice University, Houston, TX, 1981
Bachelor of Architecture, Rice University, Houston, TX, 1986
Master of Landscape Architecture, University of Pennsylvania, Philadelphia, PA, 1989

**Teaching Experience:**
Lecturer, University of Houston, 1994-1996
Lecturer, Bossier Parish Community College, 2011
Assistant Professor (Tenure-Track), Louisiana Tech University, 2012-present

**Professional Experience:**
Intern Architect, Skidmore Owings and Merrill, Houston, TX, 1984-1986
Project Designer, McGinty Partnership, Houston, TX, 1986-1987
Project Designer, Daroff Design, Philadelphia, PA 1989-1990
Project Manager, SLA Studio Land, Houston, TX, 1990-1993
Project Manager, SWA Group, Houston, TX, 1993-1994
Principal, Exterior Design Office, Houston, TX, 1994-1997
Senior Associate, SLA Studio Land, Houston, TX, 1997-2000
Project Manager, Melendrez Design Partners, 2000-2002
Project Manager, Nancy Goslee Power & Assoc., 2002-2003
Project Manager, Robert E. Truskowski Inc., 2003-2007
Sole Proprietor, William Hartman Landscape Architect, 2007-present

**Licenses/Registrations:**
Registered Architect, State of Texas, No. 12470, 1988
Registered Landscape Architect, State of Louisiana, No. 15710, 2015

**Selected Publications and Recent Research:**
Southern Forest Heritage Museum, Historic American Landscape Survey, Washington DC: National Park Service, July 2016.
Bayou Bend Collection and Gardens, Historic American Landscape Survey, Washington DC: National Park Service, July 2016.
Valley House Gallery and Sculpture Garden, Historic American Landscape Survey, Washington DC: National Park Service, July 2015.
The Building of the Louisiana Sports Hall of Fame and Northwest History Museum, as published in Cite: The Architecture + Design Review of Houston, by the Rice Design Alliance, March 2015.
Invisible Architecture: Vadislav Sutnar = Sweets Catalogue Service+ Information Design, 1941-1960, exhibition at the Architecture Gallery, Louisiana Tech School of Design, March 2015.
Gum Springs Recreation Area, Historic American Landscapes Survey. Washington DC: National Park Service, July 2014.
The Illustration of Design and Construction. Exhibition at the Architecture Gallery, Louisiana Tech School of Architecture, January 2014.
Mea Culpa, inkjet on paper. Original artwork commissioned by Michael Petry for Golden Rain: A project for On the Edge, and Stavanger 2008.

**Professional Memberships:**
American Society of Landscape Architects

**Name:** Cassidy A. Keim

**Courses Taught (Two academic years prior to current visit}:**
ARCH 510: Comprehensive Design I
ARCH 530: Comprehensive Design III

**Educational Credentials:**
Bachelor of Science in Architectural Studies, Louisiana Tech University, Ruston, LA, 2007 (Cum Laude) Master of Architecture, Louisiana Tech University, Ruston, LA, 2008 (4.0 GPA)

**Teaching Experience:**
Adjunct Professor, Graduate School of Architecture, Louisiana Tech University, 2014-2015

**Professional Experience:**
Catalyst Design, Ruston, LA, Founding Principal, Licensed Architect, 2011-Present
Drewett + Brenden Architecture, Ruston, LA, Intern Architect, 2007-2011
Louisiana Tech University, Ruston, LA, Graduate Assistant - Milling Lab, 2007
Callas Shortridge Architects, Los Angeles California, Intern Architect, 2006

**Licenses/Registrations:**
Registered Architect (#7844), State of Louisiana, 2013-Present

**Selected Publications and Recent Research:**
Young Alumnus of the Year, Louisiana Tech University, College of Liberal Arts, 2015
Co-Founder of Makers Union, A Brick & Mortar Product Design Studio & Retail Shop in Downtown Ruston, La (makersunion.co), 2014
North Louisiana Arts Council (NCLAC) Presidents Award for Arts Business of the Year, Setting the tone for Architecture & Design in Ruston, LA, 2014

**Professional Memberships:**
None

**Name:** Miguel Lasala

**Courses Taught (Two academic years prior to current visit):**
ARCH 112: Communication Skills I
ARCH 122: Communication Skills II
ARCH 125: Foundation Design II
ARCH 134: Introduction to Architecture
ARCH 135: Foundation Design III
ARCH 315: Core Design IV
ARCH 415: Core Design VII
IDES 444: Portfolio

**Educational Credentials:**
Bachelor of Architectural Studies, University of Louisiana at Lafayette, 2002
Master of Architecture, University of Louisiana at Lafayette, 2006

**Teaching Experience:**
Assistant Professor of Architecture, Louisiana Tech University, 2015 – present
Acting Assistant Professor, Louisiana Tech University, 2013 - 2015
Visiting Assistant Professor/ Lecturer, Mississippi State University, 2007 – 2008 & 2010 - 2012

**Professional Experience:**
Robert Stern Architects, New York, New York, Model Shop, Design Team, 2003 - 2004
Enric Miralles/ Benedetta Tagliabue, EMBT, Barcelona, Spain. Design Team, 2008
Le Petit Studio, Asheville/Paris, Partner, 2011 - 2013

**Selected Publications and Recent Research:**

The 32nd National Conference on the Beginning Design Student:1:1: Tools: Tactics. Paper entitled: Fabricating Space. Co-written w/ Liane Hancock, 2016 Feb 26-27
The 32nd National Conference on the Beginning Design Student: 1:1: Tools: Tactics. Paper entitled: Making it Theirs: Singular vs Inclusive Design Authorship in the Building Studio. Co-written w/ Brad Deal, 2016 Feb 26-27
The 31st National Conference on the Beginning Design Student: Engaging Media: Identifying Means, Interrogating Methods Investigating Materials. Presentation entitled: Interrogating Media: Reintroducing Foundation Pedagogy Back into Fourth Year Studio. Co-written w/ Pasquale De Paola, 2015 Feb 26-28
The 30th National Conference on the Beginning Design Student: Materiality: Essence and Substance. Paper entitled: Dialectic as a Design Tool, 2012 March 29
The 28th National Conference on the Beginning Design Student: End in/of the Beginning: Realizing the Sustainable Imagination. State College, Pennsylvania. Presented Paper entitled: Mapping the Flow: Translating Music into Pattern and Order, 2012 March 29
SOD Faculty Show, Louisiana Tech University School of Design. Painting, Oct 27, 2015
3rd National Louisiana Biennial Juried Exhibition, Louisiana Tech University School of Design, Juried by Naima Keith. Photography, 2015 Jan 20/ Feb 24
Shut Up and Shoot: A Juried Exhibition, Black Box Gallery, Portland, Oregon. Photography, 2011 July 1
Morgan as Mentor: 1965-1998, A memorial exhibition of works by artists who credit Elemore Morgan as their artistic mentor. The University Art Museum, Lafayette, Louisiana. Juried by Lee Gray, Painting, 2011 Oct 1
Southern Open Biennial: Acadiana Center for the Arts, Lafayette, Louisiana, Juried by Jerry Cullum. Photography, 2007 March 4

**Professional Memberships:**
None

**Name:** Karl Puljak

**Courses Taught (Two academic years prior to current visit):**
ARCH 115: Foundation Design I
ARCH 514: Professional Practice Seminar
HNRS 100: University Seminar

**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, 2007-2014
Director, School of Design, Louisiana Tech University, 2014-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
Partner and Principal with William Willoughby; POWdesign; Ruston, Louisiana, 1999-2010
Principal; Karl Puljak, Design; Ruston, Louisiana, 2010-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. “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, Secretary, 2012-present)
National Trust for Historic Preservation, 1999-present
Society for Commercial Archeology, 1998-present
Louisiana Architectural Foundation, Board Member, 2016-present

**Name:** Kevin Singh

**Courses Taught (Two academic years prior to current visit):**
ARCH 414: Professional Practice
ARCH 425: Core Design VII
ARCH 435: Core Design IX
ARCH 445: Community Design Activism Center
ARCH 545: Community Design Activism Center

**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, 2007-2013
Associate Professor (Tenure), Louisiana Tech University, 2013-present

**Professional Experience:**
Architectural Staff, NBBJ, Columbus, OH, 1998-1999
Architectural Staff, DesignGroup, Columbus, OH, 1999-2003
Project Architect, Rogers Krajnak Architects, Inc., Columbus, OH, 2003-2004
Project Architect, Karlsberger, Columbus, OH, 2004-2005
Sole Proprietor, Kevin J. Singh, AIA, Ruston, LA, 2009-present

**Licenses/Registrations:**
Registered Architect, State of Ohio, 2003
N.C.A.R.B. Council Certification, 2003
L.E.E.D. (Leadership in Energy & Environmental Design) Accredited Professional, 2005
L.E.E.D. (Leadership in Energy & Environmental Design) BD+C (Building Design + Construction), 2013
Registered Architect, State of Louisiana, 2015

**Selected Publications and Recent Research:**
*Ruston 21 Bikeways* – Traffic Safety Training Summit (sponsored by the Louisiana Highway Safety Commission 2011), Ruston, LA, February 2011.
*South of California Avenue Project: Next Steps* – Liberal Arts Research Symposium XXXI (Louisiana Tech University), Ruston, LA, April 2011.
*Planting a Seed: Growing Community through Gardening* – Association for Community Design National Conference, Philadelphia, PA, October 2011.
USA Today's Guide to Green Living Magazine (Fall/Winter 2011). *Q&A with Louisiana Tech Professor Kevin Singh*, Washington DC.
Encana Community Investment Grant – *HabiTECH12* (with Chrissy Short - student) - $10,000, January 2012.
Board of Regents Support Fund – *Touchscreen Monitors and Webcams for Enhanced Studio Critiques* - $37,600, April 2012.
Lagniappe Ladies Grant – *Freedom by Design - HabiTECH Ramp* (with Samantha Raburn – student) - $5,000, May 2013.
*What's Going On in the Schools* (with Edward Orlowski and James Wheeler) – Association for Community Design National Conference, Detroit, MI, June 2014.
*Design-Build as Social Design Instigation* – 2014 ACSA Fall Conference, Halifax – Nova Scotia, October 2014.
Origin Bank – *Neighborhoods Unified for Hope* - $150,000, March 2015.
*Beginning Your Career in Architecture: Candid Advice for Emerging Professionals* (Ebook), August 2015.
*Professional Practice in School* – 2016 NCARB Licensing Advisors Summit, Chicago, IL, August 2016.

**Professional Memberships:**
American Institute of Architects, 1999-present
Association for Community Design, 2007-present
United States Green Building Council, Louisiana Chapter, 2012-present

**Name:** Steven R. Toaddy, Ph.D

**Courses Taught (Two academic years prior to current visit):**
PSYC: 455 Environmental Psychology

**Educational Credentials:**
Bachelor of Arts, Psychology, Ohio Wesleyan University, Delaware, OH 2008
Master of Science, Industrial/Organizational Psychology, North Carolina State University, Raleigh, NC 2010
Ph. D., Industrial/Organizational Psychology, North Carolina State University, Raleigh, NC 2010

**Teaching Experience:**
Graduate Teaching Assistant, North Carolina State University, 2008-2012
Adjunct Faculty, Psychology, St. Augustine College, 2011
Adjunct Faculty, Psychology, Meredith College, 2013
Lecturer, Psychology, North Carolina State University, 2013
Assistant Professor of Psychology, Louisiana Tech University, 2013-Present

**Professional Experience:**
None

**Licenses/Registrations:**
None

**Selected Publications and Recent Research:**
Toaddy, S. R., Harvey, R. J., Kurtz, A. M., Levine, E. L., Sanchez, J. I. (2015). *A call to action (or arms) in job/work analysis.* Panel presented at the 30th annual meeting of the Society for Industrial and Organizational Psychology in Philadelphia, PA.

Morgan, K. E., Toaddy, S. R., Gasperson, S. M. & Oakley, S. L. (2014). *Three approaches to measuring MI: Tools, techniques, and products.* In J. Ock and C. Nye (Co-chairs), The wild frontiers of measurement invariance. Symposium presented at the 29th annual meeting of the Society for Industrial and Organizational Psychology in Honolulu, HI.

Toaddy, S. R. (2013). *I taught, I saw, I improved: The role of reflective practice in the flipped classroom.* Session presented at the 33rd annual Lilly International Conference on College Teaching in Oxford, OH.

Toaddy, S. R., & Pond, S. B. (2013). *Validation of a measure of external organizational justice.* Poster presented at the 28th annual conference of the Society for Industrial & Organizational Psychology in Houston, TX.

Toaddy, S. R., & Morgan, K. E. (2013). *Survey progress bars influencing data quality and time on task.* Poster presented at the 28th annual conference of the Society for Industrial & Organizational Psychology in Houston, TX.

Thompson, L. F., Toaddy, S. R., Morgan, K. E., Kuo, E. W., & Mullins, A. K. (2013). *Examining the theory of planned behavior across levels of collectivism.* Poster presented at the 28th annual conference of the Society for Industrial & Organizational Psychology in Houston, TX.

Toaddy, S. R. (2012). *Development of the Gloomy Interpersonal Attribution Style Inventory.* Poster presented at the 121st annual conference of the American Psychological Association in Orlando, Florida.

Toaddy, S. R. (2012). *Further Validation of the Learning Style Orientation Inventory (LSOI).* Poster presented at the 121st annual conference of the American Psychological Association in Orlando, Florida.

Lamb, A. V., Toaddy, S. R., & Parker, B. N. (2012). *Using the TPB to predict Training Transfer Intentions*. Poster presented at the 121st annual conference of the American Psychological Association in Orlando, Florida.

Yentes, R. D., Toaddy, S. R., Thompson, L. F., Gissel, A. L., & Stoughton, J. W. (2012*). Effects of Survey Progress Bars on Data Quality and Enjoyment*. Poster presented at the 27th annual conference of the Society for Industrial & Organizational Psychology in San Diego, California.

Behrend, T. S., Toaddy, S. R., Thompson, L. F., & Sharek, D. S. (2012). The effects of avatar appearance on interviewer ratings in virtual employment interviews. *Computers in Human Behavior, 28*, 2128-2133.

**Professional Memberships:**
Society for Industrial-Organizational Psychology; Member

**Name:** Andrew Wasserman, Ph.D

**Courses Taught (Two academic years prior to current visit):**
ARCH 411: Planning & Urban Design Theory
ARCH 534: Advanced Topics in Architectural Theory

**Educational Credentials:**
Bachelor of Arts, Johns Hopkins University, Baltimore, MD, 2006
Master of Arts, Stony Brook University, Stony Brook, NY, 2008
Doctor of Philosophy, Stony Brook University, Stony Brook, NY 2012

**Teaching Experience:**
Adjunct Lecturer, Dowling College 2008 –2011
Adjunct Lecturer, Stony Brook University, 2009 –2013
Substitute Assistant Professor, Borough of Manhattan Community College, CUNY, 2013 –2014
Assistant Professor of Art and Architecture History, Louisiana Tech University, 2014 –2016

**Selected Publications and Recent Research:**
"Trevor Paglen and Experimental Geography," in *Theorizing Visual Studies: Writing Through the Discipline*, edited by James Elkins, Kristi McGuire, Maureen Burns, Alicia Chester, and Joel Kuennen (New York and London: Routledge, 2012), 116-119.
"Street Light: Manhattanhenge and the Plan of a City," *PUBLIC* 23, no. 45: Art and Civic Spectacle (June 2012): 94-105.
"An Alternative Post-War Jewish Art World," Review essay of Annie Cohen-Solal's *Leo and His Circle: The Life of Leo Castelli*, Vanessa Corby's *Eva Hesse: Longing, Belonging, and Displacement*, and David Kaufmann's *Telling Stories: Philip Guston's Later Works* in the *Journal of Jewish Identities* 5, no. 2 (2012): 71-77.
Review of Shannon Jackson's *Social Works: Performing Art, Supporting Publics* in *Public Art Dialogue* 2, no. 1 (2012): 106-108.
Review of Theresa Bergman's *Exhibiting Patriotism: Creating and Contesting Interpretations of American Historic Sites*, Erik Christiansen's *Channeling the Past: Politicizing History in Postwar America*, and Jon Wiener's *How We Forgot the Cold War: A Historical Journey Across America* in the *Journal of Curatorial Studies* 2, no. 3 (2013): 414-419.
"Beyond *The Wall*: Redefining City Walls' Gateway to SoHo," *Public Art Dialogue* 4, no. 1 (April 2014): 72-98.
Review of Scott Larson's *"Building Like Moses with Jacobs in Mind": Contemporary Planning in New York City* in *American Studies* 53, no. 3 (2014): 119-120
Review of Xin Wu's *Patricia Johanson and the Re-Invention of Public Environmental Art, 1952-2010* in the *Journal of American Culture* 37, no. 2 (2014): 239-241.
[Coauthor with Paul B. Jaskot, Anne Kelly Knowles, Stephen Whiteman, and Ben Zweig] "A Research-Based Model for Digital Mapping and Art History: Notes from the Field," *ARTL@S Bulletin* 4, no. 1 (2015): http://docs.lib.purdue.edu/artlas/vol4/iss1/5/
"Judd's Space: A Marginal Absence in the Fight for SoHo Housing," *Visual Resources: An International Journal of Documentation* 31, no. 3-4 (November 2015): 155-176.
Review of Catherine Gunther Kodat's *Don't Act, Just Dance: The Metapolitics of Cold War Culture* in *American Studies* 55, no. 1 (2016): 159-161.
"Nuclear Pillowcases," *Harvard Design Magazine* 42 (Spring/Summer 2016): 148-150.
Review of Roger C. Aden's *Upon the Ruins of Liberty: Slavery, the President's House at Independence National Historical Park, and Public Memory*, Harriet F. Senie's *Memorials to Shattered Myths: Vietnam to 9/11*, and Dell Upton's *What Can and Can't Be Said: Race, Uplift, and Monument Building in the Contemporary South* in *Open Inquiry Archive* (forthcoming 2016)

**Professional Memberships:**
American Studies Association
Association of Historians of American Art
College Art Association
Society of American City and Regional Planning Historians

**Name:** Michael Williams

**Courses Taught (Two academic years prior to current visit):**
ARCH 115 Foundation Design I
ARCH 125: Foundation Design II
ARCH 135: Foundation Design III
ARCH 215: Core Design I
ARCH 380: Applied Studio Practices
ARCH 550: Related Readings
HNRS 125: Foundation Design II

**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:**
Penland School of Crafts, Summer Workshop, *Fiction in Photography,* Penland, NC, 28765, Summer 2016
HOLES (digital images and short film)-School of Design Faculty Exhibition, Louisiana Tech University, Ruston, Louisiana, 27 October-17 November, 2015
CASE: 030860 a short film by Michael Williams-PHENOM Film Fest International Film Festival Sept 19-22, Shreveport/Bossier City, Louisiana, 2013
Crossover Crossroad - Design Communication Association 2010Biannual Conference & Exhibition - Montana State University, Bozeman, Montana. Sept.8 - Sept. 12, 2010
8th Annual Summer All Media International Online Juried Exhibition, Upstream People Gallery, 5607 Howard St. Omaha, NE, 2009
Louisiana Board of Regents Support Grant, w/ Professor Robert Fakelmann, $141,000.00, 2008-2009
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
"In Process/In Progress: Current Work by Michael Williams", Norwich University Division of Architecture and Art, Lecture / Exhibition Series, 2006 Chaplin Hall Gallery, Norwich University, Northfield, VT, 2007
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
Williams, Michael, w/ Timothy Gray, JAE, Journal of Architectural Research, Volume 59, Issue 4, redBARN Installation, pp. 41-47, 2006
Louisiana Board of Regents Support Grant, w/ Professor Robert Fakelmann and Associate Professor William Willoughby, $142,000.00, 2005-2006

**Professional Memberships:**
None

**MATRICES FOR EACH OF THE TWO ACADEMIC YEARS, IDENTIFYING COURSE ASSIGNMENTS AND CREDENTIALS WHICH SUPPORT THESE ASSIGNMENTS.**

Notes:

- Courses with “IDES” prefix are courses in the Bachelor of Interior Design curriculum and are not part of the Architecture pre-professional curriculum
- Courses with an asterisk (*) are cross-listed courses
- Courses with a pound sign (#) are faculty course overloads

**Fall Quarter 2014**

| Faculty Member | Summary of Expertise, Recent Research, or Experience | Course Number | Course Number | Course Number |
|---|---|---|---|---|
| Brooks, Robert | Associate Professor (Full-Time); Principal of Studio Brooks+Emory; Design/Build; Director of CO:LAB | ARCH 315 | IDES 451 | |
| Caldwell, Damon | Assistant Professor (Full-Time); Graduate Program Coordinator; Research on Design Pedagogy; Quilter | ARCH 510 | IDES 342 | |
| Carwile, Guy | Professor (Full-Time) Registered Architect; Lecturer and Author on Louisiana Architecture | ARCH 351 | ARCH 403 | |
| Carwile, Stephanie | Assistant Professor (Full-Time) Registered Interior Designer; Studio Artist/Painter | ARCH 112 | IDES 316 | IDES 442 |
| Deal, Brad | Assistant Professor (Full-Time) Design/Build; Environmental Design; Digital Fabrication; Design Pedagogy | ARCH 112 | ARCH 315 | |
| De Paola, Pasquale | Assistant Professor (Full-Time); Architecture Program Chair; History/Theory; Design Pedagogy; Contemporary Issues in Architecture; Technology and Its Application in Design | ARCH 334 | ARCH 415 | |
| Green, Walter | Professional-In-Residence; Studio Painter and craftsman | ARCH 112 | ARCH 115 | |
| Hancock, Liane | Assistant Professor (Full-Time); Foundation Design Coordinator; Building Technology; Design Pedagogy | HNRS 115 | ARCH 215 | |
| Hartman, William | Assistant Professor (Full-Time); Registered Architect and Landscape Architect; Landscape and Urban Design | ARCH 211 | ARCH 215 | |
| Keim, Cassidy | Adjunct Professor (Part-Time); Registered Architect; Owner of Catalyst Design | ARCH 510 | | |
| Lasala, Miguel | Acting Assistant Professor (Full-Time); Foundation Design Pedagogy; Studio Artist/Film | ARCH 112 | ARCH 415 | |
| Puljak, Karl | Associate Professor (Full-Time); Director, School of Design; Registered Architect | ARCH 115 | | |
| Pumphrey, Norman | Professor of Engineering (Full-Time); Registered Engineer | ARCH 341 | | |
| Singh, Kevin | Associate Professor (Full-Time); Registered Architect; Professional Concentration Coordinator; Director of Community Design Activism Center; Architect Licensing Advisor; Professional Practice | ARCH 414 | ARCH 445C | |
| Wasserman, Andrew | Assistant Professor (Full-Time); Art and Architecture History; Contemporary Art and Urbanism | ARCH 411 | | |
| Williams, Michael | Assistant Professor (Full-Time); Foundation Design; Advanced Imaging Software; Studio Artist/Film | ARCH 115 | ARCH 215 | |

**Winter Quarter 2015**

| Faculty Member | Summary of Expertise, Recent Research, or Experience | Course Number | Course Number | Course Number |
|---|---|---|---|---|
| Brooks, Robert | Assistant Professor (Full-Time); Graduate Program Coordinator; Research on Design Pedagogy; Quilter | ARCH 425 | IDES 343 | |
| Caldwell, Damon | Professor (Full-Time) Registered Architect; Lecturer and Author on Louisiana Architecture | ARCH 520 | | |
| Carwile, Guy | Professor (Full-Time) Registered Architect; Lecturer and Publisher of Louisiana Architecture | ARCH 352 | ARCH 391 | |
| Deal, Brad | Assistant Professor (Full-Time)Design/Build; Environmental Design; Digital Fabrication; Design Pedagogy | ARCH 225 | ARCH 380 | |
| De Paola, Pasquale | Assistant Professor (Full-Time); Architecture Program Chair; History/Theory; Design Pedagogy; Contemporary Issues in Architecture; Technology and Its Application in Design | ARCH 222 | ARCH 325 | |
| Green, Walter | Professional-In-Residence; Studio Painter and craftsman | ARCH 112 | ARCH 125 | |
| Hancock, Liane | Assistant Professor (Full-Time); Foundation Design Coordinator; Building Technology; Design Pedagogy | ARCH 125 | ARCH 225 | |
| Hartman, William | Assistant Professor (Full-Time); Registered Architect and Landscape Architect; Landscape and Urban Design | ARCH 122 | ARCH 325 | |
| Lasala, Miguel | Acting Assistant Professor (Full-Time); Foundation Design Pedagogy; Studio Artist/Film | ARCH 122 | ARCH 122 | ARCH 125 |
| Macaskill, Ian | Adjunct Professor (Part-Time); Practitioner with over 30 Years Experience; Sustainability | ARCH 520 | | |
| Singh, Kevin | Associate Professor (Full-Time); Registered Architect; Professional Concentration Coordinator; Director of Community Design Activism Center; Architect Licensing Advisor; Professional Practice | ARCH 425 | ARCH 445C | |
| Toaddy, Steven | Assistant Professor (Full-Time); Psychology; Justice in and around Organizations; Internet-Based Surveys; Work Technology; Instructional Innovation | PSYC 455 | | |
| Wasserman, Andrew | Assistant Professor (Full-Time); Art and Architecture History; Contemporary Art and Urbanism | ARCH 534 | | |
| Williams, Michael | Assistant Professor (Full-Time); Foundation Design; Advanced Imaging Software; Studio Artist/Film | ARCH 115 | HNRS 125 | |

**Spring Quarter 2015**

| Faculty Member | Summary of Expertise, Recent Research, or Experience | Course Number | Course Number | Course Number |
|---|---|---|---|---|
| Brooks, Robert | Assistant Professor (Full-Time); Graduate Program Coordinator; Research on Design Pedagogy; Quilter | ARCH 335 | IDES 254 | |
| Caldwell, Damon | Assistant Professor (Full-Time); Graduate Program Coordinator; Research on Design Pedagogy; Quilter | ARCH 233 | ARCH 530 | |
| Carpenter, George | Licensed Civil Engineer | ARCH 343 | | |
| Carwile, Guy | Professor (Full-Time) Registered Architect; Lecturer and Author on Louisiana Architecture | ARCH 353 | ARCH 453 | |
| Deal, Brad | Assistant Professor (Full-Time)Design/Build; Environmental Design; Digital Fabrication; Design Pedagogy | ARCH 135 | ARCH 335 | |
| De Paola, Pasquale | Assistant Professor (Full-Time); Architecture Program Chair; History/Theory; Design Pedagogy; Contemporary Issues in Architecture; Technology and Its Application in Design | ARCH 434 | ARCH 435 | |
| Green, Walter | Professional-In-Residence; Studio Painter and craftsman | ARCH 125 | ARCH 380 | |
| Hancock, Liane | Assistant Professor (Full-Time); Foundation Design Coordinator; Building Technology; Design Pedagogy | ARCH 235 | | |
| Hartman, William | Assistant Professor (Full-Time); Registered Architect and Landscape Architect; Landscape and Urban Design | ARCH 122 | ARCH 235 | |
| Keim, Cassidy | Adjunct Professor (Part-Time); Registered Architect; Owner of Catalyst Design | ARCH 530 | | |
| Lasala, Miguel | Acting Assistant Professor (Full-Time); Foundation Design Pedagogy; Studio Artist/Film | ARCH 134 | ARCH 135 | IDES 444 |
| Puljak, Karl | Associate Professor (Full-Time); Director, School of Design; Registered Architect | ARCH 514 | | |
| Singh, Kevin | Associate Professor (Full-Time); Registered Architect; Professional Concentration Coordinator; Director of Community Design Activism Center; Architect Licensing Advisor; Professional Practice | ARCH 435 | ARCH 445C | |
| Williams, Michael | Assistant Professor (Full-Time); Foundation Design; Advanced Imaging Software; Studio Artist/Film | ARCH 135 | | |

**Summer 2015**

| Faculty Member | Summary of Expertise, Recent Research, or Experience | Course Number | Course Number | Course Number |
|---|---|---|---|---|
| Caldwell, Damon | Assistant Professor (Full-Time); Graduate Program Coordinator; Research on Design Pedagogy; Quilter | ARCH 504 | | |
| Carwile, Guy | Professor (Full-Time) Registered Architect; Lecturer and Author on Louisiana Architecture | ARCH 391* | ARCH 550C* | |
| De Paola, Pasquale | Assistant Professor (Full-Time); Architecture Program Chair; History/Theory; Design Pedagogy; Contemporary Issues in Architecture; Technology and Its Application in Design | ARCH 350* | ARCH 559* | IDES 451* |
| Singh, Kevin | Associate Professor (Full-Time); Registered Architect; Professional Concentration Coordinator; Director of Community Design Activism Center; Architect Licensing Advisor; Professional Practice | ARCH 445C* | ARCH 545C* | |
| Williams, Michael | Assistant Professor (Full-Time); Foundation Design; Advanced Imaging Software; Studio Artist/Film | ARCH 135 | | |

**Fall Quarter 2015**

| Faculty Member | Summary of Expertise, Recent Research, or Experience | Course Number | Course Number | Course Number |
|---|---|---|---|---|
| Brooks, Robert | Assistant Professor (Full-Time); Graduate Program Coordinator; Research on Design Pedagogy; Quilter | ARCH 115 | ARCH 350* | IDES 451* |
| Caldwell, Damon | Assistant Professor (Full-Time); Graduate Program Coordinator; Research on Design Pedagogy; Quilter | ARCH 510 | IDES 342 | |
| Carwile, Guy | Professor (Full-Time) Registered Architect; Lecturer and Author on Louisiana Architecture | ARCH 351 | ARCH 403 | |
| Deal, Brad | Assistant Professor (Full-Time)Design/Build; Environmental Design; Digital Fabrication; Design Pedagogy | ARCH 215 | ARCH 510 | |
| De Paola, Pasquale | Assistant Professor (Full-Time); Architecture Program Chair; History/Theory; Design Pedagogy; Contemporary Issues in Architecture; Technology and Its Application in Design | ARCH 315 | ARCH 334 | |
| Green, Walter | Professional-In-Residence; Studio Painter and craftsman | ARCH 112 | ARCH 112 | ARCH 115 |
| Hancock, Liane | Assistant Professor (Full-Time); Foundation Design Coordinator; Building Technology; Design Pedagogy | ARCH 115* | HNRS 115* | ARCH 215 |
| Hartman, William | Assistant Professor (Full-Time); Registered Architect and Landscape Architect; Landscape and Urban Design | ARCH 211 | ARCH 415 | |
| Lasala, Miguel | Assistant Professor (Full-Time); Foundation Design Pedagogy; Studio Artist/Film | ARCH 112 | ARCH 315 | |
| Pumphrey, Norman | Professor of Engineering (Full-Time); Registered Engineer | ARCH 341 | | |
| Singh, Kevin | Associate Professor (Full-Time); Registered Architect; Professional Concentration Coordinator; Director of Community Design Activism Center; Architect Licensing Advisor; Professional Practice | ARCH 414 | ARCH 445C | |
| Speer, Adrianna | MFA Studio Art Candidate (2nd year); Graduate Teaching Assistant | ARCH 112 | | |
| Wasserman, Andrew | Assistant Professor (Full-Time); Art and Architecture History; Contemporary Art and Urbanism | ARCH 411 | ARCH 534 | |
| Williams, Michael | Assistant Professor (Full-Time); Foundation Design; Advanced Imaging Software; Studio Artist/Film | ARCH 115 | ARCH 215 | |

**Winter Quarter 2016**

| Faculty Member | Summary of Expertise, Recent Research, or Experience | Course Number | Course Number | Course Number |
|---|---|---|---|---|
| Brooks, Robert | Assistant Professor (Full-Time); Graduate Program Coordinator; Research on Design Pedagogy; Quilter | ARCH 122 | ARCH 125 | IDES 343 |
| Caldwell, Damon | Assistant Professor (Full-Time); Graduate Program Coordinator; Research on Design Pedagogy; Quilter | ARCH 520 | ARCH 520# | |
| Carwile, Guy | Professor (Full-Time) Registered Architect; Lecturer and Author on Louisiana Architecture | ARCH 352 | ARCH 391 | |
| Deal, Brad | Assistant Professor (Full-Time)Design/Build; Environmental Design; Digital Fabrication; Design Pedagogy | ARCH 225 | ARCH 380* | ARCH 550C* |
| De Paola, Pasquale | Assistant Professor (Full-Time); Architecture Program Chair; History/Theory; Design Pedagogy; Contemporary Issues in Architecture; Technology and Its Application in Design | ARCH 222 | ARCH 325 | |
| Green, Walter | Professional-In-Residence; Studio Painter and craftsman | ARCH 112 | ARCH 115 | |
| Hancock, Liane | Assistant Professor (Full-Time); Foundation Design Coordinator; Building Technology; Design Pedagogy | ARCH 125* | HNRS 125* | ARCH 225 |
| Hartman, William | Assistant Professor (Full-Time); Registered Architect and Landscape Architect; Landscape and Urban Design | ARCH 122 | ARCH 125 | |
| Lasala, Miguel | Assistant Professor (Full-Time); Foundation Design Pedagogy; Studio Artist/Film | ARCH 122 | ARCH 325 | |
| Singh, Kevin | Associate Professor (Full-Time); Registered Architect; Professional Concentration Coordinator; Director of Community Design Activism Center; Architect Licensing Advisor; Professional Practice | ARCH 425 | ARCH 445C | |
| Toaddy, Steven | Assistant Professor (Full-Time); Psychology; Justice in and around Organizations; Internet-Based Surveys; Work Technology; Instructional Innovation | PSYC 455 | | |
| Williams, Michael | Assistant Professor (Full-Time); Foundation Design; Advanced Imaging Software; Studio Artist/Film | ARCH 125 | ARCH 380* | ARCH 550C* |

**Spring Quarter 2016**

| Faculty Member | Summary of Expertise, Recent Research, or Experience | Course Number | Course Number | Course Number |
|---|---|---|---|---|
| Brooks, Robert | Assistant Professor (Full-Time); Graduate Program Coordinator; Research on Design Pedagogy; Quilter | ARCH 335 | | |
| Caldwell, Damon | Assistant Professor (Full-Time); Graduate Program Coordinator; Research on Design Pedagogy; Quilter | ARCH 233 | ARCH 530 | |
| Carpenter, George | Licensed Civil Engineer | ARCH 343 | | |
| Carwile, Guy | Professor (Full-Time) Registered Architect; Lecturer and Author on Louisiana Architecture | ARCH 353 | ARCH 453 | |
| Deal, Brad | Assistant Professor (Full-Time)Design/Build; Environmental Design; Digital Fabrication; Design Pedagogy | ARCH 335 | | |
| De Paola, Pasquale | Assistant Professor (Full-Time); Architecture Program Chair; History/Theory; Design Pedagogy; Contemporary Issues in Architecture; Technology and Its Application in Design | ARCH 434# | ARCH 530 | |
| Green, Walter | Professional-In-Residence; Studio Painter and craftsman | ARCH 135 | ARCH 380 | |
| Hancock, Liane | Assistant Professor (Full-Time); Foundation Design Coordinator; Building Technology; Design Pedagogy | ARCH 235 | | |
| Hartman, William | Assistant Professor (Full-Time); Registered Architect and Landscape Architect; Landscape and Urban Design | ARCH 122 | ARCH 235 | |
| Lasala, Miguel | Assistant Professor (Full-Time); Foundation Design Pedagogy; Studio Artist/Film | ARCH 134 | ARCH 135 | IDES 444 |
| Puljak, Karl | Associate Professor (Full-Time); Director, School of Design; Registered Architect | ARCH 514 | | |
| Singh, Kevin | Associate Professor (Full-Time); Registered Architect; Professional Concentration Coordinator; Director of Community Design Activism Center; Architect Licensing Advisor; Professional Practice | ARCH 435 | ARCH 445C | |
| Williams, Michael | Assistant Professor (Full-Time); Foundation Design; Advanced Imaging Software; Studio Artist/Film | ARCH 125 | ARCH 135 | |

**Summer 2016**

| Faculty Member | Summary of Expertise, Recent Research, or Experience | Course Number | Course Number | Course Number |
|---|---|---|---|---|
| Caldwell, Damon | Assistant Professor (Full-Time); Graduate Program Coordinator; Research on Design Pedagogy; Quilter | ARCH 504 | | |
| Carwile, Guy | Professor (Full-Time) Registered Architect; Lecturer and Author on Louisiana Architecture | ARCH 391* | ARCH 550C* | |
| De Paola, Pasquale | Assistant Professor (Full-Time); Architecture Program Chair; History/Theory; Design Pedagogy; Contemporary Issues in Architecture; Technology and Its Application in Design | ARCH 350* | ARCH 559* | |
| Green, Walter | Professional-In-Residence; Studio Painter and craftsman | ARCH 135 | | |
| Singh, Kevin | Associate Professor (Full-Time); Registered Architect; Professional Concentration Coordinator; Director of Community Design Activism Center; Architect Licensing Advisor; Professional Practice | ARCH 445C* | ARCH 545C* | |

**Fall Quarter 2016**

| Faculty Member | Summary of Expertise, Recent Research, or Experience | Course Number | Course Number | Course Number |
|---|---|---|---|---|
| Brooks, Robert | Assistant Professor (Full-Time); Graduate Program Coordinator; Research on Design Pedagogy; Quilter | ARCH 415 | IDES 451 | |
| Caldwell, Damon | Associate Professor (Full-Time); Graduate Program Coordinator; Research on Design Pedagogy; Quilter | ARCH 510 | IDES 342 | |
| Carwile, Guy | Professor (Full-Time) Registered Architect; Lecturer and Publisher of Louisiana Architecture | ARCH 351 | ARCH 391 | |
| Deal, Brad | Assistant Professor (Full-Time)Design/Build; Environmental Design; Digital Fabrication; Design Pedagogy | ARCH 315 | | |
| De Paola, Pasquale | Associate Professor (Full-Time); Architecture Program Chair; History/Theory; Design Pedagogy; Comporarary Issues in Architecture; Technology and Its Application in Design | ARCH 315 | ARCH 334 | |
| Green, Walter | Professional-In-Residence; Studio Painter and craftsman | ARCH 112 | ARCH 112 | ARCH 115 |
| Hancock, Liane | Associate Professor (Full-Time); Foundation Design Coordinator; Building Technology; Design Pedagogy | ARCH 115* | HNRS 115* | ARCH 215 |
| Hartman, William | Assistant Professor (Full-Time); Registered Architect and Landscape Architect; Landscape and Urban Design | ARCH 211 | ARCH 411# | ARCH 415 |
| Keim, Cassidy | | | | |
| Lasala, Miguel | Assistant Professor (Full-Time); Foundation Design Pedagogy; Studio Artist/Film | ARCH 112 | ARCH 215 | |
| Puljak, Karl | Associate Professor (Full-Time); Director, School of Design; Registered Architect | ARCH 115 | ARCH 514 | |
| Pumphrey, Norman | Professor of Engineering (Full-Time); Registered Engineer | ARCH 341 | | |
| Sikes, Ricky | MFA Studio Art Candidate (2nd year); Graduate Teaching Assistant | ARCH 112 | | |
| Singh, Kevin | Associate Professor (Full-Time); Registered Architect; Professional Concentration Coordinator; Director of Community Design Activism Center; Architect Licensing Advisor; Professional Practice | ARCH 414 | ARCH 445C | |
| Williams, Michael | Assistant Professor (Full-Time); Foundation Design; Advanced Imaging Software; Studio Artist/Film | ARCH 115 | ARCH 215 | |

## A DESCRIPTION IN THE MANNER IN WHICH FACULTY MEMBERS REMAIN CURRENT IN THEIR KNOWLEDGE OF THE CHANGING DEMNADS OF THE DISCIPLINE, PRACTICE AND LICENSURE

### Workload of Faculty and Staff

The Architecture Program utilizes 12 full-time architecture faculty (12 FTE), two full-time interior design faculty (2 FTE), one administrator who teaches architecture (School of Design Director (.5 FTE)) and four adjunct faculty (each teach one course annually (total .6 FTE)), for a total of 15.1 FTE. The Program also utilizes one full time Administrative Coordinator, five Graduate Assistants and several undergraduate student workers to support it activities and day-to-day business.

If the 2015-16 faculty headcount were maintained, the Architecture and Interior Design Programs would be able to support the academic course load for its two Programs even with some growth in the student body. Faculty teaching loads in the Architecture Program average between 18 and 19 credit hours per academic year, which is approximately 2/3 of a full-time teaching load at the College of Liberal Arts (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 approximately 15 hours per week. At the conclusion of the 2015-16 academic year, the Art/Architecture History tenure-track position was vacated. At the time of this report, this position has been left unfilled and will be considered for advertisement by the Dean and upper administration during the 2016-17 academic year. This short-term reduction in instructional staff has resulted in small 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; additional adjunct instruction will be considered). The Program is confident that the open position will be filled promptly.

The Program's full-time Administrative Coordinator, who provides the programs in Hale Hall with word-processing, filing, bookkeeping, and other secretarial services, supports the Architecture and Interior Design Programs. Federal Work-Study and regular funds students provide assistance to the Programs' administrative coordinator. These students, usually 4-5, support the office by answering the phone, running campus errands, monitoring the printer and plotter queues, and providing general support for the Program.

The Program employs five graduate assistants, who are all students in the Master of Architecture Program, to provide a variety of support services, including overseeing and operating the Program's print/plot room; managing the Prototyping Room (laser cutters, 3-D printers/scanners and other prototyping equipment); and providing extended access to the Art and Architecture Workshop and the Fabrication and Assembly Workshop. Graduate assistant are required to work 16 hours per week when the University is in session.

The Program also employs a full-time Workshop Technician, who oversees the Art and Architecture Workshop and helps support the Fabrication and Assembly Workshop. The Technician is responsible for the maintenance and supervision of the wood-working and metal-working areas, as well as assisting students during regular business hours on the safe usages of tools and equipment.

In the Program, approximately 50% of tenure/tenure-track faculty time is dedicated to teaching and approximately 50% is dedicated to research (and/or creative work) and service (to the University, Profession and/or Community). The Program expects the faculty to be primarily instructional providers of a professional education in the art, craft, and practice of ethical building. As such, the Architecture Program seeks to distribute the instruction, research/creative activities and service responsibilities in accordance with University and School policies.

The collective growth of the Program's faculty begins 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 School of Design and Architecture Program 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 Architecture Program has developed a statement on research/scholarly activity. The Program's statement offers the framework within which the Program operates in respect to faculty development opportunities:

**Definition of Scholarly/Creative Activities**
The Architecture Program 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 Architecture Program 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 Architecture Program 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 Architecture Program, the School of Design, the College of Liberal Arts and the University at the broadest and highest levels of the discipline.

**Evaluation Procedures**
The School of Design (and the Architecture Program) 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 awards as they relate to exhibitions/shows, publications, paper presentations or grants.

**Reward**
The Architecture Program assigns its faculty annual teaching loads at approximately 2/3 of the University's referenced load to encourage and support scholarly/creative work. The annual teaching load assigned to a faculty member may be adjusted based on the annual evaluation of a faculty member's performance and to allow extra time to engage in a research project.

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 salary adjustments. 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 his/her individual goals, approved as part of the annual evaluation process.

As is evidenced by these policies and procedure, the Architecture Program, the School of Design, the College of Liberal Arts, 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 Architecture Program encourages the Program's faculty to utilize opportunities such as the Academic Enhancement Grant, the University's Summer Research Grant, the Internationalizing the Curriculum Grant and Instructional Innovation Grant programs, as appropriate, to support professional development.

**Research, Creative Work and Professional Development**
Evidence of productivity and opportunities among the faculty in the Architecture Program 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) Fall and National Conferences
Interior Design Educators Council (IDEC) National Conference
Architecture Research Centers Consortium (ARCC) National Conferece
Society for Commercial Archeology (SCA) National Conference
National Conference on the Beginning Design Conference (NCBDC)
American Society of Interior Designers (ASID) Regional Conference
International Congress on Construction History
Southeast Chapter of the Society for Architectural Historians (SESAH)
Popular Culture Association/American Culture Association National Conference
Association for Community Design National Conference
American Institute of Architecture-Louisiana Design Conference
American Institute of Architects National Conference
American Studies Association
Building Technology Educators' Society International Conference
International Conference on the Constructed Environment
College Art Association National and Southeastern Regional Conferences
EDULEARN: International Conference on Education and New Learning Technologies
Louisiana Library Association
University of Louisiana System Academic Summit
Louisiana Tech University College of Liberal Arts Research Symposium
Cooley House Foundation
Houston MOD
PHENOM International Film Festival
NORLA Preservation Project
National Council of Architectural Registration Board Licensing Advisor's Summit
Louisiana Licensure Forum
Southern Conference of NCARB Educators and Practitioners Conference

Program, School, College, Foundation funding sources have fully supported or supplemented most of the travel funding to venues listed above.

In addition to publications in the proceedings of these conference settings, the faculty have published both scholarly writings and creative works in periodicals and venues such as the *Delta Style Magazine, Louisiana Tech Magazine, Galveston Monthly Magazine, Preservation in Print, Louisiana Cultural Vistas, Society for Commercial Archeology Journal, Louisiana History Journal of the Louisiana Historical Association, Perkins+Will Research Journal, CITE: The Architecture + Design Review of Houston, Historic American Landscape Survey, Building Design + Construction Magazine, Architect Magazine. ArchDaily, Entrepreneur Architect, AIA YAF Connection,* and *USA Today's Guide to Green Living Magazine.*

Complementing this research in architecture and design pedagogy, the faculty is the ongoing creative work of the faculty. Curated and solo exhibitions of current faculty have opened in venues throughout Louisiana (Ruston, Monroe, Shreveport, Alexandria, Lafayette and New Orleans); nationally (El Dorado, Arkansas; Mobile, Alabama; Fairhope, Alabama; St. Louis, Missouri; Houston, Texas; Chicago, Illinois; Muncie, Indiana; Columbus, Ohio; Bend and Portland, Oregon; Detroit, Michigan; Raleigh, Taos and Santa Fe, New Mexico; New York; Northfield, Vermont; Washington, D.C; New York); and internationally (Montreal, Canada; Patzcuaro, Mexico; Sofia, Bulgaria). In addition to art exhibitions, one faculty member performs regularly as a cellist with the Department of Music 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 Program's concentration of community service and outreach through activities in the Design/Build projects, the Community Design Activism Center (CDAC), and other outreach initiatives. CO:Lab, the School of Design's newest initiative in design research, will also have an active role in supporting these initiatives.

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

The Program 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 Program assists also by offering CEUs and learning units to faculty and the regional professional by attending the School of Design's annual lecture series, exhibitions, and other opportunities at Hale Hall and the Visual Arts Center.

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

**School of Design (SOD) Administrative Structure**

- SOD Program Chairs and Level Coordinators
  - Program Chair, Architecture
    - Coordinator, Foundation Level (Architecture)
    - Coordinator, Professional Concentration Level (Architecture)
    - Coordinator, Graduate Program (Architecture)
  - Program Chair, Interior Design
  - Program Chair, Graphic Design
  - Program Chair, Studio Art
    - Coordinator, Foundation Level (Art)
    - Coordinator, Graduate Program (Art / Graphic Design)
- Standing Committees
  - Administration and Curricula
  - Human Resources
  - Enrichment Resources
  - Physical and Information Resources
- Webmaster
- Tenure/Promotion Committee
- Design Camp, Co-Director
- ACSA Faculty Councilor
- NCARB Licensing 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
  - National Organization of Minority Architecture Students

**University Service**

- University Faculty Senate
- College of Liberal Arts Tenure/Promotion Committees
- College of Liberal Arts Grade Appeal Committee
- Louisiana Tech University Enrollment Management Committee

Louisiana Tech University Strategic Planning Group
Louisiana Tech University Quality Enhancement Plan
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
Louisiana Tech University Research Symposium
Louisiana Tech University First Year Experience Common Read Committee
Sigma Alpha Lambda, Faculty Advisor

**Community Service**

North Central Louisiana Arts Council
AE Phillips Laboratory School Parent Faculty Council Board of Directors
Wildflower Montessori School Board of Directors
Ruston Main Street Program
Ruston Historic District Committee
Tech Village Overlay Committee
Masur Museum of Art, Collections Committee
Louisiana Methodist Childrens Home, Building and Grounds Committee
City of Ruston Planning and Zoning Commission, Member
Krewe of Janus, Float Designer and Fabricator

**Professional Service**

American Institute of Architects (AIA)-Monroe Chapter, President and Secretary
American Institute of Architects (AIA) – Louisiana Board of Directors
Louisiana Architecture Foundation – Board Member
Association of Collegiate School of Architecture, Faculty Councilor
Mayor's Institute on City Design (MICD) Regional Host City Selection (Panelist)
AIA Young Architects Forum (YAF), Summit 20 (Panelist)
AIA Home Design Trends Survey (Panelist)
AIA Honorary Members Jury (Chair)
Jason Pettigrew Memorial ARE Scholarship Jury (Member)
IDP Coordinators Conference, Facilitator
Peer Review Committee, ACSA Regional and National Conferences
Peer Review Committee, National Council on the Beginning Design Student
ACSA Regional Conferences, Moderator
ACSA National Conference, Session Topic Chair
Louisiana IDP Forum, Presenter
Kansas State University Department of Music Advisory Board
Heinzelmann Prize for Architecture, Juror
Annual Wood Competition, Auburn University School of Architecture, Juror
University of Louisiana at Lafayette School of Architecture, Juror
Louisiana State University, School of Architecture, Juror
Washington University, Juror
Federico II University (Naples, Italy), Juror
Facolta' di Architettura Luigi Vanvitelli (Aversa, Italy), Juror
Universita' La Sapienza (Rome, Italy), Juror
Universita' Roma 4, Juror
Mechanical and Electrical Equipment for Buildings 12$^{th}$ Edition (Wiley), Peer Review
Actor Publishing, Book Reviewer
Laurence King Publishing, Book/Peer Reviewer
Oxford University Press, Book/Peer Reviewer
Routledge/Taylor and Francis Group, Book/Peer Reviewer
Women in Architecture 1974-2014 Symposium (St. Louis), Session Leader

"Building Pulitzer" Colloquium (St. Louis), Organizer and Moderator
International Journal of the Constructed Environment, Volume 3, Associate Editor

**Professional Memberships**

American Institute of Architects
United States Green Building Council
Interior Design Educator's Council
American Society of Interior Designers
Society for Commercial Archeology
National Trust for Historic Preservation
American Society of Landscape Architects
Association of Community Design
Society of Architectural Historians
Southeast Chapter of the Society of Architectural Historians
Architecture Research Centers Consortium
Italian Association of Architecture and Criticism
Italian Association of Contemporary Architectural Archives
International Society for the Philosophy of Architecture

Community and University service of the Architecture Program faculty are extended through activities in the design studio and the classroom.. The works of the Design/Build studio, the Community Design Activism Center, other design studio/seminar room initiatives, and mentorship in student organizations are vital components to the Program's mission and vision. Active faculty mentorship through these programs is essential as these outreach initiatives continue to growth in scope and quality.

**A DESCRIPTION OF RESOURCES (INCLUDING FINANCIAL) AVAILABLE TO FACULTY THE EXTENT TO WHICH FACULTY TEACHING IN THE PROGRAM ARE ABLE TO TAKE ADVANTAGE OF THESE RESOURCES**

**Professorships**

The School of Design manages five endowed professorship awards through the Louisiana Tech University Foundation. The Architecture Program possesses two: the Ken Hollis Endowed Professorship in Liberal Arts for Architecture, and the Howard Endowed Professorship in Architecture. These endowed professorships provide annual funds to their recipients to support individual research initiatives. The two Professorships dedicated to the Architecture Program have been created since the last accreditation cycle. For the 2016-17 academic year, all Endowed Professorships will receive $3000 to support research for the academic year.

**Grant Awards**

The Architecture Program 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 approximately $1,000,000. Among the grants secured by the faculty to support the initiative include six Louisiana Board of Regents Support Fund Grants, ten Louisiana Tech University Student Technology Fee Board Grants, and numerous Louisiana Tech University Foundation Grants (Lagniappe Ladies Grants). Below is a listing of grant awards received since the last accreditation visit:

**2011-2012**

Pasquale De Paola, "Films for the Humanities," 2011 Louisiana Tech Foundation Lagniappe Ladies Grant, $5000.

Kevin Singh, HabiTECH Design/Build Program (tools), 2012 Louisiana Tech Foundation Lagniappe Ladies Grant, $3500.

Kevin Singh, HabiTECH SOCA Community Garden with Community Design Activism Center (materials), 2012 Louisiana Tech Foundation Lagniappe Ladies Grant, $3000.

Kevin Singh, "Touch Screen Monitors and WebCams for Enhanced Studio Critiques," 2011-2012 Louisiana Board of Regents Support Fund, $37,600.

Guy Carwile, "HABS Drawings – Municipal Auditorium," State of Louisiana, Department of Culture, Recreation and Tourism, Office of Cultural Development, Division of Historic Preservation, $5265.

Kevin Singh (with Chrissy Short, student), "HabiTECH12," Encana Community Investment Grant, $10,000.

Kevin Singh, "Media Room Computer," 2011 Louisiana Tech University Student Technology Fee Board, $1500.

**2012-2013**
Pasquale De Paola, "MakerBot Replicator 2X 3-D Printer," 2013 Louisiana Tech Foundation Lagniappe Ladies Grant, $2,873.

Samantha Raburn (Karl Puljak, Advisor), "AIAS Freedom By Design Enhancement (materials, tools), 2014 Louisiana Tech Foundation Lagniappe Ladies Grant, $5000.

Damon Caldwell and Pasquale De Paola, "Digital Workshops for the *Thingery*," 2013 Louisiana Tech University Instructional Innovation Grant, $5000.

Guy Carwile, "HABS Drawings – I. Ed Wile House," State of Louisiana, Department of Culture, Recreation and Tourism, Office of Cultural Development, Division of Historic Preservation, $7677.

Kevin Singh, "Large Format Scanner," 2012 Louisiana Tech University Student Technology Fee Board, $8295.

**2013-2014**
Damon Caldwell, Brad Deal, Pasquale De Paola, "Fabrication Lab Enhancements (3d Printer, CNC Mill, Workstations), 2014 Louisiana Tech Foundation Lagniappe Ladies Grant, $4994.

Pasquale De Paola, "3d Printing and Scanning, Louisiana Tech University Student Technology Fee Board Grant, $15,000.

Remington Bard (Kevin Singh, Advisor), "AIAS Freedom By Design Enhancement (materials, tools), 2014 Louisiana Tech Foundation Lagniappe Ladies Grant, $4000.

Brad Deal, Robert Brooks, Kevin Singh, "Aerial Drone," 2014 Student Technology Fee Board Grant, $2899.

Guy Carwile, "HABS Drawings – David Flesh House," State of Louisiana, Department of Culture, Recreation and Tourism, Office of Cultural Development, Division of Historic Preservation, $8000.

Liane Hancock, "Sustainable Materials Database," LA-i6 Proof of Concept Center, Economic Development Administration with Louisiana Tech University, $98,207.

**2014-2015**
Damon Caldwell, "Large-format and medium-format printers," 2015 Louisiana Tech Foundation Lagniappe Ladies Grant, $4961.

Guy Carwile, "HABS Drawings – Muslow House," State of Louisiana, Department of Culture, Recreation and Tourism, Office of Cultural Development, Division of Historic Preservation, $7500.

Robert Brooks, Marla Emory, "Dean's Research Award," College of Liberal Arts, $2500.

Kevin Singh, "Headstart Painting Project," 2-14Prince of Peace Fund, $2800.

**2015-2016**
Damon Caldwell, "Funds for the purchase of a new 3-tier filtration system for the department's fabrication lasers," 2016 Louisiana Tech Foundation Lagniappe Ladies Grant, $5000.

Guy Carwile, "Support of Publishing Costs for *The Modernist Architecture of Samuel G. and William B. Wiener: Shreveport, Louisiana 1920-1960,"* Furthermore Grant in Publishing from the J.M. Kaplan Fund, $3000.

Kevin Singh, "Neighbors Unified for Hope (NU-Hope)," Origin Bank Grant, $150,000

Additionally, there are several book proposals in progress. In March 2016, *The Modernist Architecture of Samuel G. and William B. Wiener: Shreveport, Louisiana 1920-1960* was co-authored by Professor Guy Carwile. The book was published by Louisiana State University Press.

Over the last fifteen years, Program's current faculty have received fourteen grants totaling over $80,000 from the State of Louisiana, Department of Culture, Recreation and Tourism, Office of Cultural Development, Division of Historic Preservation. The grants, supplemented with over $100,000 in additional matching funds, were utilized to measure and document sixteen 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 continued 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 the nation's most decorated programs.

The Program has not granted any sabbatical leaves since the last accreditation cycle. Within the context of the University, this is not an atypical scenario. It is clear that current economic challenges within the State economy (and the political climate in the State) may affect financial support for some professional development travel and leaves. The Program, with supplemental support from the College of Liberal Arts, continues to work within its budget and fiscal responsibilities 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 Architecture Program faculty from its own operational, gift, and foundation funds. The Program and the College have worked effectively within their current financial means to allow requesting faculty the opportunity for professional development.

**Policies to Further Diversity Initiatives**
The Architecture Program, 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 2016-2017 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 Program'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 Architecture Program 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 resource development, the School of Design 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.*

**A DESCRIPTION OF STUDENT SUPPORT SERVICES, INCLUDING ACADEMIC AND PERSONAL ADVISING, CAREER GUIDANCE, AND INTERNSHIP PLACEMENT WHERE APPLICABLE**

**Co-Curricular Activities**
Knowing that the student body of the Architecture Program represents some of the very best of the University, the Architecture Program seeks 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 Design. The following are the individuals who have presented a lecture since the last accreditation visit:

**2011/2012**
Gary Cunningham, FAIA of Cunningham Architects, Dallas TX,
"Thirty Years Old and Still Standing"
Christian Lynch of Lynch / Eisinger / Design, New York, "Are You Experienced"
David Waggonner, FAIA of Waggonner and Ball, New Orleans LA, "Scales"
Kyle Perry of Projectione Studio, Muncie, IN, "Making It"
William Zahner of the A. Zahner Company, Kansas City MO,
"A Fabricators Perspective: Highly Integrated Process"
Andrew Herdeg, AIA of Lake Flato Architects, San Antonio TX,
"Lake Flato: Nature-Place-Craft"

**2012/2013**
Michael Miner, Filmmaker, "Romanza: The California Structures of Frank Lloyd Wright" (an introduction, film viewing, followed by a discussion and Q&A)
Chris Baribeau of Modus Studio, Fayetteville AR,
"Begin" (The works of Modus Studio)
Tom Polucci, Senior Principal, Director of Interior Design, HOK, New York,
"The Making of Interior Design"
Dwayne Oyler, partner with Oyler-Wu Collaborative, Los Angeles CA,
"Lineworks"
Dr. Mabel O. Wilson architectural historian with the Graduate School of Architecture, Planning and Preservation at Columbia University in the City of New York, "Becoming History"

**2013/2014**
Allison Anderson of Unabridged Architecture, Bay St. Louis MS,
"RESilience: Technical and Adaptive Solutions"
Mil Bodron (Alumni Lecture) of Bodron + Fruit, Dallas TX,
"A Matter of Scale, Proportion and Composition"
Daniel Vos of Heintges and Associates, New York,
"Innovations in Curtain Wall Design"
Zena Howard of The Freelon Group, Durham, NC
"Idea-Driven Design" (The works of The Freelon Group)
Will Bryant, Will Bryant Studio, Austin, TX
Designer Lecture and Zine Workshop
Virginia Marquardt (Alumni Lecture) of DLR Group, Los Angeles, CA
Keynote Speaker at College of Liberal Arts Academic Excellence Week

**2014/2015**
Michael Petry, Artist, London Artist Talk
Scott Marble of Marble Fairbanks, Brooklyn, NY
"Workflow" (The works of Marble Fairbanks)
Meryati Johari Blackwell of Marlon Blackwell Architects of Fayetteville, AR,
"INSITE" (The works of Marlon Blackwell Architects)
Hagy Belzberg of Belzberg Architects, Santa Monica, CA,
"MEASURING PARADOX: the architecture of Hope and Tragedy"
Robert Rogers, FAIA of Rogers Partners, New York,
"The Impact of Small Things" (The works of Rogers Partners)
Kory Bieg of OTA+, Austin TX,
"Technique is EVERY THING" (The works of OTA+)
Aaron Draplin of Draplin Design Company, Portland, OR,
"Draplin Invades Louisiana"
Cassidy Keim (Alumni Lecture) of Catalyst Design, Ruston, LA
Keynote Speaker at College of Liberal Arts Academic Excellence Week
Mark Husser (Alumni Lecture) of Grimshaw Architects, New York,
"Structure, Environment, Biology, Place"
Matt Owens of Athletics NYC, New York,
"Creativity, Collaboration and the Collective"

**2015/2016** Brian Lotti, Filmmaker/Artist/Skateboarder, Los Angeles, CA, "Sitelines"
Kim Yao of Architecture Research Office (ARO), New York
"Making, *Thinking*" (The works of ARO
Craig Schwitter of BuroHappold Engineering, New York
"Performative Surfaces: Structural Solutions for a Changing World"
Murray Legge, FAIA, of Murray Legge Architecture, Austin, TX
"Buildings and Projects" (The works of Murray Legge Architecture)
Primo Orpilla, IIDA, of Studio O + A, San Francisco, CA
"WORKPLACE *EVOLVED*" (The works of Studio O + A)
Mirko Ilić , Mirko Ilić Corp, New York, *Works*

The School of Design 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:

**2011/2012**
Liz Miller
Stephen Eakin
Nate Larson + Mami Shindleman
Peter Jones
Hatch Show Print
Susan Mullally

**2012/2013**
Jungeun Lee
Brad Wreyford
Christopher Troutman
Nadine Saylor
2nd National Louisiana Biennial Juried Exhibition

**2013/2014**
Lupita Murillo Tinnen
*Art and Architecture Professors Emeritus*
*Mmmm: Todd Maggio and Patrick Miller*
*The Illustration of Design and Construction*
Gregory Martin
Megan Singleton
Dan Estabrook

**2014/2015**
Michael Petry
Cig Harvey
*I'm Planning to be Spontaneous…Tomorrow*: Damon Caldwell
Thomas Allen
Jonathan Styltie
Isaac Powell
3rd National Louisiana Biennial Juried Exhibition
*Art from the G.U.T.S.*
*Four Corners*
*Invisible Architecture: Ladislav Sutnar, Sweet's Catalog Service and the Birth of Information Design 1941-1960*
*Material Landscapes*

**2015/2016**
Kristin Nowlin
Diana Synatzske
*Silver Thaw*: Kyle Triplett and Rain Harris
*Tech Mex: From the Permanent Collection*
Armando Ramos

*SOD Faculty Exhibition*

Additionally, the School of Design annually hosts a juried student show in the Spring Quarter, providing an opportunity for all students in the School of Design to exhibit work in the galleries of the FJ Taylor Visual Arts Center. National artists, designers and curators are given the responsibility to juror and curate the annual Student Show.

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, allied professionals and educators from throughout the United States to serve as external reviewers and guest speakers for the architectural studios and lecture courses. 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:

**2011/2012**
Dr. Jim Chaffers, educator and practitioner, Ann Arbor, MI
Rachel Saucier, practitioner, Dallas, TX
Christopher Coe, practitioner, Los Angeles, CA
Blake Dunn/Michael Rogers, practitioners, El Dorado, AR
Brian Phillips, practitioner, Tyler, TX
Dale Riser, practitioner, Greenwood, MS
Gary Cunningham, practitioner, Dallas TX
Christian Lynch, practitioner, New York
David Waggonner, practitioner, New Orleans LA
Kyle Perry, practitioner, Muncie, IN
Andy Sternad, Waggonner and Ball, New Orleans
John Kleinschmidt, Waggonner and Ball, New Orleans
Meredith Sattler, Assistant Professor, Louisiana State University
Dale Riser, Beard + Riser Architects, Greenwood, MS
Tommy Hatten, Tommy Hatten Architects, Monroe, LA
Mickey LeRoy, The Estopinal Group, Shreveport, LA
Tim Brandon, TBA Studio, Monroe, LA

**2012/2013**
Michael Walpole, practitioner, Ruston, LA
Christopher Coe, practitioner, Los Angeles, CA
Evan Vause (via Skype), practitioner, Las Vegas, NV
Brian McNew, practitioner, Shreveport, LA
Jessica Warren, practitioner, Jackson, MS
William McElroy, practitioner, Jackson, MS
Cassidy Keim, practitioner, Ruston, LA
Franz Leuthner (via Skype), Vienna, Austria
Mickey LeRoy, The Estopinal Group, Shreveport, LA
Michael Rodgers, MR Designs, El Dorado, AR
Ian Macaskill, Architecture + (retired), Ruston, LA
Julie Pearson, TWOatelier1 Sustainable Design, Monroe, LA
Jeff Spikes, iArchitecture, Shreveport, LA
John Melancon, Tipton Associates, Baton Rouge, LA
John Cary, PublicInterestDesign.org
Ed Crawford, City of Ruston Parks and Recreation
Kary Randall, Associate Professor, Department of Professional Aviation, Louisiana Tech

Ron Phillips, Airport Director, Monroe Regional Airport

**2013/2014**
Allison Anderson, practitioner, Bay St. Louis MS
Mil Bodron, practitioner, Dallas TX
Daniel Vos, Practitioner, New York
Zena Howard, practitioner, Durham, NC
Virginia Marquardt, practitioner, Los Angeles, CA
Chris Baribeau, practitioner, Fayetteville AR,
Dwayne Oyler, practitoner, Los Angeles, CA
Ben Hickey, Massur Museum, Monroe
Mischa Farrell, Mischa Farrell Architect LLC, Shreveport
Mike Nichols, Ashe, Brussard, Weinzettle (?), Alexandria
Nicole Duet, Assistant Professor in Studio Art, Louisiana Tech University
Caleb Seney, Medcamps of Louisiana
Paul Jackson, College of Applied & Natural Sciences, Louisiana Tech University
Jake Reichley, College of Applied & Natural Sciences, Louisiana Tech University

**2014/2015**
Dan Herr, practitioner, Albuquerque, NM
Scott Marble, practitioner, Brooklyn, NY
Meryati Johari Blackwell, practitioner, Fayetteville, AR
Hagy Belzberg, practitioner, Santa Monica, CA
Robert Rogers, practitioner, New York
Kory Bieg, practitioner, Austin TX
Mark Husser, practitioner, New York
Adam Bailey, City of Shreveport Planning Office
Jeff Spikes, iArchitects, Shreveport, LA
Michael Prevot, Prevot Architects, Shreveport, LA
Travis Jore, McSwain Architects, Shreveport, LA
Chris Ferchaud, Yeager Watson & Associates, Ruston, LA
Lindsay Carlisle, Holst Architecture, Portland, OR
Gregory Watson, Professor, Louisiana State University
Kim Mitchell, Director, Center for Community Renewal
William Wiener, Jr., Architect/Philanthropist, Shreveport
Dick Bremer, Executive Director, Shreveport Chamber of Commerce
Father Andre McGrath, O.F.M., Pastor, Our Lady of the Blessed Sacrament Church, Shreveport
Glenn Kinsey, Real Estate Executive, Shreveport
Caleb Seney, Medcamps of Louisiana
David Waggoner, Waggonner & Ball Architects, New Orleans
Rami Diaz, Waggonner & Ball Architects, New Orleans
Aaron Chang. Waggonner & Ball Architects, New Orleans
Francis Aguillard, Waggonner & Ball Architects, New Orleans

**2015/2016**
Sara McCann, LA Fire Marshals Office, Shreveport, LA
Julie Mays, interior designer, Ruston, LA
Justin Hinckley, university alumnus (client), Pineville, LA
Steve Diebold, contractor, Ruston, LA
Kim Yao, practitioner, New York
Craig Schwitter, engineer, New York
Murray Legge, practitioner, Austin, TX
Brian Lotti, painter and filmmaker, Los Angeles
Hector Lasala, Associate Professor, University of Louisiana-Lafayette (UL-L)
Joel Breaux, practitioner, Lafayette, LA
Eddie Cazayoux, practitioner and Professor Emeritus, Lafayette, LA
Kari Smith, Co-Director Coastal Community Resilience Studio, UL-L

Dan Burkett, Co-Director Coastal Community Resilience Studio, UL-L
Gretchen LaCombe, Director of Sustainability, UL-L
Sarah Young, Assistant Professor, UL-L
Annika Miller, Assistant Professor UL-L
Jim Carman, VP MPC Commercial Development, Howard Hughes Corp,Houston
Peter Merwin, Principal, Gensler, Houston
Brooks Howell, Senior Associate, Gensler, Houston
Keiji Asakura, Principal, Asakura Robinson Company, Houston
Jeff Spikes, Principal, iArchitecture, Shreveport, LA
Will Duncan, Associate Principal, WDG Architecture, Dallas
Travis Jore, McSwain Architects, Shreveport, LA
Mischa Farrell, practitioner, Shreveport, LA
Caleb Seney, Medcamps of Louisiana

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 Architecture Program 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."

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. Courses in the Foundations curriculum will fulfill General Education Requirements. The Architecture Program assists in majors by offering opportunities to take honors freshman studios, as well as opportunities to earn honors credit in other core architecture coursework and study abroad, with approval by the Honors Program.
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 architectural offices (and allied professions) 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 Program 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 (Career Focus Day) to bring firms directly into the Hale Hall to recruit for internships in architecture and interior design. Additionally, the AIAS and the School (through ARCH 414, formerly ARCH 471) have supported and organized "firm crawls" with the support of AIA-Monroe and AIA-Shreveport and member firms. These opportunities have 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 Program's students have also utilized the opportunities of the annual AIAS Forum for travel and enrichment.

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:

**2011/2012**

| | |
|---|---|
| Dallas/Fort Worth, TX | ARCH 215 |
| El Dorado and Little Rock, AR | ARCH 235 |
| Chicago, IL | ARCH 502 |
| Phoenix, AZ | AIAS Forum |
| Berlin. Germany | Study Abroad with History Dept |
| Washington DC | AIAS Grassroots |

**2012/2013**

| | |
|---|---|
| Dallas/Fort Worth, TX | ARCH 215 |
| El Dorado and Little Rock, AR | ARCH 235 |
| Chicago, IL | ARCH 502 |
| Savannah, GA | AIAS Forum |
| Baton Rouge, LA | AIA LA - Celebrate Architecture |
| Washington DC | AIAS Grassroots |
| Paris, France | Study Abroad with School of Art |

**2013/2014**

| | |
|---|---|
| Dallas/Fort Worth, TX | ARCH 510 |
| Dallas/Fort Worth, TX | HNRS 115 |
| Dallas/Fort Worth, TX | ARCH 215 |
| Natchitoches, LA | ARCH 235 |
| Chicago, IL | AIAS Forum |
| Los Angeles, CA | ARCH 402 |
| Washington DC | AIAS Grassroots |

**2014/2015**

| | |
|---|---|
| St. Louis, MO | ARCH 510 |
| Philadelphia, PA | NOMAS students |
| Dallas/Fort Worth, TX | ARCH 215 |
| Natchitoches, LA | ARCH 235 |
| Nashville, TN | AIAS Forum |
| New Orleans, LA | ARCH 315 |
| Baton Rouge, LA | AIA LA - Celebrate Architecture |
| Washington DC | AIAS Grassroots |

**2015/2016**

| | |
|---|---|
| Dallas/Fort Worth, TX | ARCH 215 |
| El Dorado and Little Rock, AR | ARCH 235 |
| Lafayette, LA | ARCH 315 |
| Jackson, MS | ARCH 403 |
| Houston, TX | ARCH 415 |
| Houston, TX | ARCH 510 |

The School of Design and its Architecture Program remain committed to offer Summer study abroad opportunities as student interest permits. During this accreditation cycle, Architecture faculty-led trips to Berlin (2012) and Paris (2013) were highly regarded by student participants, following the Program's initial study abroad excursion to Berlin in 2010. The College of Liberal Arts supports a Director of the recently established Tech Travels Program, to assist with logistics and planning. http://techtravels.latech.edu

**Student Research, Scholarship and Creative Work**
The students of the Architecture Program have participated in grant opportunities, student research and other creative activities since the previous accreditation visit. Among the notable activities:

**2011-2012**
*Designing With Models*, 3rd ed. Criss B Mills. John Wiley & Sons, Inc.; Hoboken, NJ (ISBN: 978-0-487-49885-9) 2001, pp.121-138 (publication of student work).

David Willett, "Agri-Logical Reclamation," Undergraduate Poster Presentation, 2012 Louisiana Tech Research Symposium(Robert Brooks, Advisor).

Eric Lancon, "Playing Architecture," Graduate Poster Presentation, 2012 Louisiana Tech Research Symposium (Robert Brooks, Advisor).

Michael Markham (BSAS) and Traci Williams (MARC). 2012 Academic Excellence Award, College of Liberal Arts.

Michael Markham, "Culinary Arts College" 2011-12 ACSA/AISC Steel Student Design Competition (Category I), 3nd Place (Kevin Stevens, Advisor).

**2012-2013**
*eVolo 2012 Skyscraper Competition Publication* (ISBN: 978-1-938-74002-2) promotional poster (publication of student work).

*Designed for Habitat: Collaborations with Habitat for Humanity*. Routledge; London (ISBN: 978-0-415-89109-7) 2012, pp. 82-99 (publication of HabiTECH house).

Samantha Raburn (BSAS) and Phillip Carthern (MARC). 2013 Academic Excellence Award, College of Liberal Arts.

Michael Markham, "The Deep South's Museum of the End," Graduate Poster Presentation, 2013 Louisiana

Tech Research Symposium (Robert Brooks, Advisor).

LeStavion Beverly, "Animate South," Graduate Poster Presentation, 2013 Louisiana Tech Research Symposium (Robert Brooks, Advisor).

Philip Carthern, "The Southern Exchange Forum," Graduate Poster Presentation, 2013 Louisiana Tech Research Symposium, (Robert Brooks/Karl Puljak, Advisors)

Mary Alice Milford and Samantha Raburn, "HabitTECH 2013" Undergraduate Poster Presentation, 2013 Louisiana Tech Research Symposium (Kevin Singh, Advisor).

Mason Nabors and Colton Stevenson, "Gowanus Remediation Research & Interpretive Center" Undergraduate Poster Presentation (Pasquale De Paola/Brad Deal, Advisors), 2013 Louisiana Tech Research Symposium.

**2013-2014**
Colton Stevens, "Emergence: A Center for Astronomy Discovery Spaces" 2013-14 ACSA/AISC Steel Student Design Competition (Category II Open), 2nd Place (Kevin Singh, Advisor).

Remington Bard and Brian Delaney, 2013-14 AIAS Freedom By Design Honor Award, American Institute of Architects, awarded at 2014 AIAS Forum

Alyana Fritz and Lonnie Patrick, USGBC Louisiana / Forest Stewardship Council's GreenBuild Competition, 1st Place (Kevin Singh, Advisor)

Samantha Rayburn, 2013-14 AIAS Chapter President Honor Award, American Institute of Architects, awarded at 2014 AIAS Forum

Aaliyah Muhammad, "Huckleberry Trails Entry Pavilion" (Undergraduate Oral Presentation), 2014 Louisiana Tech Research Symposium (Brad Deal, Advisor) 3rd Place.

Mason Nabors, "Haiti: Out of the Rubble" (Undergraduate Oral Presentation), 2014 Louisiana Tech Research Symposium (Brad Deal/Kevin Singh, Advisors).

Aaliyah Muhammad and Bailey Craighead, "Huckleberry Trails Entry Pavilion" (Undergraduate Oral Presentation), 2014 University of Louisiana System Research Symposium, University of Louisiana at Lafayette (Kevin Singh, Advisor).

Mason Nabors, "Haiti: Out of the Rubble" (Undergraduate Oral Presentation), 2014 University of Louisiana System Research Symposium, University of Louisiana at Lafayette. (Brad Deal/Kevin Singh, Advisors).

Mason Nabors (BSAS) and Christian McLean (MARC). 2014 Academic Excellence Award, College of Liberal Arts.

**2014-2015**
Alex Shows, "SentA," 2014-15 ACSA/AISC Steel Student Design Competition (Category II Open), Honorable Mention (Pasquale De Paola, Advisor).

Alayna Fritz (BSAS) and Mason Nabors (MARC). 2015 Academic Excellence Award, College of Liberal Arts.

Alaina Proctor and Nikki Crain, "Cross Bayou Corridor," (Undergraduate Oral Presentation), 2015 Louisiana Tech Research Symposium (Robert Brooks/Brad Deal, Advisors).

Matthew Barkley, "Tech Pointe 2," (Undergraduate Poster Presentation), 2015 Louisiana Tech Research Symposium (Kevin Singh, Advisor), 2nd Place.

Alayna Fritz and Sarah Thompson, "The Larkin Gibbs Memorial Pavilion," (Undergraduate Oral Presentation), 2015 Louisiana Tech Research Symposium (Robert Brooks/Brad Deal, Advisors) 2nd Place.

**2015-2016**

Nikki Crain, Kendall Webb, Alaina Proctor, "Chiasmus Paintball Range" (Undergraduate Oral Presentation), 2016 Louisiana Tech Research Symposium, Robert Brooks, Brad Deal, Advisors), 3rd Place.

Trent Harrison, "Seattle Coffee Experience Center," Undergraduate Poster Presentation, 2016 Louisiana Tech Research Symposium (Kevin Singh, Advisor). Honorable Mention)

Jed Walpone, "ARCH 315" (Undergraduate Oral Presentation), 2015 Louisiana Tech Research Symposium (Pasquale De Paola, Advisor).

Nikki Crain, Kendall Webb, Alaina Proctor, "Chiasmus Paintball Range" (Undergraduate Oral Presentation), 2016 University of Louisiana System Research Symposium, Nicholls State University.

Trent Harrison, "Seattle Coffee Experience Center," Undergraduate Poster Presentation, 2016 University of Louisiana System Research Symposium, Nicholls State University.

Trent Harrison and Andrew Lopez, "Unearth Archaeology Research Center," 2015-16 ACSA/AISC Steel Student Design Competition (Category II Open), Honorable Mention (Kevin Singh, Advisor).

Alaina Proctor (BSAS) and Alex Shows (MARC). 2016 Academic Excellence Award, College of Liberal Arts.

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 encourages 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, NOMAS) and honorary organizations (Tau Sigma Delta) within the Architecture Program as well as the honorary and social or service organizations on the campus that offer opportunities for student growth and leadership to the University's academic community. The Louisiana Tech University AIAS Chapter earned national awards for "Chapter President of the Year" and "Freedom by Design Chapter of the Year" at 2014-15 AIAS Forum. Additionally, the Division of Student Affairs provides the Student Activities Office, centrally located in Tolliver Hall, which serves as the headquarters for more than 130 student organizations, including religious, service, social, departmental and honorary. http://www.latech.edu/students/

The Program supports the activities and goals of the Program's student professional and honorary organizations. The Program 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 Program and School sponsorship. The Program supports participation by the AIAS president to Grassroots conference in Washington, DC each summer. The Program also has supported travel to the annual Louisiana AIA Celebrate Architecture Program in Baton Rouge.

Each May, the School of Design and its Architecture Program recognize students' academic and service achievements through a series of awards and scholarships presented at SOD Awards Day. The awards and scholarships specifically designated to Architecture students include:

| | |
|---|---|
| the PHOEBE: | awarded to recognize student achievement in design work and graphic representation at the Foundation Level |
| Architecture Faculty Award: | awarded to recognize student achievement in design work and graphic representation at the Professional Concentration Level |
| Milton Pickett Award: | awarded to recognize the outstanding degree project by a graduating architecture student |
| Mary Moffett Award: | awarded to recognize outstanding graphic presentation by a graduating architecture student |
| 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 Endowed Scholarship: | awarded to a 3rd year and graduate architecture student based on design and academic achievement |
| Guy Charles Dante Endowed Scholarship: | awarded to a 2nd year architecture student based on design and academic achievement |
| Walpole/Best Endowed Scholarship: | awarded to two 4th year architecture student based on design and academic achievement |
| James C Logan Endowed Scholarship: | awarded to an architecture student based on design and academic achievement |
| the DIRECTOR'S LIST: | recognition of academic achievement in design coursework |
| the AIAS TEACHING AWARD: | recognition for outstanding teaching as voted by students |

Following the SOD Awards Ceremony, the Architecture/Interior Design End-of-Year Exhibition opens, serving as a way to recognize student work through a retrospective exhibition of the academic year in Hale Hall. Curated by invited alumni, awards for "Best Foundation Level Project, Best Architecture Project, Best Object, Best Model and Best In Show prizes are presented.

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.

**THE NAME OF THE ARCHITECT LICENSING ADVISOR (FORMERLY IDP COORDINATOR) AND A SUMMARY OF HIS/HER RECENT ACTIVITIES, INCLUDING PROFESSIONAL DEVELOPMENT, IN SUPPORT OF HIS/HER RESPONSIBLITIES**

Kevin Singh, AIA, NCARB is an Associate Professor in the Architecture Program and Director of the

Program's Community Design Activism Center. Professor Singh took over the role of Architect Licensing Advisor (then IDP Educator Coordinator) in the Summer of 2013 and attended the NCARB Licensing Advisors Summit each Summer from 2013-16. He also teaches ARCH 414 (Professional Practice). His activities/responsibilities in the capacity of Louisiana Tech University's Architect Licensing Advisor include:

- Explain IDP (now AXP) and the ARE in a lecture in ARCH 414 (Professional Practice 1) for all 4th year architecture students
- Lead students of ARCH 414 participation in teams to produce a firm case study about a recent project to reinforce the roles of the architect and the importance of licensure to help protect the HSW of the general public.
- Answer questions about IDP/AXP during office hours, and assist students setting up their NCARB record.
- Organized representatives from NCARB's National Office to present to architecture students (a required meeting) in the Fall of 2013 and will be presenting again in the Fall of 2016. NCARB was scheduled to present to students in the Winter of 2016, but had a schedule conflict.
- Hosted Jennifer Chandela, Louisiana's AXP State Advisor, to present to architecture students (a required meeting) in the Fall of 2014 on the IDP, ARE, and the importance of licensure.
- Supported the AIAS chapter-sponsored "Career Focus Day" in the spring of 2014 and 2016, bringing regional professionals to campus. During the course of the day, these professionals provide input and feedback about career development and the importance of licensure.

Since gaining initial licensure in 2003, Professor Singh has maintained his license through a minimum of 18 hours of continuing education (including 12 hours HSW). He gained reciprocal licensure in Louisiana in 2015.

## I.2.2: PHYSICAL RESOURCES

### A GENERAL DESCRIPTION, WITH LABELED PLANS/IMAGES ASSIGNED TO THE PROGRAM, INCLUDING ALL SPACES USED FOR TEACHING/LEARNING, SCHOLARSHIP, PUBLIC INTERACTION

**Hale Hall**
The University administration has recognized concerns of the Architecture Program's former facilities in the Wyly Tower of Learning, and for many years worked diligently to position a new facility for the 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 Architecture and Interior Design Programs 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 Architecture and Interior Design Programs occupy 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.

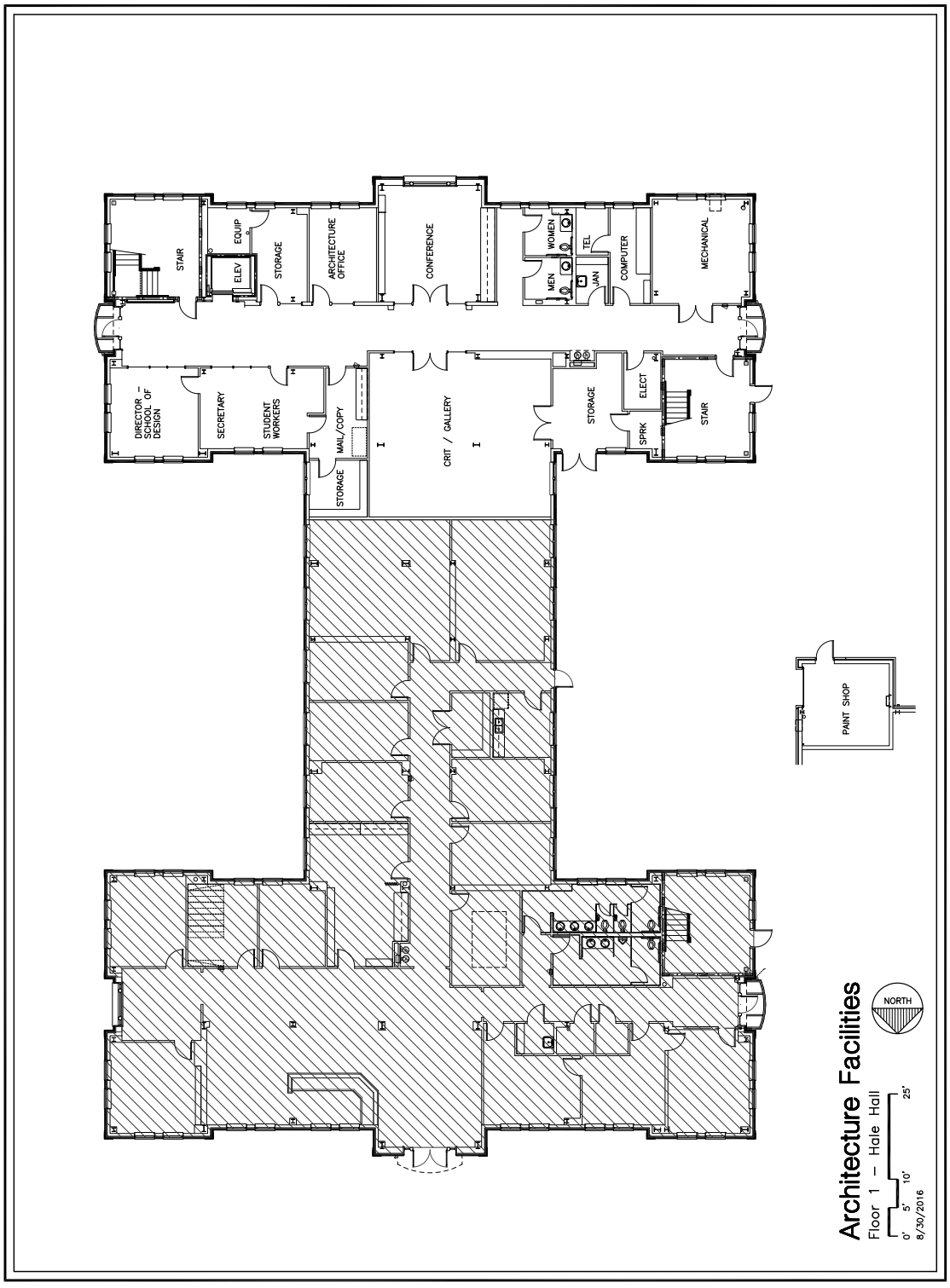
The reconstructed Hale Hall provides the Architecture Program with state-of-the-art gallery/critique, lecture/seminar, office, studio and ancillary support spaces for the use of its degree programs. The building has both a hard-wired and wireless network capability that interconnects the building's spaces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

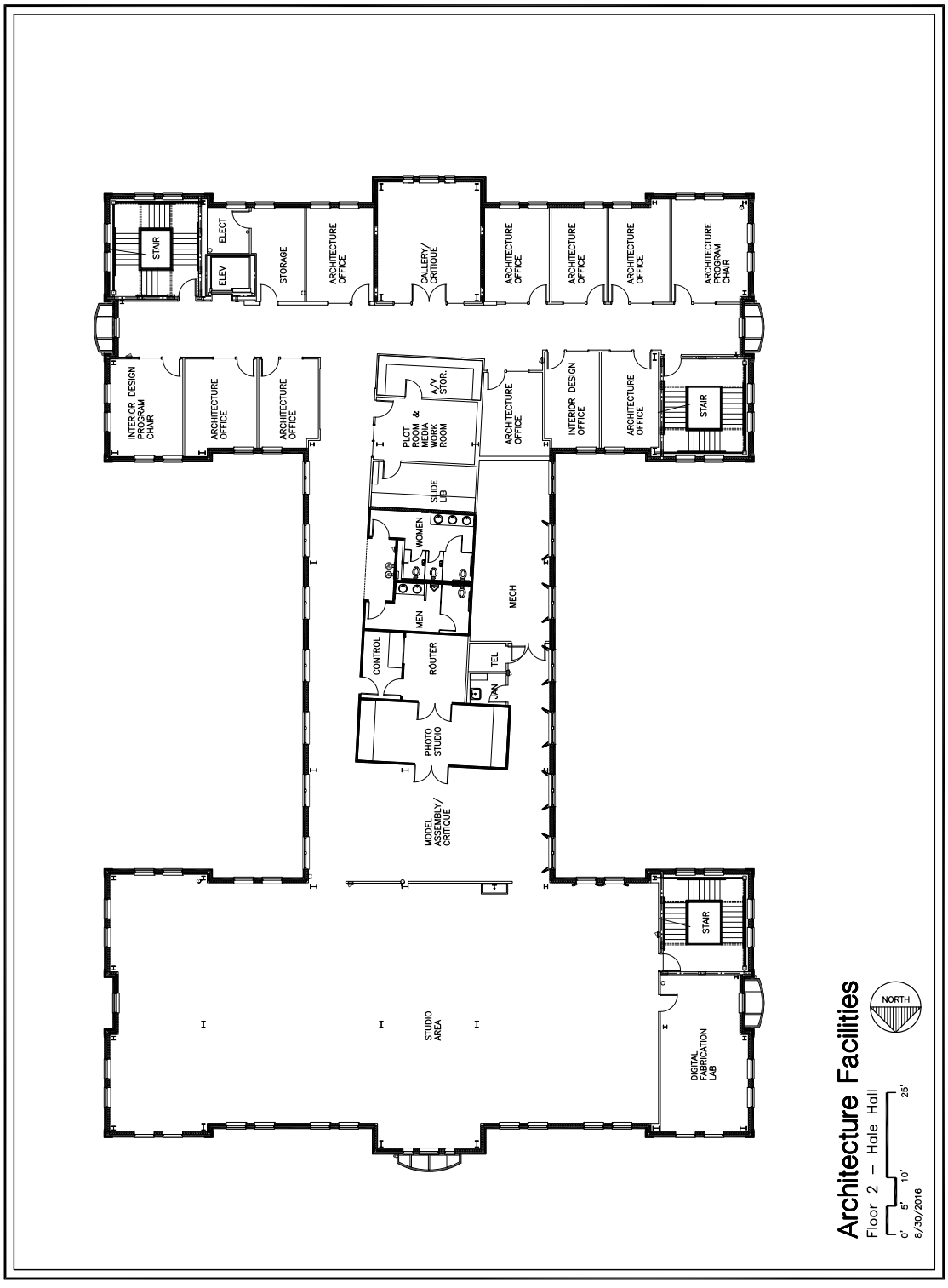
First Floor:
Serving as the main entry into the Architecture Program, the first floor houses the Director's Office and Administrative Assistant's Office, two faculty offices, a conference room, the copy/mailroom, and a gallery exhibit space (with storage/loading support).

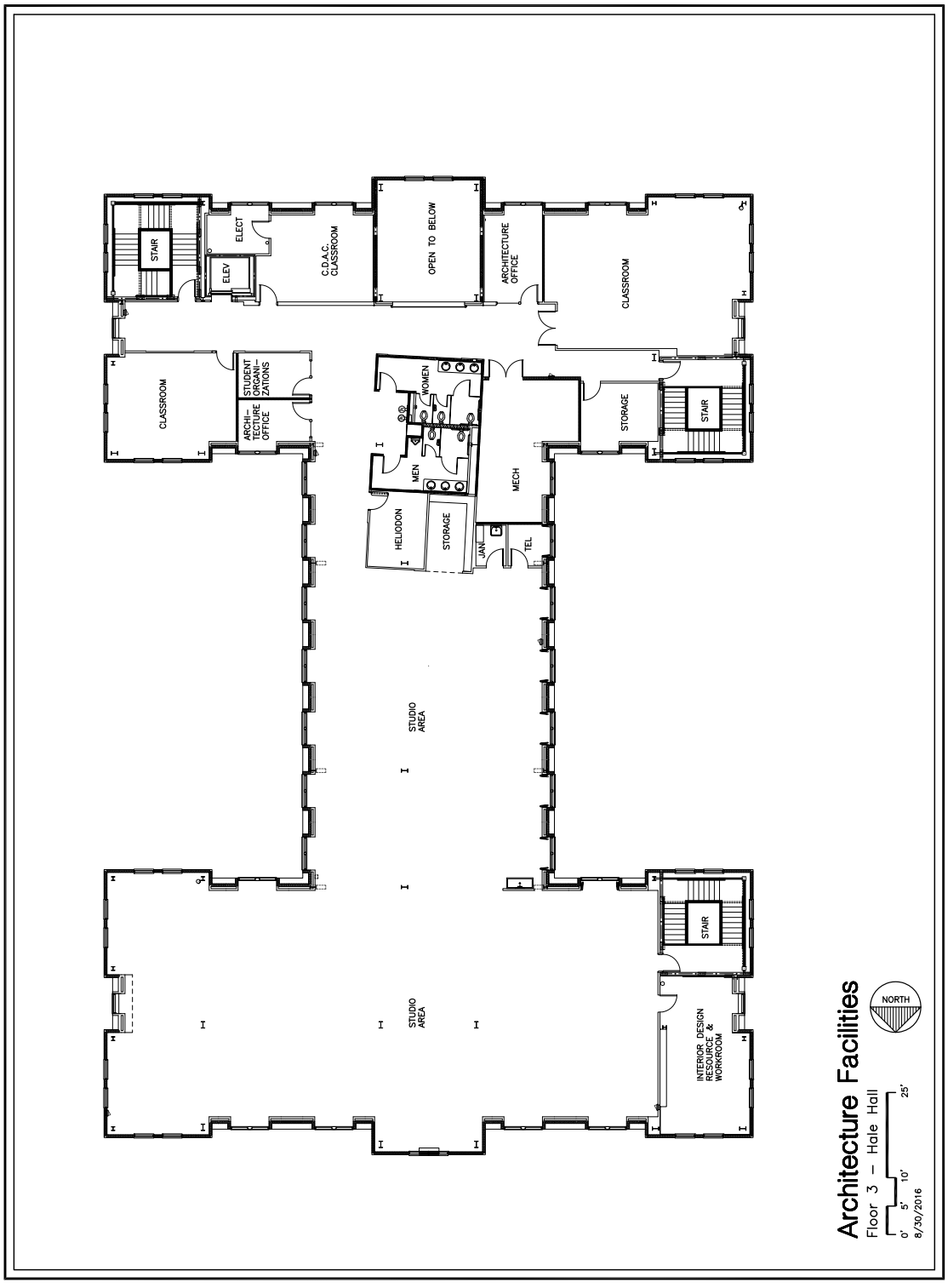
Second Floor:
The second floor houses the 2nd and 3rd year architecture studios, as well as eleven faculty offices, and a double-height critique space. Additionally, it contains the Program's printing/plotting services and a media workroom suite that stores the digital image library; the Program's portable digital projector carts and large portable digital monitors; the library of DVDs; and other audio-visual materials. Additional support spaces include a photography studio, a router room, a digital fabrication room with a small CNC router, three-dimensional scanners and printers, and a vinyl cutter. The second floor also contains a space adjacent to the architecture studios, doubling as an assembly and critique space.

Third Floor:
The third floor houses 4th year and graduate architectural studios, as well as all interior design studios. Additional spaces include a 45-seat classroom, a 15-seat seminar room, the Community Design Activism Center Office/Workroom, two faculty offices, the AIAS Office, a dedicated space for a heliodon, an artificial lighting laboratory and material samples in the Interior Design Workroom, and storage and archiving for future accreditation visits.

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 via a key fob.

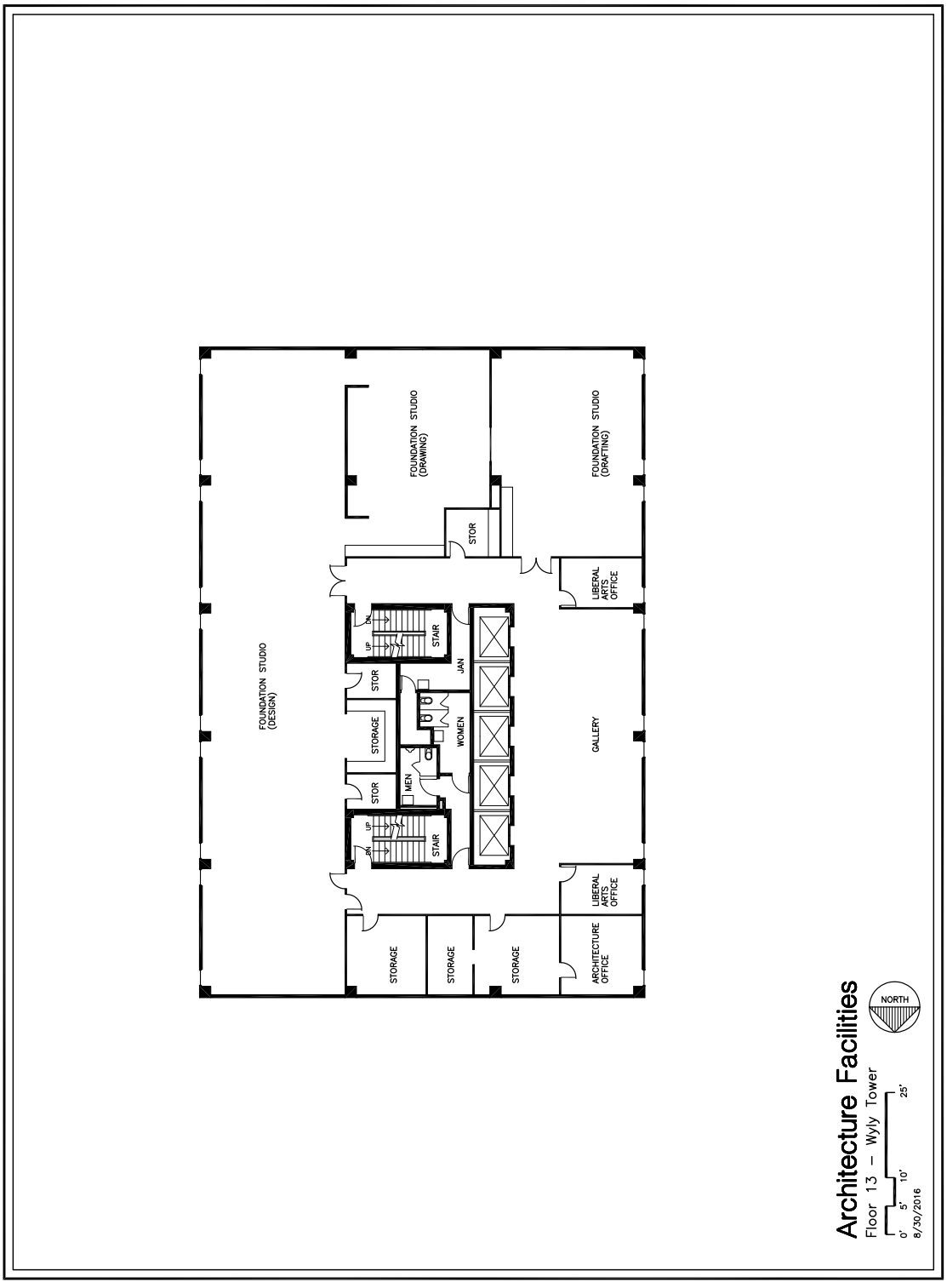

STAIR
ELEV
EQUIP
STORAGE
ARCHITECTURE OFFICE
CONFERENCE
WOMEN
MEN
JAN
TEL
COMPUTER
MECHANICAL
DIRECTOR – SCHOOL OF DESIGN
SECRETARY
STUDENT WORKERS
MAIL/COPY
STORAGE
CRIT / GALLERY
STORAGE
ELECT
SPRK
STAIR
PAINT SHOP
Architecture Facilities
Floor 1 – Hale Hall
0' 5' 10' 25'
8/30/2016
NORTH


STAIR
ELECT
ELEV
STORAGE
ARCHITECTURE OFFICE
GALLERY/ CRITIQUE
ARCHITECTURE OFFICE
ARCHITECTURE OFFICE
ARCHITECTURE OFFICE
ARCHITECTURE PROGRAM CHAIR
INTERIOR DESIGN PROGRAM CHAIR
ARCHITECTURE OFFICE
ARCHITECTURE OFFICE
A/V STOR.
PLOT ROOM & MEDIA WORK ROOM
ARCHITECTURE OFFICE
INTERIOR DESIGN OFFICE
ARCHITECTURE OFFICE
STAIR
SLIDE LIB
WOMEN
MEN
MECH
CONTROL
ROUTER
TEL
JAN
PHOTO STUDIO
MODEL ASSEMBLY/ CRITIQUE
STAIR
STUDIO AREA
DIGITAL FABRICATION LAB
NORTH
Architecture Facilities
Floor 2 – Hale Hall
0' 5' 10' 25'
8/30/2016


STAIR
ELECT
ELEV
C.D.A.C. CLASSROOM
OPEN TO BELOW
ARCHITECTURE OFFICE
CLASSROOM
CLASSROOM
STUDENT ORGANI-ZATIONS
ARCHI-TECTURE OFFICE
WOMEN
MEN
MECH
STORAGE
STAIR
HELIODON
STORAGE
JAN.
TEL
STUDIO AREA
STUDIO AREA
STAIR
INTERIOR DESIGN RESOURCE & WORKROOM
NORTH
Architecture Facilities
Floor 3 – Hale Hall
0' 5' 10' 25'
8/30/2016

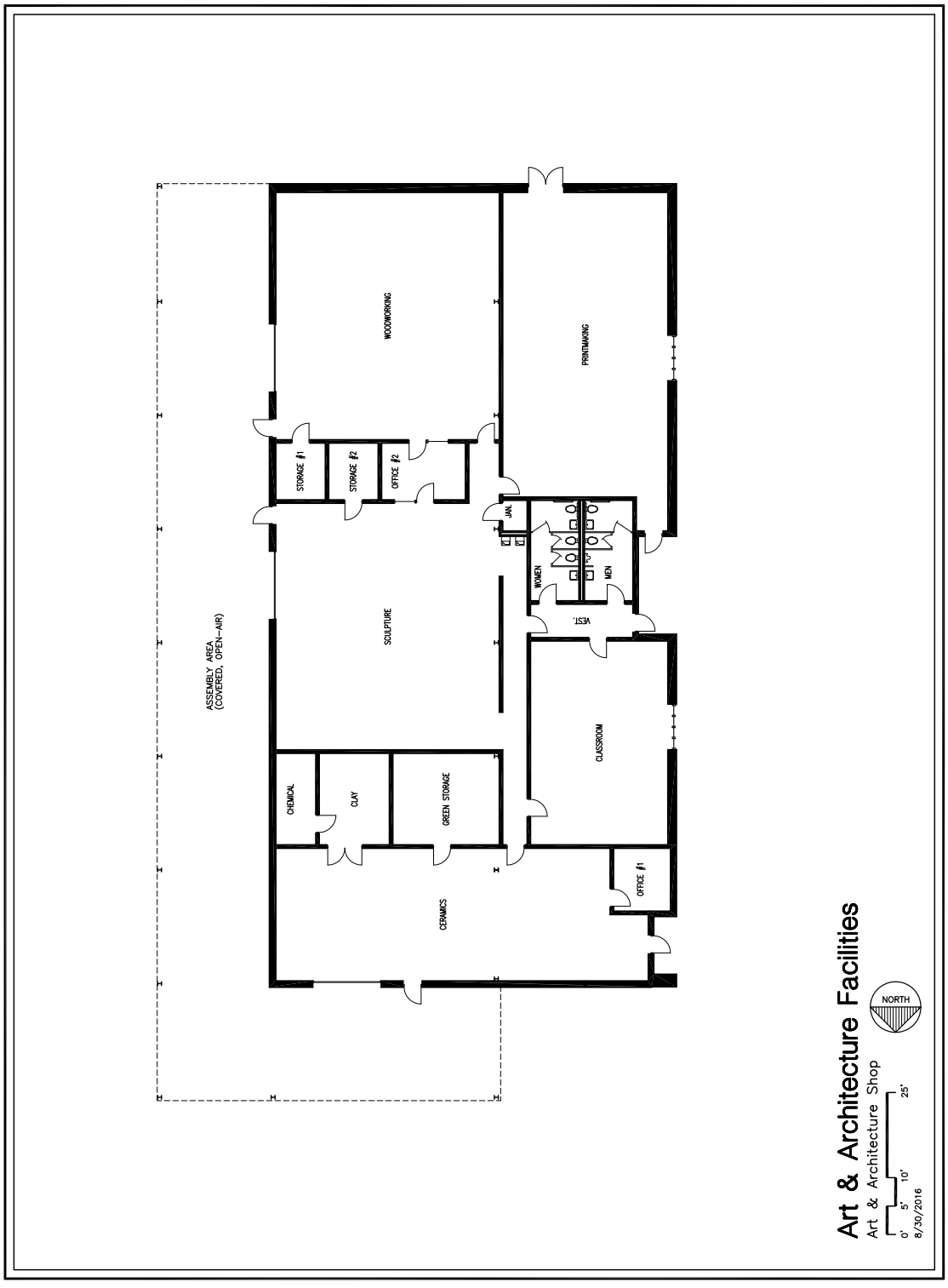
**Wyly Tower of Learning**
Prior to occupying the reconstructed Hale Hall, the Architecture Program occupied three floors in the Wyly Tower of Learning. The Wyly Tower of Learning is an accessible, sixteen-story building built in 1973, located at the center of campus. It houses Prescott Memorial Library, 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.

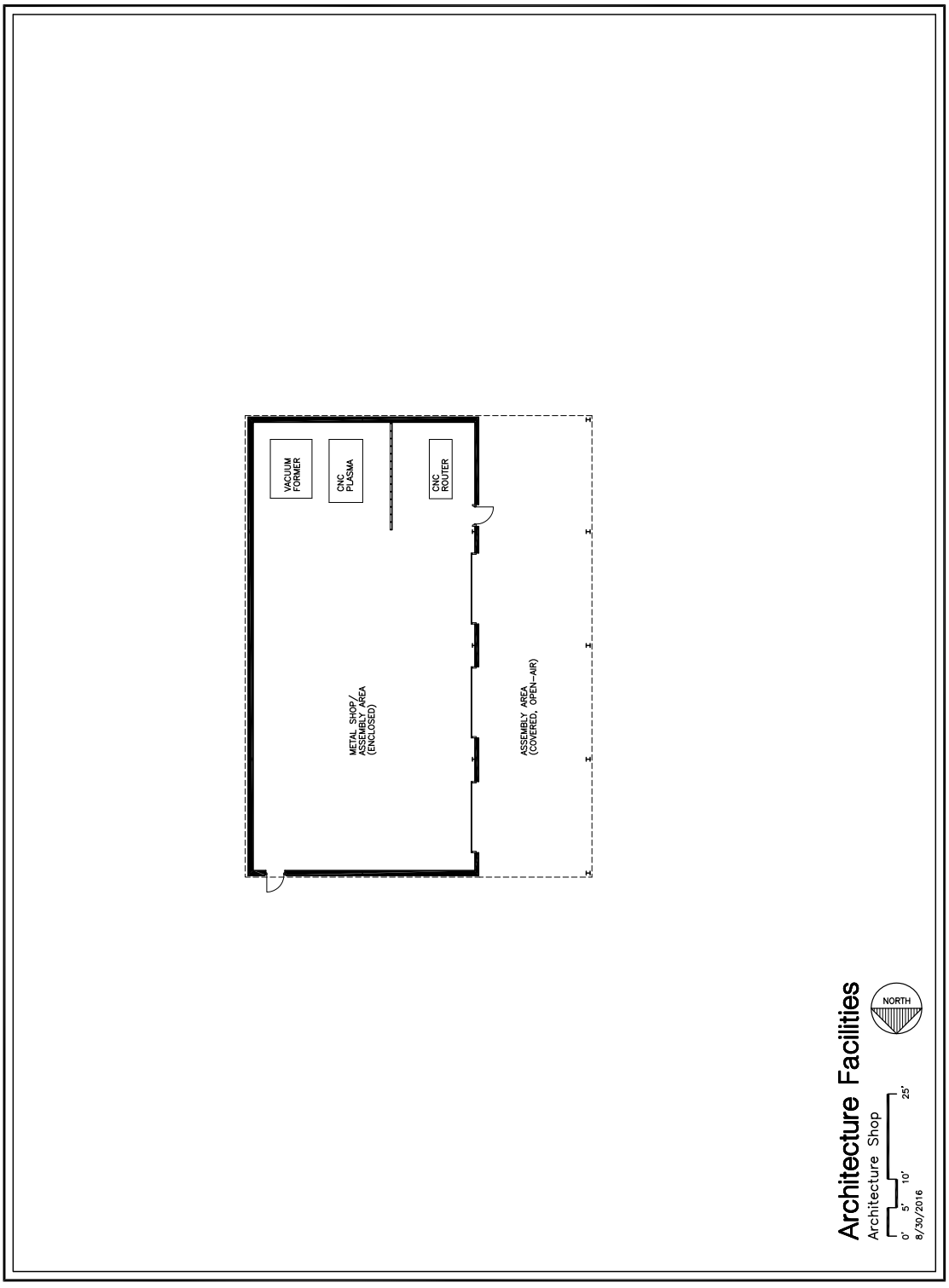
The Architecture Program continues to utilize the thirteenth floor of Wyly Tower. The Program utilizes this space for the Foundation Level's first-year design and drawing courses (ARCH 112/122/115/125/135). The design and drawing studio space on the thirteenth floor accommodates 60 students at one time in a "hot table" setting, and provides a large, open assembly space and material storage. Total area of the 13$^{th}$ floor of Wyly Tower is approximately 7,400 square feet.


FOUNDATION STUDIO (DRAWING)
FOUNDATION STUDIO (DRAFTING)
STOR
LIBERAL ARTS OFFICE
FOUNDATION STUDIO (DESIGN)
DN
UP
STAIR
JAN
STOR
STORAGE
WOMEN
MEN
GALLERY
STOR
UP
DN
STAIR
LIBERAL ARTS OFFICE
STORAGE
STORAGE
STORAGE
ARCHITECTURE OFFICE
Architecture Facilities
Floor 13 – Wyly Tower
0' 5' 10' 25'
8/30/2016
NORTH

**Workshop and Fabrication and Assembly Shop**
The Architecture Program shares a workshop facility (Art and Architecture Workshop) with the Studio Art Program. This facility (approximately 7,000 square feet), located on the South Campus, provides the School of Design with access to specialized shops for ceramics, wood and printmaking. Since the last accreditation visit, the Architecture and Studio Art Programs collaborated to continually upgrade the equipment inventory (managed by the full time Shop Technician) and improve the facility's workspaces (a significant transformation of a former metal shop to studio classroom was completed in 2015). These updates and renovations provided upgraded, more precise tool inventory and improved workspaces, which has enhanced all Programs' abilities to work more efficiently and effectively during the academic year.

In the Spring of 2004, the Architecture Program occupied its 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" metal shop equipment, the Fabrication and Assembly Shop also houses a large bed CNC plasma cutting system, large bed CNC router, and has recently acquired a large format vacuum former. 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, as well as acquire additional equipment (a robotic milling cell is currently on the "wish list" of both the Architecture and Studio Art Programs).


WOODWORKING
PRINTMAKING
STORAGE #1
STORAGE #2
OFFICE #2
JAN.
WOMEN
MEN
VEST.
SCULPTURE
ASSEMBLY AREA
(COVERED, OPEN-AIR)
CLASSROOM
CHEMICAL
CLAY
GREEN STORAGE
OFFICE #1
CERAMICS
Art & Architecture Facilities
Art & Architecture Shop
NORTH
0' 5' 10' 25'
8/30/2016


VACUUM FORMER
CNC PLASMA
CNC ROUTER
METAL SHOP/ ASSEMBLY AREA (ENCLOSED)
ASSEMBLY AREA (COVERED, OPEN-AIR)
Architecture Facilities
Architecture Shop
0' 5' 10' 25'
8/30/2016
NORTH

**A DESCRIPTION OF ANY CHANGES TO THE PHYSICAL RESOURCES EITHER UNDER CONSTRUCTION OR PROPOSED**

**CO:LAB**

In Summer 2015, the home (with attached artist studio) and grounds of 800 West Alabama Avenue in Ruston were donated to the Louisiana Tech Foundation to support the initiatives of School of Design. Constructed in 2012, this 8000 square foot structure (5000 square feet heated/cooled), to be called the Benditz Building, will feature reconfigurable studio/meeting space, designer/artist-in-residence space, offices, and a place for public events and workshops to support a new initiative for the School of Design to be called Co:Lab.

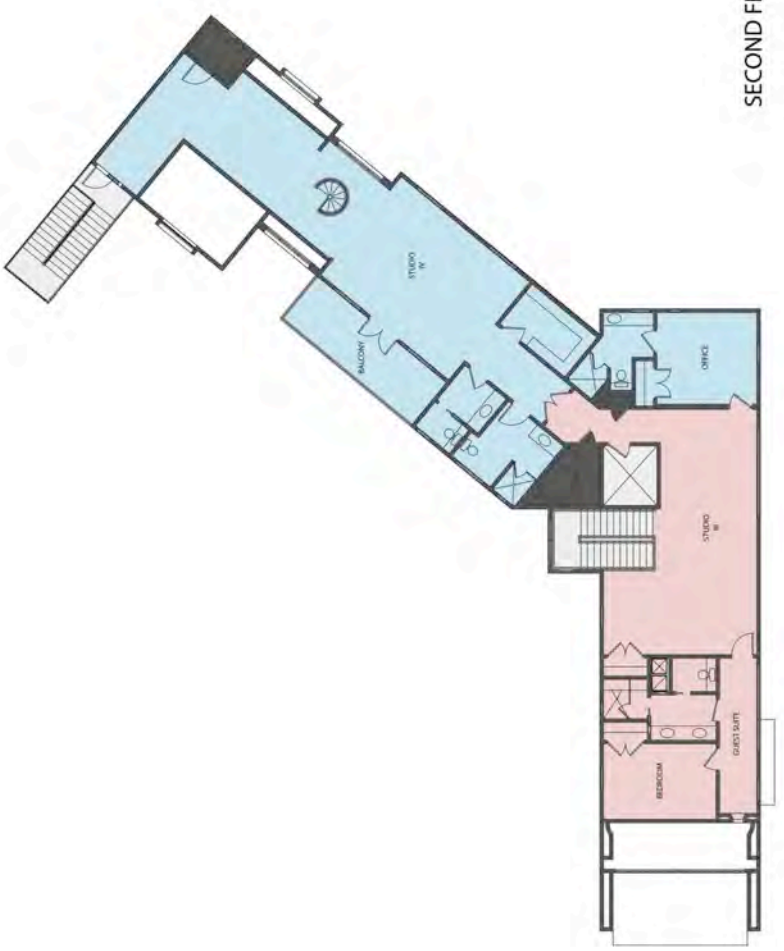
The mission of Co:Lab is to develop and expand the value of art and design through service, innovation, and practice by connecting students and faculty with community and business. Co:Lab expects to demonstrate the following outcomes:

- A creative, intense, collaborative and innovative experience for student of Louisiana Tech that is both educational and professional;
- An educational model providing students an opportunity to work/research directly with civic and corporate partners, art and design professionals, and experience faculty in a cross-curricular environment, working on real-world issues and receiving professional experience;
- A unique off-campus venue to showcase research and creative work to our community, region, and nation;
- Creative capital investment into our community and region while expanding the value of design and design education.

This Center will enhance the reputation and visibility of our successes, attract more qualified students, and reward and motivate the faculty members who have created this vision. The co-directors of Co:Lab (three School of Design Faculty members representing Architecture, Interior Design, and Graphic Design with the Director of the School of Design) have prepared a strategic and long-term plan that has been

deemed feasible by the University President (who earned a degree in Architecture from Louisiana Tech University). Plans are currently being made to support a renovation of the building to include site and building modifications to support the proposed use. Attached, are the preliminary plans of the renovation.

FIRST FLOOR
CO:LAB
STUDIO II
ENTRY
STUDIO I
LOBBY
ENTRY
GALLERY
OUTDOOR KITCHEN
WARMING KITCHEN
CONFERENCE ROOM
BALCONY
SCHOOL OF DESIGN
LOUISIANA TECH UNIVERSITY
SOD


SECOND FLOOR
STUDIO A
BALCONY
OFFICE
STUDIO B
GUEST SUITE
BEDROOM

CO:LAB

**IDENTIFICATION OF ANY SIGNIFICANT PROBLEM THAT IMPACTS THE OPERATION OR SERVICES, WITH A BRIEF EXPLANATON OF PLANS BY THE PROGRAM OR INSTITUTION TO ADDRESS IT**

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 at Louisiana Tech University. The proposed Co:Lab will further enhance the Architecture Program's visibility and enhance the capability of its faculty and students to excel in the "art, craft, and practice of ethical building."

The Program is indeed fortunate to have a large, open, dedicated space to serve its foundation level students in Wyly Tower. During the 2015-16 academic year, initial discussions about the future and long-term plans for Wyly Tower were both informally and formally discussed. The Director and two architecture faculty were involved in these meetings. While there are no immediate plans to alter the building, the Architecture Program will need to work with the administration at the College and University levels to develop a plan to address this potential future loss of instructional space. Options to address this potential change include (1) seeking ways to more efficiently utilize Hale Hall as a home to all Architecture students; sharing the Foundation Design and Drawing spaces (and, potentially, curriculum) on the first floor of the Visual Arts Center (historically used by the Studio Art and Graphic Design Programs); identifying additional space on campus; or a hybrid of these solutions. The Director has communicated with the Dean of the College of Liberal Arts about potentially seeking space in Robinson Hall (adjacent to Hale Hall), should the School of Communication vacate a portion of Robinson for a renovated facility on the southwest corner of campus at Jenkins-McFarland Halls (currently, this proposal seems remote). The potential to move from the Foundation Level studio spaces in Wyly Tower to a building nearer in proximity to Hale Hall, could better facilitate communication between our freshman students and the rest of the Architecture Program student body. It has been perceived since the Program's move to Hale Hall that this 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 with the rest of the Program. Again, while this is not considered a problem currently, the Director is keenly aware of the current situation and will continue to communicate with the upper administration.

**A DESCRIPTION OF HOW THE PROGRAM PROVIDES SPACE FOR FACULTY TO FULFILL ALL FOUR OF THEIR ROLES: TEACHING, SCHOLARSHIP, SERVICE, AND ADVISING.**

All full-time faculty of the Program have individual office spaces in Hale Hall to support scholarship, service, and advising. Each office is outfitted with Ethernet ports as well as WiFi. Faculty members have laptop computers (choice of Mac or PC) with professional software (Microsoft Office; Adobe Creative Cloud, Rhinoceros 5.0, Autodesk Software, including Revit and AutoCAD, rendering software, etc). Output devices (small/medium/large format printing, copying/scanning capabilities) are provided in Hall Hall. Digital fabrication devices (laser cutters, 3d printers and scanners) are also housed in Hale Hall. Studio spaces are configured in an open plan to facilitate team-teaching. Smart classrooms have all necessary audio/visual/digital devices to support a lecture or seminar. Large mobile touch screen monitors support in-studio teaching as well as studio critiques.

The Program's property inventory includes:

- Multi-Cam, 1000 Series Plasma Cutter, 48" x 96" cutting area
- Techno-isel, 4896LC (48" x 96") CNC Servo Router (Computerized Milling machine) w/dust collection system.
- Techno-isel, 48"x48" Table-top CNC Servo Router (Computerized Milling machine) w/dust collection system.
- Epilog, Legend 36EXT Laser Cutter, 36" x 24" cutting area
- Fumex 3-tier laser ventilation system
- Z-Corporation, ZScanner 800, Handheld 3-D Laser Scanner

- Microscribe G2, 3-D digitizing arms with carrying cases, and digitizing software
- Microscribe G2L (snap and map capable) with carrying cases, and digitizing software.
- Digitizing Arm (Extended Length), Romer (snap and map capable) digitizing arm.
- 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
- 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
- High Precision Devices Model 126 Heliodon
- 6 Makerbot 3D plastic printers
- 2 Formlab 3D resin printers
- DJI Aspire remote controlled drone
- 3 HP large-format printers
- Large format vinyl cutter
- ColorTrack large format drum scanner
- 4 Sharp 70” Touchscreen Monitors

**I.2.3: FINANCIAL RESOURCES**

The financial resources allocated to the Architecture Program by the University fall into two distinct budgets – salary/benefits 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 University of Louisiana System 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 Architecture Program has four endowed memorial scholarships and one endowed memorial lecture. The four memorial scholarships (the Melinda Sue McGee Memorial Scholarship, the Guy Danti Memorial Scholarship, the Walpole/Best Endowment, and the James C. Logan Endowed Scholarship) are awarded to students based on academic achievement and need by the Program'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 Program 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. Additionally, the School has

In addition to operating and endowment resources, the School of Design receives revenues from a $30 student fee. This student fee assessed each quarter to all School of Design majors provides the architecture program with a reliable source of enrichment funds. These funds are approximately $25,000 per year (In FY 16, $15,500 for architecture majors and $18,000 for art majors) Since the fee's establishment in 1972, the generated funds have supported lectures, film presentations, subsidized field trips, and purchased equipment. For the upcoming year (2016-2017), fees were restructured and School of Design majors will be assessed a fee of $80 per quarter that includes the existing $30 fee and replaces all fees charged to students for individual courses and labs. The new fee structure will provide fee stability for the students and a steady revenue stream to support the purchase of consumables utilized in courses, equipment upgrades, and enrichment activities. The College of Liberal Arts provides matching funds for research grant opportunities, student technology fee requests, and other special needs on an ad hoc basis.

Currently, the commitment to cover all operational costs of the recently acquired Co:Lab building, estimated at approximately $40,000 per year, is currently being financially supported by the University Foundation at the request of the President.

Development activities are conducted, on behalf of the Architecture Program, by the trained staff of the Louisiana Tech University Foundation. The Program works with Ms. Penny Humphries, the individual assigned to the College of Liberal Arts to implement and facilitate beneficial development initiatives throughout the year. The Architecture Program 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 of Design to significant enhance its mosaic of academic and enrichment opportunities.

Enrollment Changes:

- Total headcount enrollment has increased from 11,014 in Fall Quarter 2013 to 12,414 in Fall Quarter 2015, an increase of 1,400 students or 12.7%.
- First-time freshmen enrollment has increased from 1,552 in Fall Quarter 2013 to 1,962 in Fall Quarter 2015, an increase of 410 students or 26.4%.
- FTE enrollment has increased from 9,008 in Fall Quarter 2013 to 9,933 in Fall Quarter 2015, an increase of 10.3%.

- Based on freshman orientation attendance, housing attendance, and preliminary registration data, the University anticipates that the enrollment trend for the upcoming year will remain positive in both overall enrollment and first-time freshmen enrollment.
- The University's strategic plan includes an enrollment goal of 15,000 students in the year 2020.
- To meet the current enrollment needs and plan for future growth the University has placed an emphasis on hiring faculty and support staff in high demand areas.

University Funding:

- The University's operating budget is primarily funded by state appropriations and self-generated revenues, primarily tuition and fees. From 2009 to 2016, the state reduced the amount of general fund appropriations to the University by $34.4 million. Over the same period, tuition, fees, and other self-generated revenue increased by $49.6 million, which has mitigated the reductions in state general fund appropriations. State funding now comprises less than 24% of the University's total operating budget, while tuition, fees, and self-generated revenues now comprise more than 76% of the budget.
- The University cannot make any prediction regarding the future status of the state budget or the level of future state appropriations to the University; however, state appropriations now constitute a much lower percentage of the University's operating budget. The enrollment growth and associated increase in tuition and fee revenues have helped the University to minimize the impact of any future reduction in state appropriations.
- The University continues to diversify its financial resources through partnerships with business and industry, research opportunities, and fundraising for capital projects, scholarships, and endowments. State support for capital projects has been positive. This support has allowed the University to invest in the campus, including additions to existing academic buildings and plans to begin construction on a new academic facility in 2017.

Funding Models:

- Despite the state's current budget challenges, the University implemented an average 4% salary increase for faculty and staff in fiscal year 2014-2015.
- The salary adjustments for faculty receiving promotions in rank were increased in 2015-2016.
- The University implemented a new fee structure for 2016-2017 that increases the college fees assessed quarterly to all majors in each academic college. The fee revenue, which is retained by the individual academic college, provides an additional revenue source for the college and its academic programs each year.
- The University continues to provide annual funding for faculty that are endowed chair and professorship holders. This funding supports professional development, equipment purchases, and research.
- The University Foundation continues to provide funding for faculty instructional and research needs.
- The Louisiana Board of Regents implemented a new formula funding methodology for all public higher education institutions in 2016-2017. Although there was no additional funding for higher education by the Legislature for 2016-2017, the University benefited from the new formula with a slight increase in our state appropriation distribution.

Institutional development campaigns:

- Private support through the Louisiana Tech Foundation continues to increase. Fundraising will continue to grow with the implementation of an integrated philanthropic engagement plan with an emphasis on major gifts. The university is in the early stages of a feasibility study in preparation for a formal comprehensive campaign celebrating the institution's 125 year anniversary.
- The University President has provided funding for foundation development officers assigned to academic colleges, including the College of Liberal Arts. This development officer provides more focused efforts on fundraising for the individual college.

## I.2.4: 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 Architecture Program. 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 Architecture Program 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. Boris Teske, College of Liberal Arts Liaison Librarian, compiled the following self-assessment of the Prescott Memorial Library.]*

**Administrative Structure, Institutional Context, and Intra-Institutional Relations**

The Library participates in the University's institutional planning and administrative oversight through the membership of its Executive Director, formerly Dean of Library Services, on the Administrative and Planning Council and the Council of Academic Deans. She chairs the University Library Advisory Committee, which is comprised of faculty representatives from the colleges and another librarian.

Since the reorganization of the Library, approved by the Board of Supervisors in 2006, its staff has been deployed in three divisions: Collection Services, including Acquisition & Preservation Services and Bibliographic Management Services; Information Technology Services; and Academic Services, comprised of Research Services and User Services. See the Library Faculty & Staff Directory: by Service <http://www.latech.edu/library/directory/orgchart.php>.
Over the past five years, the numbers of professional library staff levels have decreased.

Library Staff

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 |
|---|---|---|---|---|---|
| Unclassified | 13 | 13 | 10 | 10 | 9 |
| Classified | 14 | 14 | 14 | 13 | 13 |

The Library has, since its reorganization, employed liaison librarians for each of the University's colleges, including the College of Liberal Arts Liaison Librarian who serves the Architecture program. In response to the University's Strategic Plan Tech 2020, in particular to Primary Strategy 3 "Support research programs, enabling their elevation to national prominence," the Library's Action Plan for 2007-2012 reiterated the role of the liaison librarians in Implementation Strategy 3.1:

> Enhance collaboration between academic program administrators and faculty with librarians who share responsibility for curriculum development, implementation, support and assessment as stakeholders, participants or partners.

Librarians serve on the University's Instructional Policies Committee, on Graduate Council and on University Senate. The College of Liberal Arts Librarian has served on Graduate Council for 9 of the past 10 years and as a senator for two three-year terms. He also represents the Library on the University Library Advisory Committee.

**Access to Information Resources**

The William King Stubbs Architectural Archives, comprising 946 folders of drawings representing 28 architectural firms in Louisiana and Mississippi, is available for supervised use in the reading room of Special Collections, Manuscripts and Archives, 8:00am-4:30pm, Monday through Friday.

Library collections, including architectural firm catalogs and other books illustrated with plans, elevations or sections and color photographs, are readily searchable by the online catalog which is directly linked from **Search for: Books** or **Search for: Catalogs** on the Library's home page <www.latech.edu/library>.

Books and Serials in Prescott Library, Numbers of Titles by Library of Congress Classification

**NA Architecture**

| | **2011** | **2012** | **2013** | **2014** | **2015** |
|---|---|---|---|---|---|
| Books | 4449 | 4484 | 4514 | 4525 | 4527 |
| E-Books | 242 | 244 | 244 | 245 | 245 |
| **Total Books** | **4691** | **4728** | **4758** | **4770** | **4772** |
| Serials | 77 | 82 | 82 | 82 | 83 |

**TH Building construction**

| | **2011** | **2012** | **2013** | **2014** | **2015** |
|---|---|---|---|---|---|
| Books | 925 | 930 | 931 | 932 | 934 |
| E-Books | 158 | 235 | 239 | 275 | 275 |
| **Total Books** | **1083** | **1165** | **1170** | **1207** | **1209** |
| Serials | 55 | 55 | 55 | 55 | 55 |

These physical resources are accessible to be read, photocopied or scanned, and books in the main collection may be borrowed, during building hours.

Prescott Library Hours during Academic Quarters

| | |
|---|---|
| Monday-Thursday | 7:30am-11:00pm |
| Friday | 7:30am-5:00pm |
| Saturday | 10:00am-6:00pm |
| Sunday | 1:00pm-11:00pm |

Louisiana Tech students and faculty also have access to the electronic books in EBSCO's eBook Collection and to an additional 320 digitized books from *Project Muse* which are not recorded in the library catalog.

From the Library's home page, through **Search for: Articles** or **Search for: Databases** and the Subject List of databases for the College of Liberal Arts listed under Architecture, Louisiana Tech students and faculty have access to the *Avery Index* and the *Design & Applied Arts Index* (ProQuest), BuildingGreen, *Academic Search Complete* (EBSCO) and *ProQuest Digital Dissertations*. Of the 350 journals indexed by the *Avery Index*, the Library provides access to 67 (19%), mostly online through *Academic Search Complete*, *Art Full Text* and *JSTOR*.

For an article which is indexed but not provided in full text by the online index used, Louisiana Tech students and faculty may click on the **Full Text Access** link for the listed item or may use **Search for: Journals** or EBSCO's Discovery Service to find whether, where or how the Library may provide the cited journal issue. Full Text Access could be digital in another database, like *JSTOR* which archives in pdf files back issues of 31 journals in Architecture and Architectural History, or from the publisher online, such as open access journals listed in the DOAJ directory; or the library may have physical holdings in print, in bound volumes or microforms, which can be photocopied or scanned.

For information resources to which the Library does not provide access, Louisiana Tech students and faculty may resort to the Interlibrary Loan Service, to arrange with another library the loan of a book, or the photocopying or scanning and delivery of an article.

**Development and Management of Collections**

The Library's Collection Development Policy (#85) was last updated August 2005. The Library's strategic plan in 2007 called for the College Liaison Librarians to initiate the systematic development and management of collections in collaboration with academic programs—specifically Implementation Strategy 3.2 "Develop, assess and manage research collection adequate and appropriate to meet the curricular needs and objectives of research programs"—by taking the following actions and by conducting direct and indirect assessments of student performance and program outcomes:

> Compile, revise or update detailed curriculum-based profiles for collection development accounting, as appropriate to each research area, for variations in information resource (de)selection criteria such as scope (e.g. according to LC call number ranges or subject headings), formats (e.g. the balance of material types between serials, non-serials and audiovisual media, whether print or digital), quantity, size and growth rate, quality, and currency or retrospective coverage.
>
> Analyze collections, including comparisons with current and aspiration peers, and assess according to criteria of curriculum-based collection profiles.
>
> Assess budget allocations for adequacy and adjust as necessary.
>
> Plan, implement and assess a systematic process of acquisitions, subscriptions, licensing, resource sharing, preservation, weeding and replacement

Over the past five years, there has been no budget allocation for monographs. Some gift books on architecture have been added, including donations from faculty and purchases with funds from the Lagniappe Ladies philanthropic organization. Overall Library expenditures for serials and databases have only just kept up with inflation.

Total Library Expenditures for Serials and Database Subscriptions

| FY 2011-2012 | FY 2012-2013 | FY 2013-2014 | FY 2014-2015 | FY 2015-2016 |
|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| $ 979,213.00 | $ 1,002,846.00 | $ 1,040,049.45 | $ 1,127,515.00 | $1,161,700.72 |

Absent increases in funding for information resources, the engagement between the College of Liberal Arts Liaison Librarian and the Architecture faculty to analyze collections and to revise the profile has not yet been warranted. A collaborative and systematic process of de-selection has been implemented, however, during the Library's serials cancellations of 2010 and the present comprehensive weeding project.

**Access to Information Services and Instruction**

Louisiana Tech students and faculty have access to information services at the Information Desk, staffed by librarians during most hours when the Library is open, including evenings and weekends during academic quarters. Architectural research questions sent via the e-mail reference service Ask-a-Librarian will be routed to the College of Liberal Arts Liaison Librarian who will answer them within two business days and who is also available for research consultation by appointment.

Guides on how to find journal articles and how to find books are available on the Library's Web site (http://www.latech.edu/library/).

Instructors may request with an online form sessions of course-related library instruction taught by the College of Liberal Arts Liaison Librarian. The School of Design has yet to use this service. Sessions requested for ENGL 102 Freshman Composition, which many Architecture students take, do not address the needs of their major and have been declining in numbers.

Implementation Strategy 3.4 of the Library's 2007 strategic plan, "Support the development and assessment of student research competencies within the General Education curriculum and disciplinary degree programs," called for direct and indirect assessments of student performance and program outcomes resulting from the action:

> Participate actively in research education, curriculum development, implementation and assessment, and provide individual research consultation to graduate students and undergraduate students.

The College of Liberal Arts Liaison Librarian, an alumnus of the Association of College and Research Libraries (ACRL) Institute for Information Literacy Immersion Program, partnered in 2009 with Dr. Brian Etheridge, Honors Program Director and chair of the University's General Education Committee, to administer to cohorts of freshmen and juniors the Educational Testing Services' *iSkills* assessment as part of a pilot project, funded by a Louisiana Board of Regents' Enhancement grant, to integrate Information and Communication Technology (ICT) proficiency into curricula. This project was suspended, however, when Etheridge left the University in 2010. The Board of Regents dropped information literacy from its Statewide General Education Requirements in 2011. More recently *Blue Fire*, Louisiana Tech's Quality Enhancement Plan for SACS-COC accreditation, has prioritized speech communication in the first-year experience. To date, no formal curricular initiative for research education in the School of Design has involved the College of Liberal Arts Liaison Librarian.

*[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 Program'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.

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

## I.2.5: ADMINISTRATIVE STRUCTURE AND GOVERNANCE

### ADMINISTRATIVE STRUCTURE OF THE INSTUTION AND THE ACADEMIC UNIT OF THE PROGRAM

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-President for Academic Affairs and the Office of Administration assists the President in the management of the particular aspects of the University, and they, in turn, are supported by the Deans of the Academic Colleges, 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 five Schools, one department and Office of Interdisciplary Studies, serving approximately 1800 majors and provides all University's students with the opportunity to obtain a liberal art education as preparation for a business or professional career. As a Unit within this College, the School of Design contains programs in Architecture, Interior Design, Graphic Design and Studio Art and serves approximately 400 majors. The School of Design at Louisiana Tech University administers four undergraduate degree programs (the Bachelor of Science in Architectural Studies, the Bachelor of Interior Design, the Bachelor of Fine Arts in Studio Art, and Bachelor of Fine Arts in Graphic Design) as well as graduate degree programs (the Master of Architecture, the Master of Fine Arts in Studio Art, the Master of Fine Arts in Photography and the Master of Fine Arts in Graphic Design). These degree programs currently are accredited for the maximum terms by their respective accreditation agencies: NAAB, CIDA and NASAD. The School of Design is administered by a Director, who works with four program Chairs (Architecture, Interior Design, Graphic Design, and Studio Art). 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.

Organization Chart for Louisiana Tech University
http://www.latech.edu/administration/policies-and-procedures/organization_chart_names_3-12-15.pdf

## THE ARCHITECTURE PROGRAM POSITION WITHIN THE UNIVERSITY STRUCTURE

**LOUISIANA TECH UNIVERSITY** (http://www.latech.edu/)

+**Office of the President – Dr. Leslie K. Guice, President** (http://www.latech.edu/administration/)

Office of Research and Development – Dr. Stan Napper

Office of Student Affairs – Dr. James M. King

Office of Administration and Facilities – Mr. Sam Wallace, Assistant Vice President

Office of Finance – Ms. Lisa Cole, Assistant Vice President

Office of University Advancement – Mr. Brooks Hull, Vice President

+**Office of Academic Affairs – Dr. Terry McConathy, Vice President** (http://academicaffairs.latech.edu/)

**Graduate School** – Dr. Sheryl Shoemaker, Dean (http://www.latech.edu/graduate_school/)

College of Applied and Natural Science – Dr. Gary Kennedy, Dean

College of Business – Dr. Chris Martin, Dean

College of Education – Dr. Don Schillinger, Dean

College of Engineering and Science, Dr. Hisham Hegab, Dean

+**College of Liberal Arts – Dr. Donald Kaczvinsky, Dean** (http://liberalarts.latech.edu/)

School of History and Social Sciences – Dr. Jason Pigg. Director

School of Communication – Dr. Brenda Heiman, Director

Department of Professional Aviation – Mr. Jordan Lyons, Dept Head

School of Literature and Language – Dr. Susan Roach, Director

School of the Performing Arts – Mr. Mark Guinn, Director

+**School of Design – Mr. Karl Puljak, Director** (http://design.latech.edu/)

Studio Art Program, Mr. Nicholas Bustamante, Chair

Graphic Design Program, Mr. Tom Futrell, Chair

Interior Design Program, Ms. Marla Emory, Chair

+**Architecture Program, Dr. Pasquale De Paola, Chair** (http://design.latech.edu/architecture/)

**OPPORTUNITIES FOR INVOLVEMENT IN GOVERNANCE**

Faculty, staff, and students have an important role in the governance of the School of Design and the Architecture 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). Members of the 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 four program chairs (Architecture, Interior Design, Graphic Design, and Studio Art) and three coordinators the Architecture Program (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 regarding the Architecture Program, the Interior Design Program (due to its shared curriculum, faculty, and facilities/spaces), its instructors, and its students are also represented.

## II.1: 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.

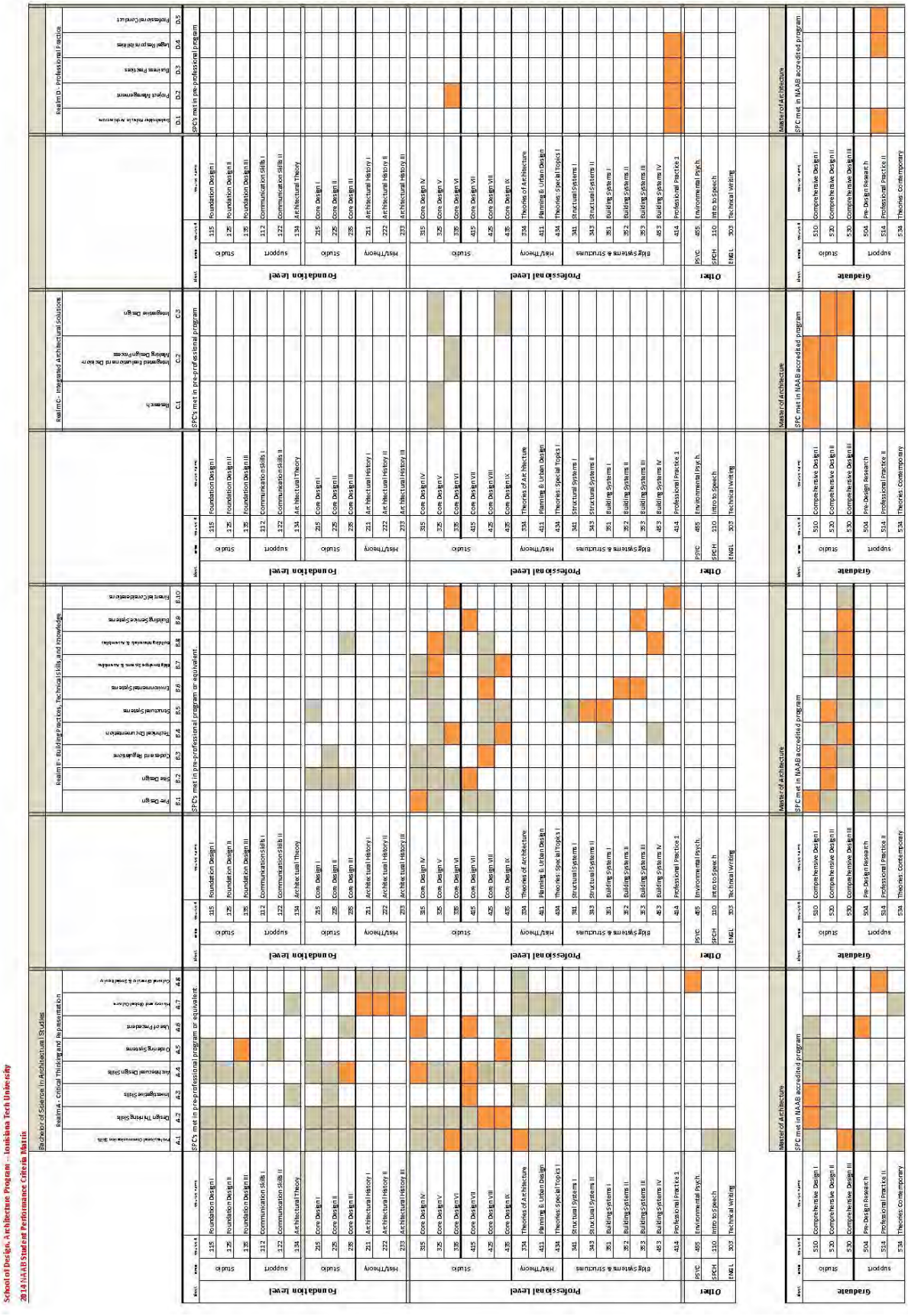
[4] that the curriculum be comprehensive, rigorous, and demanding, providing students with a balanced set of educational experiences through which the interrelated influences of history, theory, context, technology, and practice on the form of the built environment are investigated and understood. Our 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.


School of Design, Architecture Program – Louisiana Tech University
2014 NAAB Student Performance Criteria Matrix
Bachelor of Science in Architectural Studies
Realm A - Critical Thinking and Representation
Realm B - Building Practices, Technical Skills and Knowledge
Realm C - Integrated Architectural Solution
Realm D - Professional Practice
SPC's met in pre-professional program or equivalent
SPC met in NAAB accredited program
Master of Architecture
Foundation Level
Professional Level
Graduate
Other
studio
support
hist/theory
bldg systems & structures
Foundation Design I
Foundation Design II
Foundation Design III
Communication Skills I
Communication Skills II
Architectural Theory
Core Design I
Core Design II
Core Design III
Architectural History I
Architectural History II
Architectural History III
Core Design IV
Core Design V
Core Design VI
Core Design VII
Core Design VIII
Core Design IX
Theories of Architecture
Planning & Urban Design
Theories: Special Topics I
Structural Systems I
Structural Systems II
Building Systems I
Building Systems II
Building Systems III
Building Systems IV
Professional Practice 1
Environmental Psych.
Intro to Speech
Technical Writing
Comprehensive Design I
Comprehensive Design II
Comprehensive Design III
Pre-Design Research
Professional Practice II
Theories: Contemporary

**A brief description of the pedagogy and methodology used to address Realm C**

The Program's approach to pedagogy regarding Realm C (Integrated Architectural Solutions) is that integration of varied technical and philosophical concerns into the design process begins early in the curriculum, and builds up through the undergraduate and graduate degrees. Integration concerns are introduced as motivating factors and underlying principles of design from students' first studios. Integration strategies for specific aspects layer on to design solutions in increasing amounts as students progress, with the graduate degree serving as a focused year-long project which maximizes integrative design. The specific methodology to address Realm C is to investigate C.1-C.3 criteria first as secondary measures targeted within junior and senior-level undergraduate studios, and then as primary concerns which organize the comprehensive project of the M. Arch degree. Various research methods and integrated technical strategies are implemented, and these reoccur in different studios of each level, allowing students to build on previous understanding with new or more complex integration aspects. As the curriculum shifts from a generalized undergraduate system to a more focused and systems-oriented graduate pedagogy, Realm C structures the content and sequence of courses. The necessity of understanding the integration of systems informs all facets of the design process. Students develop a medium-scale building from inception to detail. This core project is structured around development and expression of comprehensive building knowledge, where ideas of form, space, program, and siting are tested against the physicality of expression and clarity of systems' integration.

C.1 (Research) is first addressed in ARCH 504: Pre-design Research; an online summer course focused on design philosophy and project research. Students research and evaluate precedent relating to the upcoming project's program, developing an understanding of organizational, technical, and contextual strategies for the building typology which can serve as a framework for development of their individualized approach. They conduct initial research into the client, such as history and culture; and the site, such as weather and general context. ARCH 510: Comprehensive Design 1, builds on previous research. Students travel to the site, where they interview the client to gather a detailed understanding of needs and parameters. They also document and analyze the site in experiential and technical detail. The importance of research activities as a fundamental aspect of the design process is emphasized.

C.2 (Integrated Evaluation and Decision-making Design Process) is addressed in ARCH 510 and the subsequent ARCH 520: Comprehensive Design 2. In ARCH 510, students use the developed research to craft a project program which is both technically and philosophically detailed. They use this as a lens to develop and critique a variety of design options. Contextual, environmental, structural, and programmatic issues are tested against these options; moving from schematic design issues in ARCH 510, to more specific structural, envelope, and landscape features in ARCH 520. This method forces the project to be considered across systems and scales.

C.3 (Integrative Design) is addressed in ARCH 520 and the subsequent ARCH 530: Comprehensive Design 3. In these design studios, the project is developed as a complex and comprehensive piece of architecture. Integration is evidenced across all scales of the project; from macro-scale issues of context and stewardship to detailed building systems information. Explanatory diagrams of the various systems – structural, mechanical, operational, sustainable – are produced, and provide a touchstone for the evolving design's development. Medium-scale orthographic drawings communicate how various systems and codes are resolved as a cohesive product. Final technical documentation includes specific HVAC and structural diagrams, material specifications, water management diagrams, and the broad integration of these aspects in a series of large-scale sections through the building envelope and interior.

**BRIEF DESCRIPTION OF THE METHODOLOGY FOR ASSESSING STUDENT WORK**

*The primary areas of evaluation are: PARTICIPATION, KNOWLEDGE/ SKILL DEVELOPMENT, and PRODUCTS. PROFESSIONALISM is also fundamental; thus respecting deadlines and being in class on time are also considered.*

*A (Excellent) -- Student's work is of exemplary and exceptional quality. Project requirements demonstrate a depth of understanding of the process of design. This student is articulate both verbally and visually and has developed a strong ability to conceptualize, and think critically and independently. This student has allowed himself/herself to explore and experiment therefore defining one's own process.*

*B (Good) -- Student's work shows above average understanding and clear potential. Project requirements are fulfilled and clearly presented. Each project has been executed with effort and attention to craft. Presentations reflect a clear and strong development of process.*

*C (Fair) -- Student's work meets minimum objectives of projects and demonstrates some moderate developments of the design process. The final evaluation shows normal and average understanding, but with little to evoke thought.*

*D (Poor) -- Student's work shows marginal understanding and limited developments of the design process. Minimum project requirements are not met entirely.*

*F (Failure) -- Student's project and process is unresolved, incomplete. Minimum project requirements are not met, and student's work shows a total lack of understanding. Also, student showed little indication of interest in class or subject.*

*OR*

*Grading System [History/Theory/Building Systems & Technology/Elective Courses]*
*The primary areas of evaluation are: PARTICIPATION, KNOWLEDGE/ SKILL DEVELOPMENT, and PRODUCTS. PROFESSIONALISM is also fundamental; thus respecting deadlines and being in class on time are also considered.*

*A (Excellent) -- Student's work is of exemplary and exceptional quality. Projects/papers/tests demonstrate a depth of understanding of the course materials presented. This student is articulate both verbally and visually and has developed a strong ability to conceptualize, and think critically and independently.*

*B (Good) -- Student's work shows above average understanding and clear potential. Project/paper/ test requirements are fulfilled and clearly presented.*

*C (Fair) -- Student's work meets minimum objectives of projects and demonstrates some moderate developments of the design process. The final evaluation shows normal and average understanding, but with little to evoke thought.*

*D (Poor) -- Student's work shows marginal understanding and limited understanding of course materials. Minimum project requirements are not met entirely.*

*F (Failure) -- Student's work is unresolved, incomplete. Minimum course requirements are not met, and student's work shows a total lack of understanding. Also, student showed little indication of interest in class or subject.*

*IMPORTANT: Mere compliance with the assignment parameters without additional growth, development, and thought beyond the minimum will be considered fair at best (see above).*

## II.2.1: INSTITUTIONAL 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

SACSCOC™
SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES

January 19, 2016

Dr. Leslie K. Guice
President
Louisiana Tech University
P. O. Box 3168
Ruston, LA 71272

Dear Dr. Guice:

The following action regarding your institution was taken by the Board of Trustees of the Southern Association of Colleges and Schools Commission on Colleges during its meeting held on December 6, 2015:

The SACSCOC Board of Trustees reaffirmed accreditation with a request for a Monitoring Report due **September 6, 2016**. Your institution's next reaffirmation will take place in 2025 unless otherwise notified. The Monitoring Report should address the visiting committee's recommendations applicable to the following referenced standards of the *Principles of Accreditation*:

**CS 3.3.1.1 (Institutional effectiveness: educational programs), Recommendation 1**
*This standard expects an institution to identify expected outcomes, assess the extent to which it achieves these outcomes, and provide evidence of improvement based on analysis of the results in its educational programs, including student learning outcomes.*

The institution needs to demonstrate that it uses data resulting from assessment of outcomes for educational programs to make improvements. In the examples provided, it was not clear if program improvements were in response to data analysis; in some cases, improvements addressed the method of assessment not the program itself; and in other cases, there was no indication of improvement.

**CS 3.3.1.3 (Institutional effectiveness: academic and student support services), Recommendation 3**
*This standard expects an institution to identify expected outcomes, assess the extent to which it achieves these outcomes, and provide evidence of improvement based on analysis of the results in its academic and student support services.*

The institution needs to demonstrate that academic and student support service departments use data resulting from the assessment of outcomes to make improvements. Many of the units reported only plans and intentions, not actual accomplishments.

**CS 3.3.2 (Quality Enhancement Plan), Recommendation 6**
*This standard expects an institution to develop a Quality Enhancement Plan that (1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; (2) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and (3) identifies goals and a plan to assess their achievement.*

1866 Southern Lane • Decatur, Georgia 30033-4097 • Telephone 404/679-4500 • Fax 404/679-4558
www.sacscoc.org

SACSCOC™

Dr. Leslie K. Guice
January 19, 2016
Page Two

The institution identified seven student learning outcomes as a part of their QEP. The institution did not provide a clear response on how the various student learning outcomes assessments and the direct and indirect assessments, that are a part of the institution's annual assessment process, are directly related to the QEP assessment plan. In addition, the institution identified three goals for the QEP. However, the institution did not clearly identify a plan to assess their achievement. Therefore, the institution should provide a plan that will directly assess the achievement of the identified goals.

Guidelines for the monitoring report are enclosed. Because it is essential that institutions follow these guidelines, **please make certain that those responsible for preparing the report receive the document. If there are any questions about the format, contact the Commission staff member assigned to your institution.** When submitting your report, please send **four copies** to your Commission staff member.

Please note that Federal regulations and Commission policy stipulate that an institution must demonstrate compliance with all requirements and standards of the *Principles of Accreditation* within two years following SACSCOC Board of Trustees' initial action on the institution. At the end of that two-year period, if the institution does not comply with all standards and requirements of the *Principles*, representatives from the institution may be required to appear before the Board, or one of its standing committees, to answer questions as to why the institution should not be removed from membership. If the Board of Trustees determines good cause at that time and the institution has not been on Probation for both years during the two-year monitoring period, the Board may extend the period for coming into compliance for a minimum of six months and a maximum of two years and must place the institution on Probation. An institution may be on Probation for a maximum of two years. If the Board does not determine good cause or if the institution does not come into compliance within the specified period of time while on Probation, the institution must be removed from membership. *(See enclosed Commission policy "Sanctions, Denial of Reaffirmation, and Removal from Membership.")*

We appreciate your continued support of the activities of SACS Commission on Colleges. If you have questions, please contact the Commission staff member assigned to your institution.

Sincerely,

Belle S. Wheelan

Belle S. Wheelan, Ph.D.
President

BSW:lb

Enclosures

cc: Dr. Charles A. Taylor

## 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 Science in Architectural Studies (BSAS) – Pre-Professional Degree**

http://catalog.latech.edu/preview_program.php?catoid=3&poid=985&returnto=114

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**Freshman Year – Foundation Level**

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**English (GER)**

- ENGL 101: Freshman Composition I — 3 Semester Credit Hours
- ENGL 102: Freshman Composition II — 3 Semester Credit Hours

**Humanities (GER)**

- COMM 101: Principles of Communication Studies — 3 Semester Credit Hours
- HIST 102: World History Since 1500 — 3 Semester Credit Hours (IER)

**Mathematics (GER)**

- MATH 100B: College Algebra Lab — 2 Semester Credit Hours and
- MATH 100C: College Algebra — 3 Semester Credit Hours
- or
- MATH 101: College Algebra — 3 Semester Credit Hours
- 
- MATH 112: Trigonometry — 3 Semester Credit Hours

**Major Courses**

- ARCH 112: Communication Skills I — 2 Semester Credit Hours
- ARCH 115: Foundation Design I — 3 Semester Credit Hours
- ARCH 122: Communication Skills II — 2 Semester Credit Hours
- ARCH 125: Foundation Design II — 3 Semester Credit Hours
- ARCH 134: Introduction to Architecture — 2 Semester Credit Hours
- ARCH 135: Foundation Design III — 3 Semester Credit Hours

**Total: 33 SCH**

**Sophomore Year – Foundation Level**

**Humanities (GER)**

- Select one Humanities (GER) course from the following disciplines: Literature, Foreign Languages, History, Classical Studies, Communications, Philosophy, Religious Studies, or Interdisciplinary. NOTE: some of these subject matter disciplines may not be offered at Louisiana Tech University. 3 Semester Credit Hours

**Natural Sciences (GER)**

- PHYS 209: General Physics I 3 Semester Credit Hours
- BISC 101: Fundamentals of Biology I 3 Semester Credit Hours
-
- To complete the Natural Sciences (GER) requirements, you must have taken 6 semester hours from one category and 3 semester hours from the other. Therefore:
    - Select one Life Science course from the following disciplines: Animal Science, Biology, Biochemistry, Botany, Environmental Science, Plant Science, or Zoology. NOTE: some of these subject matter disciplines may not be offered at Louisiana Tech University. 3 Semester Credit Hours
        - or
    - Select one Physical Science course from the following disciplines: Chemistry, Geology, Physics, Astronomy, or Meteorology. NOTE: some of these subject matter disciplines may not be offered at Louisiana Tech University. 3 Semester Credit Hours

**Social/Behavioral Sciences (GER)**

From the following disciplines, select two Social/Behavioral Sciences (GER) courses. 6 Semester Credit Hours

- Social Science: Anthropology, Criminal Justice, Economics, Geography, International Studies, Interdisciplinary, Political Science
- Behavioral Science: Psychology, Sociology

**Major Courses**

- ARCH 211: Architectural History I 2 Semester Credit Hours
- ARCH 215: Core Design I 4 Semester Credit Hours
- ARCH 222: Architectural History II 2 Semester Credit Hours
- ARCH 225: Core Design II 4 Semester Credit Hours
- ARCH 233: Contemporary Architectural History 2 Semester Credit Hours
- ARCH 235: Core Design III 4 Semester Credit Hours

**Total: 36 SCH**

**Junior Year – Professional Concentration**

**Major Courses**

| | |
|---|---|
| • ARCH 315: Core Design IV | 4 Semester Credit Hours |
| • ARCH 325: Core Design V | 4 Semester Credit Hours |
| • ARCH 334: Theories of Architecture | 2 Semester Credit Hours |
| • ARCH 335: Core Design VI | 4 Semester Credit Hours |
| • ARCH 341: Structural Systems I | 3 Semester Credit Hours |
| • ARCH 343: Structural Systems II | 3 Semester Credit Hours |
| • ARCH 351: Building Systems I | 3 Semester Credit Hours |
| • ARCH 352: Building Systems II | 3 Semester Credit Hours |
| • ARCH 353: Building Systems III | 3 Semester Credit Hours |

**Electives**

| | |
|---|---|
| • Electives | 5 Semester Credit Hours |

**Total: 34 SCH**

**Senior Year – Professional Concentration**

**Major Courses**

| | |
|---|---|
| • ARCH 411: Planning and Urban Design Theory | 2 Semester Credit Hours |
| • ARCH 414: Professional Practice | 3 Semester Credit Hours |
| • ARCH 415: Core Design VII | 4 Semester Credit Hours |
| • ARCH 425: Core Design VIII | 4 Semester Credit Hours |
| • ARCH 434: Contemporary Theory and Criticism | 2 Semester Credit Hours |
| • ARCH 435: Core Design IX | 4 Semester Credit Hours |
| • ARCH 453: Building Systems IV | 3 Semester Credit Hours |
| • PSYC 455: Environmental Psychology | 3 Semester Credit Hours |

**Electives**

| | |
|---|---|
| • Electives | 10 Semester Credit Hours |

**Total: 35 SCH**

**TOTAL SEMESTER CREDIT HOURS 138**

***NOTE: The Architecture Program***

*The Architecture program requires that each student entering the Sophomore Year have access to a computer in class for the written, calculating, and graphic work associated with required courses. No grade lower than "**C**" in Architecture or Interior Design courses will apply towards the Bachelor of Science in Architectural Studies.*

*Electives must include at least 3 credit hours from disciplines other than architecture.*

*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.*

*The BSAS students are encouraged to use social science and open electives to pursue minors offered by the University's academic programs. Among the minors offered across the University are accounting, business, entrepreneurship, history, 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.*

**GENERAL EDUCATION (Required courses)**

| | | |
|---|---|---|
| COMM 101 | 3 Credit Hours | |
| ENGL 101 | 3 Credit Hours | |
| ENGL 102 | 3 Credit Hours | *Preq.: ENGL101* |
| MATH 101 | 3 Credit Hours | |
| MATH 112 | 3 Credit Hours | *Preq.: MATH 101* |
| Humanities Electives | 6 Credit Hours | |
| BISC 101 | 3 Credit Hours | |
| PHYS 209 | 3 Credit Hours | *Preq.: MATH 112* |
| Natural Science Elective | 3 Credit Hours | |
| Fine Arts (Supported by ARCH 211/222) | 3 Credit Hours | |
| Social Science Electives | 6 Credit Hours | |
| **TOTAL** | **39 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 134 | 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 334 | 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 414 | 3 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 334* |
| PSYC 455 | 3 Credit Hours | *Preq.; PSYC 102* |
| **TOTAL** | **84 Credit Hours** (3CR serve as Fine Arts GER) | |

**OPTIONAL STUDIES**

| | | |
|---|---|---|
| Open Electives | 15 Credit Hours | |
| **TOTAL** | **15 Credit Hours** | |

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

| | | |
|---|---|---|
| General Education | 39 credit hours | (28%) |
| Professional Studies | 84 credit hours | (61%) |
| Optional Studies | 15 credit hours | (11%) |

**Master of Architecture (MARC) –Professional Degree**

http://catalog.latech.edu/preview_program.php?catoid=3&poid=930&returnto=119

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**Major Courses**

- ARCH 504: Pre-Design Research 3 Semester Credit Hours
- ARCH 510: Comprehensive Design I 5 Semester Credit Hours
- ARCH 514: Professional Practice Seminar 3 Semester Credit Hours
- ARCH 520: Comprehensive Design II 5 Semester Credit Hours
- ARCH 530: Comprehensive Design III 5 Semester Credit Hours
- ARCH 534: Advanced Topics in Architectural Theory 3 Semester Credit Hours

**Electives**

- Electives 6 Semester Credit Hours

**TOTAL SEMESTER CREDIT HOURS 30**

**PROFESSIONAL STUDIES (Required courses)**

| | | |
|---|---|---|
| ARCH 510 | 5 Credit Hours | |
| ARCH 514 | 3 Credit Hours | |
| ARCH 520 | 5 Credit Hours | *Preq.; ARCH 510* |
| ARCH 530 | 5 Credit Hours | *Preq.; ARCH 520* |
| ARCH 534 | 3 Credit Hours | |
| **TOTAL** | **24 Credit Hours** | |

**OPTIONAL STUDIES**

| | | |
|---|---|---|
| Open Electives | 6 Credit Hours | |
| **TOTAL** | **6 Credit Hours** | |

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

| | | |
|---|---|---|
| Professional Studies | 24 credit hours | (57%) |
| Electives | 6 credit hours | (43%) |

**SUMMARY OF PRE-PROFESSIONAL DEGREE (BSAS) and PROFESSIONAL DEGREE (M.Arch): 168 Credit Hours**

| | |
|---|---|
| General Education | 39 cr. hrs. (23%) |
| Professional Studies | 108 cr. hrs. (64%) |
| Optional Studies | 21 cr. hrs. (13%) |

## BACHELOR of SCIENCE in ARCHITECTURAL STUDIES (ARST) CURRICULUM

138 Credit Hours

Effective Fall Quarter 2016

**FRESHMAN YEAR**

| Fall | | | Winter | | | Spring | | |
|---|---|---|---|---|---|---|---|---|
| ARCH 112 | Communication Skills I | 2 | ARCH 122 | Communication Skills II | 2 | ARCH 134 | Introduction to Architecture | 2 |
| ARCH 115 | Foundation Design I | 3 | ARCH 125 | Foundation Design II | 3 | ARCH 135 | Foundation Design III | 3 |
| COMM 101 | Intro to Communication | 3 | ENGL 101 | Freshman Composition I | 3 | HIST 102* | World History Since 1500 | 3 |
| MATH 101 | College Algebra | 3 | MATH 112 | Trigonometry | 3 | ENGL 102 | Freshman Composition II | 3 |
| FYE 100 | First Year Experience | 1 | | | | | | |
| | | 11 | | | 11 | | | 11 |

* HIST 102 serves as the International Education Requirement (IER).

**SOPHOMORE YEAR**

| Fall | | | Winter | | | Spring | | |
|---|---|---|---|---|---|---|---|---|
| ARCH 211 | Architectural History I | 2 | ARCH 222 | Architectural History II | 2 | ARCH 233 | Contemporary Arch. History | 2 |
| ARCH 215 | Core Design I | 4 | ARCH 225 | Core Design II | 4 | ARCH 235 | Core Design III | 4 |
| PHYS 209 | General Physics I | 3 | GER Elective | Social Science Elective** | 3 | BISC 101 | Fundamentals of Biology I | 3 |
| GER Elective | Humanities | 3 | GER Elective | Natural Science Elective | 3 | GER Elective | Social Science Elective** | 3 |
| | | 12 | | | 12 | | | 12 |

**Social Science electives include: Economics, Geography, Political Sciences, Psychology, and Sociolgy (minimum of 2 disciplines).

**JUNIOR YEAR**

| Fall | | | Winter | | | Spring | | |
|---|---|---|---|---|---|---|---|---|
| ARCH 315 | Core Design IV | 4 | ARCH 325 | Core Design V | 4 | ARCH 335 | Core Design VI | 4 |
| ARCH 334 | Theories of Architecture | 2 | ARCH 343 | Structural Systems II | 3 | ARCH 353 | Building Systems III | 3 |
| ARCH 341 | Stuctural Systems I | 3 | ARCH 352 | Building Systems II | 3 | ELECTIVE | *open elective* | 3 |
| ARCH 351 | Building Systems I | 3 | ELECTIVE | *open elective* | 2 | | | |
| | | 12 | | | 12 | | | 10 |

**SENIOR YEAR**

| Fall | | | Winter | | | Spring | | |
|---|---|---|---|---|---|---|---|---|
| ARCH 411 | Planning & Urban Theory | 2 | ARCH 425 | Core Design VIII | 4 | ARCH 434 | Cont. Theory & Criticism | 2 |
| ARCH 414 | Professional Practice I | 3 | PSYC 455 | Environmental Psychology | 3 | ARCH 435 | Core Design IX | 4 |
| ARCH 415 | Core Design VII | 4 | ELECTIVE | *open elective* | 3 | ARCH 453 | Building Systems IV | 3 |
| ELECTIVE | *open elective* | 3 | | | | ELECTIVE | *open elective* | 2 |
| | | 12 | | | 12 | | | 11 |

## MASTER of ARCHITECTURE (M.ARCH) CURRICULUM

30 Credit Hours

| Summer | | | Fall | | | Winter | | | Spring | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| ARCH 504 | Pre-Design Research | 3 | ARCH 510 | Comprehensive Design I | 5 | ARCH 520 | Comprehensive Design II | 5 | ARCH 530 | Comprehensive Design III | 5 |
| ELECTIVE | *graduate level elective* | 3 | ARCH 514 | Professional Practice II | 3 | ELECTIVE | *graduate level elective* | 3 | ARCH 534 | Adv. Topics in Arch. Theory | 3 |
| | | 6 | | | 8 | | | 8 | | | 8 |

**Academic Minors**
The Architecture Program does not require the pursuit of an academic minor in the pre-professional undergraduate program. For those students who choose to pursue a minor, approximately 50% complete the minor in Interior Design, offered within the School of Design. While an interested student may pursue any minor in the University, minors in the College of Liberal Arts (history, English, Spanish/French) and the College of Business (business administration, entrepreneurship, marketing) are the most common minors outside of the School of Design.

**On 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 (typically Presidents of AIAS and ASID). Since the previous accreditation visit, there has been at least one licensed architect on this Committee (currently, there are two).

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 Architecture Program's 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

Since the last accreditation visit, the Architecture Program has undergone modest curricular advancements in the pre-professional program in Fall 2016.

- Amending the Professional Practice Sequence from three two credit hour courses (ARCH 472/481/548) to two three credit hour courses (ARCH 414/514)
- Renumbering the architectural theory coursework (remains a total of 8 credit hours) to ARCH 134/334/434/534
- Reducing the Design/Build Studio content from two studios (ARCH 425/435) to one studio (ARCH 315); establishing a Sustainability Studio (ARCH 425) and a Competition Studio (ARCH 435).
- Including the requirement of technical writing (ENGL 303) as part of the General Education Requirement (GER)
- Considering the inclusion of ARCH 452 (Principles of Environmental Design)

These changes reflect opportunities to improve and to strengthen GER content, to streamline the Professional Practice and Architectural Theory sequence; to reconsider studio content, and to plan for new 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 members, many students, and the College and University committees in order to implement the enhancements to the curriculum.

## II.3: EVALUATION OF PREPARATORY EDUCATION

**Transfer Admission – Undergraduate**
http://catalog.latech.edu/content.php?catoid=3&navoid=100#transfer-admission

*Students desiring to transfer to Louisiana Tech University **with fewer than** 24 non-remedial **semester hours** of college-level credit from a regionally accredited institution must have a minimum overall grade point average of 2.25 (on a 4.0 scale), must meet the same requirements as an entering freshman, must be eligible to re-enter the institution from which he/she is transferring, and have no need for remedial coursework. Students who have completed 24 **or more** non-remedial **semester hours** of college-level credit from a regionally accredited institution must have a minimum overall grade point average of 2.25 (on a 4.0 scale on all transfer work), and must have completed a college-level English and a college-level mathematics course designed to fulfill general education requirements, and must be eligible to re-enter the institution from which he/she is transferring. Students transferring must submit an application and a complete, official transcript from each college attended, whether credit was earned or transferable. Transcripts must be mailed directly from the college/university to Louisiana Tech. Students who fail to acknowledge attendance at any college or university in which they have been registered are subject to having their admission canceled or, if enrolled, to being dismissed from Louisiana Tech. Evaluations concerning probation, suspension, grades, grade point average, hours pursued, and hours earned are based on Louisiana Tech's standards regardless of prior determinations at the other institutions attended. No student is admitted if under scholastic or disciplinary suspension from another college or university. A suspended student will not be considered for admission until the time interval of suspension has elapsed; where such interval is not clearly defined, it is equal to a period comparable to rules in place at Louisiana Tech. An undergraduate student suspended from a System university may not enroll in another university within the System, but may enroll in a community college. To ensure minimal or no loss of credits upon return to the university, it is recommended that the student consult with his/her university advisor regarding the choice of courses to be taken at the community college. Credits earned under these conditions may be accepted for a degree at the suspending institution provided grades of "**C**" or higher are earned in each of the courses to be transferred.*

*Provisional status may be granted prior to scheduled registration dates on an individual basis. Provisional status is based on incomplete or unofficial transcripts, and, if the required transcripts are not received by the end of the first quarter, the student will not be permitted to attend subsequent quarters. When the required transcripts are submitted and if the student is determined to have been ineligible, no credit will be awarded for the initial quarter. No credit earned while under suspension from another institution is accepted toward a degree at Louisiana Tech. Official Louisiana Tech academic transcripts are not provided to any student with incomplete admissions records.*

*Accreditation status of transfer institutions is verified using the American Council on Education publication Accredited Institutions of Postsecondary Education, and through use of the U.S. Department of Education Database of Accredited Postsecondary Institutions and Programs. Transfer course work is posted from official transcripts received directly from institutions accredited by the following associations:*

- *Middle States Commission on Higher Education (MSCHE)*
- *Northwest Commission on Colleges and Universities (NWCCU)*
- *North Central Association of Colleges and Schools, The Higher Learning Commission (NCA-HLC)*
- *New England Association of Schools and Colleges, Inc., Commission on Institutions of Higher Education (NEASC-CIHE)*
- *Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)*
- *Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges (WASC-ACCJC)*
- *Western Association of Schools and Colleges, Senior Colleges and Universities Commission (WASC-SCUC)*

*While all transfer course work is posted, the applicability of specific courses for the chosen curriculum is determined by the academic department head in conjunction with the college dean.*

**Transfer Evaluation System**
http://admissions.latech.edu/transfer-readmit/tes.php

*Louisiana Tech University offers the Transfer Evaluation System (http://tes.collegesource.com) to its students to provide students with an up-to-date library of all of our established equivalencies from institutions that we have previously received transfer credit. This will give you an idea of what courses will transfer. All of your college level coursework will transfer for admission purposes, but your department is responsible for accepting all transfer credits towards your curriculum. If you are searching for a course, or courses, in TES® that have not been evaluated this does not mean that you will not receive credit upon transfer. We have not had the opportunity to evaluate every course in the country, TES® is an ever-expanding database. If you come across a course that has not been evaluated please contact your department with the name of your institution, the semester in which you took (or will be taking) the course, and the course name and number. They will be able to have the course evaluated for you.*

**Pre-Professional and Professional Credits**
*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 Program has identified few applicants whose pre-professional education from an institution other than Louisiana Tech University has been met. Nonetheless, the School of Design Director, the Architecture Program Chair, and Graduate Coordinator examine applicants from pre-professional programs outside of Louisiana Tech University in the following manner:

1. Transcript Evaluation
    a. Total Credit Hours Earned
    b. Total Architectural Credit Hours Earned
        i. Total Credit Hours in Architectural Studios Earned
        ii. Total Credit Hours in Building Systems and Structural Systems Earned
        iii. Total Credit Hours in Architectural History and Theory Earned
        iv. Total Credit Hours in Professional Practice Earned
    c. Comparison of General Education Coursework at Institution to Louisiana Tech University
2. Course Description Evaluation
3. Review (if available/accessible) of Pre-Professional Program's SPC
4. Review of Syllabi of upper level coursework
5. 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 Program 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

The following information will be provided via hyperlinks at the website:

http://design.latech.edu/architecture/

| | |
|---|---|
| II.4.1 | Statement on NAAB Accredited Programs<br>http://design.latech.edu/architecture/accreditation/ |
| II.4.2 | Access to Conditions and Procedures<br>http://design.latech.edu/architecture/accreditation/ |
| II.4.3 | Access to Career Development Opportunities<br>http://design.latech.edu/architecture/student-resources/ |
| II.4.4 | Public Access to APRs and VTRs<br>http://design.latech.edu/architecture/accreditation/ |
| II.4.5 | ARE Pass Rates<br>http://design.latech.edu/architecture/accreditation/ |
| II4.6 | Admission and Advising<br>http://design.latech.edu/architecture/admissions-and-advising/ |
| II.4.7 | Student Financial Information<br>http://design.latech.edu/architecture/student-financial-information/ |

## III.1: ANNUAL STATISTICAL REPORTS

LOUISIANA TECH
UNIVERSITY

OFFICE OF INSTITUTIONAL RESEARCH

August 23, 2016

TO WHOM IT MAY CONCERN:

This is to verify that the Office of Institutional Research at Louisiana Tech University provided data for the NAAB Architecture Program Report. This data is accurate and consistent with reports sent to national and regional agencies including the National Center for Education Statistics.

If there are questions concerning this, please contact me.

Sincerely,

Lori C. Theis
Director, Institutional Research

A MEMBER OF THE UNIVERSITY OF LOUISIANA SYSTEM
P.O. BOX 3148 • RUSTON, LA 71272-0001 • TELEPHONE (318) 257-2238 • FAX (318) 257-4041
AN EQUAL OPPORTUNITY UNIVERSITY

**III.1.2: INTERIM PROGRESS REPORTS**

*NAAB will provide the following directly to the team at the same time as the VTR template and other materials:*

- *All narrative annual or interim reports submitted since the last visit*
- *All NAAB Responses to the annual or interim reports submitted since the last visit*

## 4.1 SUPPLEMENTAL INFORMATION

4.1a Descriptions of all courses offered within the NAAB-accredited degree program
Please find at Dropbox File

4.1.b Faculty Vitae
Please find in Dropbox File

4.1.c Studio Culture Policy
Please find in Dropbox File

4.1.d Self-Assessment Policies and Procedures
Policy 2224 – Academic Program Review
http://www.latech.edu/administration/policies-and-procedures/2103.php
Please find in Dropbox File

4.1.e Policies on Academic Integrity for Students
Academic Honor Code
http://catalog.latech.edu/content.php?catoid=3&navoid=103

4.1.g Information Resources Policies including collection development
Please find in Dropbox File

4.1.h Institution's Policies and Procedures relative to EE/AA for faculty, staff, and students
Policy 1401 – Equal Opportunity Employment Statement
http://www.latech.edu/administration/policies-and-procedures/1401.php

4.1.i Institution's Policy Regarding Human Resource Development Opportunities, such as Sabbatical, Research Leave, and Scholarly Achievement
Policy 1428 – Leaves of Absence
http://www.latech.edu/administration/policies-and-procedures/1428.php

4.1.j The Policies, Procedures, and Criteria for faculty appointment, promotion, and when applicable, tenure
Policy 2103 – Faculty/Staff Appointments
http://www.latech.edu/administration/policies-and-procedures/2103.php
Policy 2108 – Faculty Evaluation
http://www.latech.edu/administration/policies-and-procedures/2108.php
Policy 2109 – Criteria for the Evaluation of Faculty
http://www.latech.edu/administration/policies-and-procedures/2109.php
Policy 2113 - Tenure
http://www.latech.edu/administration/policies-and-procedures/2113.php
Policy 2114 – Tenure and Promotion Procedures
http://www.latech.edu/administration/policies-and-procedures/2114.php

4.1.k The Previous VTR
Please find in Dropbox File

4.1.l Additional Information
The University Catalog 2016-2017
http://catalog.latech.edu

The Dropbox Portal can be accessed at:
https://www.dropbox.com/sh/1yvs9i6b9hehpv0/AACzChWkGfsy_qQHU_ESO5Pga?dl=0