

**University of Louisiana at Lafayette  
School of Architecture and Design**

## **Visiting Team Report**

**Master of Architecture (128 undergraduate credit hours plus 48 graduate credit hours)**

The National Architectural Accrediting Board  
5 March 2008

*The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from an NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.*



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I. **Summary of Team Findings**

1. **Team Comments**

The Team wishes to thank Dean Gordon Brooks, Program Director Robert McKinney and the entire faculty and staff at the University of Louisiana – Lafayette School of Architecture and Design (SoA/D) for their many hours of preparation for the visit. We found the entire school community respectful and supportive of each other, and their students. They were enthusiastic about the program and were especially open and candid in their communication of information to the Visiting Team.

The Team Room clearly expressed the pedagogical intent of the program. The student work and exhibits were organized in a manner that was easily understandable, allowing the Visiting Team to find course materials quickly and efficiently.

The Team was very impressed with the quality of the students at all levels, and the depth of talent expressed in their studio design projects. This is an obvious reflection of the high academic standards established by the SoA/D, as well as the dedication expressed by the program faculty to develop graduates that represent the highest academic standards and abilities.

The Team especially acknowledges Program Director Robert McKinney for his tireless efforts in preparing for the program visit. Director McKinney's work ethic and commitment to the SoA/D is exceptional, and is reflected in the appreciation of the faculty and students.

2. **Progress Since the Previous Site Visit (2002)**

**Condition 5, Human Resources:** *The program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, administrative and technical support staff, and faculty support staff.*

**Previous Team Report (2002):** *While the secretary serving the School of Architecture is highly praised by students and faculty, and despite assistance from part-time student workers, one full-time support staff position is insufficient to serve the needs of the 10.125 FTE faculty members and administration, as well as a student population of approximately 430. Technical staff to support computing was mentioned by both students and faculty as a pressing need. Some problems remain with after-hours building access and security issues in Fletcher Hall due to student workers serving as building monitors. Inadequate staff support for the program continues to be a deficiency.*

*Faculty members are energetic and hardworking and are strongly committed to the school and to the education of the students. Student-faculty ratios in the upper-year design studios are acceptable, although higher than average for NAAB-accredited programs. Faculty service loads are generally high compared with those of other schools of architecture. Nevertheless, all faculty members are actively engaged in architectural practice, research, or other creative work of high quality.*

*However, if the program is required to comply with Graduate School policies regarding thesis committee composition for the newly established Master of Architecture degree program, the team is concerned that the faculty members who are designated as "graduate faculty" may become overworked and that the overall quality of teaching may suffer. In this case, additional faculty positions should be sought to support graduate instruction. For example, the 25 current students in the fifth year would need 75 thesis committee members (3 members/student x 25 students). This would require each of the six graduate faculty members in the architecture program to serve on 10–14 graduate committees per academic year, in addition to other responsibilities.*

*Program administrators, the Dean of the College of the Arts, and the Director of the School of Architecture, are well respected and provide adroit leadership within the program and strong advocacy for the program to the university administration.*

**2008 Visiting Team Assessment:** While the Team recognizes the efforts of the SoA/D as a result of the 2002 Visiting Team Report by adding one full-time technical staff and one administrative support staff, the Team does not feel these specific staff additions adequately address the needs of the SoA/D program, specifically as it relates to the needs of the program administration and faculty. . Consequently the Team found this Condition remains "Not Met" regarding the need for administrative support. For additional discussion see the Team's comments under Condition 6, Human Resources.

**Condition 7, Physical Resources:** *The program must provide physical resources that are appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each full-time student; lecture and seminar spaces that accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space.*

**Previous Team Report (2002):** *While the school has tried to alleviate some of the concerns identified by the previous team through the addition of new studio space off campus and new workshops on campus, there are still significant problems with the facilities. First-year students are not guaranteed dedicated workstations. The size and adequacy of the workstations in Fletcher Hall allocated to students in the second through fifth years varies, but many are given small desks in crowded conditions. The amount of space for students to pin up work in progress was minimal, as was secure storage space for students. The lack of space will continue to be problematic, as the various programs in the school are expanding.*

*There are small critique areas nicknamed "pits" within each studio, but there was also expression of the need for more such spaces. Acoustical problems within the entire studio space are very much a cause of concern. It is hard for faculty and students to concentrate in noisy conditions. However, the students and faculty expressed that they liked being in the same space as other students. The buildings need updated electrical systems. The number of extension cords that have to be run to compensate for the lack of electrical outlets causes problems with fire officials.*

*The space that the fourth-year students occupy along with the Community Design Workshop was, in contrast, very spacious, with large amounts of storage space, the right number of outlets, better acoustics, and better security.*

*The wood and metal workshop facilities are generous, and a spray booth area has recently been added. The computer facility is state of the art. Students expressed a concern for the amount of time allotted to use the computer facilities and equipment.*

*Each faculty has office workspace large enough for advising situations. However, the faculty expressed the need for more storage space. Many students indicated the need for a photography studio (plans are underway for this). After-hours building access and security remain a problem, and, as noted by the previous team, "the student workers are occasionally absent without notice, and as a result the studios have been closed to students seeking to work" in the building at night and on weekends.*

**2008 Visiting Team Assessment:** Some renovations and modifications have been made to Fletcher Hall as a result of the 2002 Visiting Team Report and there is optimism that the state legislature will provide the initial funding for the proposed additions and renovations to Fletcher Hall. However, the physical facilities as they currently exist remain a concern for this Team. This Condition remains "unmet." For additional discussion see the Team's comments under Condition 8, Physical Resources.

### 3. Conditions Well Met

- 1.1 Architecture Education and the Academic Context
- 1.2 Architecture Education and Students
- 1.5 Architecture Education and Society

- 5. Studio Culture
- 12. Professional Degrees and Curriculum
- 13.3 Graphic Skills
- 13.7 Collaborative Skills
- 13.16 Program Preparation
- 13.26 Technical Documentation
- 13.27 Client Role in Architecture
- 13.28 Comprehensive Design
- 13.32 Leadership
- 13.34 Ethics and Professional Judgment

**4. Conditions Not Met**

- 3. Public Information
- 6. Human Resources
- 8. Physical Resources

**5. Causes of Concern**

Faculty recruitment from minorities and under-represented groups continues to elude the program. Targeted recruitment efforts have been foiled by a variety of reasons not the least of which has been a lower than average faculty salary scale. In 2007-08 the state legislature allocated a significant budget increase to UL Lafayette. The university president has used this budget to increase and equalize faculty salaries. The architecture program intends to advertise for a targeted minority faculty hire in academic year 2008-09. Given the school administration's and faculty's conviction and commitment to promote gender and minority equity, as well as equality within its faculty ranks, failure to appropriately address this inequity would demonstrate a grave cause for concern.

## II. Compliance with the Conditions for Accreditation

### 1. Program Response to the NAAB Perspectives

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

#### 1.1 Architecture Education and the Academic Context

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

Well Met	Not Met
[X]	[ ]

Condition 1.1, Architecture Education and the Academic Context, is considered "Well Met" based upon the following:

The architecture program at the SoA/D has been identified as a "program of excellence" by University of Louisiana – Lafayette. The program's faculty and director consistently respond to university opportunities for additional funds for equipment, faculty travel and even additional facilities, such as the metal shop and foundry. While academically the program is dedicated to, and benefits from, the university's undergraduate mission of providing a strong and broad-based liberal arts undergraduate core, the university benefits from the professional preparation of its faculty and students. The program's Community Design Workshop and its Building Institute have served as vehicles to further the university's capacity to directly engage various local communities and socio-economic groups. The public visibility garnered by these interactions has raised the awareness of the architecture program within the university's upper administration and has contributed to the SoA/D's ability to raise funds from the local community and practitioners as well as alumni.

The faculty embodies their own program philosophy of creating the "citizen architect" and as such they are extremely engaged in all aspects of academic, professional and community life. The faculty serves on a range of university and SoA/D committees including the university's Chairs Committee, the school's Tenure and Promotion Committees, and the Outreach Committee. Additionally, they actively participate in student advising and admissions. The faculty's passionate commitment to the student's education seems to have a catalytic affect on the students, who in turn are passionate and articulate in their commitment to their education, their environment and society.

The Master of Architecture curriculum provides a mechanism to synthesize the studio dyad engendered through the studio process of exploration and discovery. The graduate curriculum as crafted and taught provides an opportunity for faculty and students to enter into a Socratic dialogue that culminates in sensitive and thoughtful work, uniquely distinguishing the architecture program at UL Lafayette.

#### 1.2 Architecture Education and Students

*The accredited degree program must demonstrate that it provides support and encouragement for students to assume leadership roles in school and later in the profession and that it provides an environment that embraces cultural differences. Given the program's mission, the APR may explain how students participate in setting their individual and collective learning agendas; how they are encouraged to cooperate with, assist, share decision making with, and respect students who may be different from*



*themselves; their access to the information needed to shape their future; their exposure to the national and international context of practice and the work of the allied design disciplines; and how students' diversity, distinctiveness, self-worth, and dignity are nurtured.*

Well Met    Not Met  
[X]        [ ]

Condition 1.2, Architecture Education and Students, is considered "Well Met" based upon the following:

The student-centered learning employed by the faculty allows students to express themselves and pursue personal interests, creating an environment of communication, respect, and diversity. A high degree of motivation and excitement is also a result, in both the faculty and the students. In first year, interior and industrial design students share the same foundation design classes with the architecture students. This encourages contact between the disciplines and broadens the horizons of all. International and minority students bring in highly valued alternative perspectives and design thought. Students learn from each other as well as from their professors by critiquing one another in studio. Confidence is built, and leadership skills are honed at the same time. While the methodology is impressive, students expressed a desire for a more diverse faculty to serve as role models and for everyone to identify with.

Although the school has only one architecture-specific organization, the AIAS, with a small 'Freedom by Design' chapter, the students are a tight-knit group that also participates in or combines events with the other programs within the SoA/D. AIAS officers and studio delegates are a very diverse and dedicated group of students. Leadership is also learned hands-on in the required Community Design Workshop at a personal level. Additionally the Design Build elective, while not taken by all students, reinforces the development of leadership skills by allowing direct contact with clients and potential users.

The relationships the students enjoy with the faculty naturally serves to enrich the students. The faculty is very available to students. They serve as the academic advisors for the students and in general have an open-door policy to all students. Students expressed appreciation for their faculty's dedication and availability. The communication and cooperation amongst the faculty is obvious to the students and models a healthy, respectful learning environment. Most faculty have individual practices outside of school, and when appropriate, share their projects with students either as lecture or studio case studies.

Students are considered an integral voice in the development of the architectural program. Their recommendations weigh heavily in the selection of new faculty. Students also influence the location of the SoA/D's study abroad programs, with the current study abroad programs in Paris, Florence, and Mexico City being very popular. As is typical of study abroad programs, students find it difficult to fund such initiatives.

### 1.3 Architecture Education and Registration

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

Met        Not Met

[X] [ ]

Condition 1.3, Architecture Education and Registration, is considered "Met" based upon the following:

An overwhelming majority of the students expressed a desire to be licensed, practicing architects and were aware of the steps necessary to achieve their goal. The overall content of the curriculum clearly establishes practice as a program outcome with students becoming involved in practice related issues in the design studio as well as the professional practice classwork. While students typically become aware of registration/licensure issues later in their academic career in a professional practice class, students in the 2<sup>nd</sup> and 3<sup>rd</sup> years indicated an awareness of the importance of an accredited degree, IDP and the ARE. Obviously having the program director being the education member of the Louisiana State Licensing Board influences the student's knowledge of the regulatory process.

The Team was particularly impressed with the student's experience in the Community Design Workshop and the impact of that experience on their view of the architect's role in society. The CDW engages students in real projects of importance to the Lafayette community, dealing with all aspects architectural practice from project funding and client management to the municipal approval process. During this experience students work alongside, and are mentored by, local architects who volunteer their time and skills to the CDW initiatives so students are exposed to the myraid of issues associated with licensed practice.

**1.4 Architecture Education and the Profession**

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

Met Not Met  
[X] [ ]

Condition 1.4, Architecture Education and the Profession, is considered "Met" based upon the following:

The Master of Architecture at the SoA/D is geared toward educating architects who will be ready to join the profession as productive members upon graduation. A large percentage of the faculty is comprised of practice oriented architects. The curriculum has a clear emphasis on design with a well integrated professional practice component. Students learn about zoning, building code requirements, and building systems integration within the design studio setting, beginning at the third year. There is a strong connection to the local professional community with the majority of guest critics and lecturers being local Louisiana/Lafayette architects. In addition, the SoA/D's Community Design Workshop is immersed in the local community providing assistance to various causes in concert with local architects and other professionals.

The Building Institute, a design-build initiative program that is a SoA/D elective, allows the ultimate hands-on experience for students to design and construct facilities and components for the local homeless population.

Students are offered educational experiences in large metropolitan areas throughout the U.S. such as New York, Houston, Philadelphia, Dallas and New Orleans via field trips, as well as summer abroad programs in Italy, France and Mexico. These opportunities further enhance the exposure to other cultures and lifestyles as well as enrich the quality of the student's educational experience.

A large number of students indicated that they have been employed by local architects on a part time or summer basis. In such office settings students become well informed about the IDP program and the ARE.

A significant asset to the SoA/D educational experience for the architecture students is the broad exposure they have to the Industrial Design and Interior Design programs, which are also housed within Fletcher Hall. Having these programs within the SoA/D and within close proximity contributes to the architectural student's deep understanding and respect for associated disciplines.

The architecture program provides an excellent environment to develop strong design skills. It focuses on social responsibility of the architect, developing well rounded professional practice experiences, as well as affording students a broad exposure to other related disciplines.

#### 1.5 **Architecture Education and Society**

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

<b>Well Met</b>	<b>Not Met</b>
<input checked="" type="checkbox"/>	<input type="checkbox"/>

Condition 1.5, Architecture Education and the Academic Context, is considered "Well Met" based upon the following:

The relationship between architecture education and society is well met by the Master of Architecture at the SoA/D. This is evidenced by a number of social and environmental initiatives within the architecture curriculum that demonstrate students ability to solve these problems with sound architecture and urban design decisions. Multiple stakeholders are also involved in this problem solving process implementing initiatives that include community education, regional heritage and community outreach. The SoA/D initiatives include:

- The Acadiana Outreach Center
- The Economic and Cultural Center of Acadiana,
- The Historic American Building Survey
- The Historic American Engineering Report
- The Building Institute and
- The Community Design Workshop

As a result of these educational initiatives an excellent climate of civic engagement by the Master of Architecture at UL – Lafayette has been implemented at the regional and local levels which demonstrates a commitment to provide the citizens of Louisiana with professional and public services. As an example, students demonstrate their informed understanding by intergrating issues concerning the local indigenous Acadian culture and the natural environment into their design studio projects; designing memorials in New Orleans at the levee breaks, working with professionals on the AIA 150 Blueprint for America and working with the 2006 AIAS Grassroots conference.

**2. Program Self-Assessment Procedures**

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

<b>Met</b>	<b>Not Met</b>
<b>[X]</b>	<b>[ ]</b>

Condition 2, Program Self-Assessment Procedures, is considered "Met" based upon the following:

The Master of Architecture has mechanisms in place to continuously evaluate its progress in fulfilling its mission. These mechanisms solicit and assess the program's curriculum and student learning. This self-assessment also links with the University's of Louisiana – Lafayette's five-year strategic plan for 2005-2010. There is also a conscious commitment to include the self-assessment process as a part of the culture of the program. A yearly retreat is held to address this process.

The methods for the self-assessment process are thorough and are from four processes: opinions from students, critiques from faculty, comments from alumni, and reactions from the profession.

Methods for soliciting opinion from students are thorough and include student evaluation of instruction, studio culture meetings, AIAS communications, SOS questionnaires, student advising questionnaires, and individual correspondence.

Methods for soliciting critiques from faculty members are also thorough and include feedback given in faculty retreats, coordinator meetings, faculty meetings, administrative evaluations, and workload forms.

**3. Public Information**

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

<b>Met</b>	<b>Not Met</b>
<b>[ ]</b>	<b>[X]</b>

Condition 3, Public Information, is considered "Not Met" based upon the following:

The information provided in the SoA/D's printed public information is not in compliance with the prescribed information required by the NAAB in its Conditions for Accreditation. Specifically the SoA/D's information excludes the "Doctor of Architecture" as a NAAB accredited degree. The team was presented evidence that the university had been notified of the discrepancy along with the correct language to be added into the 2009-2011 documents. While the printed information

will be delayed until the next university printing, the program director was able to have the information corrected on the university and SoA/D's websites during the visit.

**4. Social Equity**

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

<b>Met</b>	<b>Not Met</b>
[X]	[ ]

Condition 4, Social Equity, is considered "Met" based upon the following:

The Team observed that the teaching, learning and working environment of the SoA/D is creative, caring and supportive. This was verified in discussions with the faculty, students, and staff on numerous occasions. This environment has created a culture that has nurtured the architecture program's pedagogical commitment to social engagement and the development of the "citizen architect". The SoA/D supports university policies that establish an ethic of equity and diversity throughout including college policy on tenure and promotion and through its faculty governance systems.

In the fall 2007 semester the architecture program has 240 undergraduate and 29 graduate students, 18% of that student population comes from under-represented minorities and women comprise 32% of the students. The cumulative numbers match and even surpass in some cases regional and national figures, however, demographic data from the region indicates that there needs to be an effort both university and program-wide to recruit and retain minority students, particularly African-American students. It should be noted that several years ago the university president created an Office of Campus Diversity whose mission is "to foster inclusion, appreciation and understanding of diversity throughout the university..." Additionally the campus has formed a Task Force on Minority Recruitment focused upon informing and recruiting high school students about their degree options. The Team was informed that an architecture program faculty will serve on the Task Force on Minority Recruitment (see Causes for Concern).

**5. Studio Culture**

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

<b>Well Met</b>	<b>Not Met</b>
[X]	[ ]

Condition 5, Studio Culture, is considered "Well Met" based upon the following:

The studio culture policy is short, clever, and to the point. It was constructed with input from many different students in various workshops, an online discussion board, and a physical 'graffiti' board in the hallway of the building. Almost all students are aware of the policy and its intent. Although the policy is complete and in place, it is considered a living document, and never set in stone. The online discussion board is still open and a student meeting at the end of each semester serves to assess the need for change if necessary.

Implementation of such a policy is meant to improve all parts of the program, which it has. The process of adopting the written policy has energized the students, generating respectful

discussions and intermingling of the studios. This has permanently and positively affected the students' relations. They are now getting information about effective time management and the importance of sleep.

According to the SoA/D's Studio Culture Policy, no express grades are given until the end of the semester, although there are student evaluations to let them know where they stand. This is to give every student a chance to work through their process and gain the most advancement without penalization. Team-taught design classes and student-team studio projects exhibit the importance of collaboration, and are further expanded with consultant, client, and community involvement in the Community Design Workshop and the Building Design Institute (student elective). Both programs are working examples of the principles set forth in the Studio Culture Policy.

## 6. Human Resources

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

Met	Not Met
[ ]	[X]

Condition 6, Human Resources, is considered "Not Met" based upon the following:

The Master of Architecture provides inadequate human resources for a professional degree program. The faculty complement of the SoA/D is comprised of twenty full-time faculty members; however, only eleven are in the architecture program. One of these positions is a program director's position that serves as the administrative head. While the Team recognizes the Program Director is an effective administrator with outstanding time management skills, his administrative responsibilities for the SoA/D go beyond those required by the Architecture program. In addition to the Architecture program, the Program Director administers and coordinates the Interior Design, Fashion Design, Industrial Design and Merchandising programs. The Team feels this work load is excessive and for the Program Director to effectively administer and manage the Architecture program as it moves forward, there must be additional support staff added for the Program Director beyond clerical staff.

The faculty members are highly organized, committed and passionate about teaching architecture to their students; however, the total teaching load of the faculty members does not allow faculty members adequate time to pursue research, scholarship and practice to enhance their professional development. The university has identified criteria for faculty to pursue for an "ideal professor" in the area of teaching (60%), research (20%), and service (20%), and has indicated a workload track for architecture professors. However few faculty members have had the opportunity to take sabbaticals, had adequate time to prepare for the ARE (a goal established by the SoA/D), or had time for personal research. The Team determined most faculty were experiencing difficulty managing this myriad of academic commitments, especially with family obligations.

As noted earlier in this report, the architecture program has a total of 269 undergraduate and graduate students. Based upon these 2007 student statistics, the composite faculty/student ratio for the architecture program is 1:16.8.

Adequate time for effective tutorial exchange between the teacher and student is evident by the university's policy to have the average architecture faculty member advises between 22 – 35 students per semester. The university has also made a strong commitment to advising by

offering fifty - \$1,000 advising awards to faculty each year. Fifty percent of the architecture faculty has received advising awards for outstanding advising.

The dean of the college is actively involved in the architecture program and provides significant support, advocacy and leadership to the program. He is very approachable and accessible to the students, staff, faculty and other administrators.

While the Team appreciates the efforts made to address the Human Resources concerns expressed in the 2002 VTR, inadequate administrative support for the Program Director as well the program faculty remains a continuing deficiency as noted in the previous 2002 VTR.

**7. Human Resource Development**

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

<b>Met</b>	<b>Not Met</b>
<b>[X]</b>	<b>[ ]</b>

Condition 7, Human Resource Development, is considered "Met" based upon the following:

There are a number of significant collective and individual opportunities for faculty and students to participate in and outside of the program. These programs provide intellectual, social and professional growth. The University is also dedicated to achieving excellence in undergraduate and graduate education, implementing initiatives such as the "Ideal University Professor" to support its commitment. To accomplish this goal, faculty is supported by engaging in travel, research grants and sabbaticals.

Students can also receive scholarships from the second year through to the graduate years and participate in summer study abroad programs in France, Mexico and Paris. Students have access to an exchange program at the Ecole d' Architecture de Sainte Etienne in Lyon, France.

The SoA/D has developed an active lecture series each year. While the Team applauds the visiting lecture series, it noted that female and minority participation in the series was weak, and suggested the SoA/D administration seek to correct this imbalance.

Students and faculty have access to excellent exhibitions held in the University Art Museum. The museum is open to the university and the public and draws students from the SoA/D. Some of the recent exhibits were:

- Margaret Evangeline: Dodge a Bullet
- Photorealist Paintings from the Sydney and Walda Besthoff Collection
- Water and Light: James McNeill Whistler's
- Etchings and Drypoints of Venice and Amsterdam
- A Tribute for Samuel Mockbee
- Pattern Language: Clothing as Communicator Techniques and Styles

In addition to these formal installations held in the museum, exhibits are held in the Dean's Gallery, and the lobby of Fletcher Hall. These include works of guest lecturers, faculty work, and student work.

The students receive support services in academic advising, personal advising, career guidance, and special services, which provides opportunities for students who are primarily first generation college students. Services are also provided for students with disabilities. A developmental program is available for students needing prerequisite skills in writing and mathematics. The university has learning center that provides various academic support services to facilitate effective learning with free tutoring in academic courses.

**8. Physical Resources**

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

Met            Not Met  
 [ ]            [X]

Condition 8, Physical Resources, is considered "Not Met" based upon the following:

Fletcher Hall houses the SoA/D, with the architecture program being the largest program. The building was originally built to house the School of Art and Design, is owned by the University, and is shared with the programs in Industrial Design, Interior Design and Visual Arts. Architecture studios are also held off-campus in the Community Design Workshop space located in the Postal Square Building in downtown Lafayette. This building is not owned by the university and is slated for demolition to make way for the Rosa Parks Transportation Center. A replacement for that facility will have to be secured to continue the work of the CDW, allowing it to serve the local Lafayette community.

Fletcher Hall contains the following amenities:

- A woodshop of adequate size, two spray booths and a photo lab.
- A twenty one station computer lab and a dedicated twenty station architectural computer lab are located on the second floor and are shared by the sister programs housed in this building. Printing is facilitated by one fine arts printer, several small format color printers and two three-dimensional printers. A professional printing service in the vicinity of the college is the preferred method of printing for students because the school current plotting capacity is inadequate to accommodate student needs at peak times. Students are required to provide their own computer but the signal strength of the wireless internet access is very weak throughout the building.
- A kiln area outside the building and a metal workshop at a separate building nearby are available to architecture students as well as other departments.
- Faculty offices are provided for all faculty and are of sufficient size.

Fletcher Hall was built in 1976 and is no longer adequate to support the mission of the SoA/D. Fletcher Hall deficiencies include the following:

- The building envelope has deteriorated with roofs, terraces and walls leaking, MEP & fire safety systems in dire need of update, as well as acoustic and lighting deficiencies.
- There is a shortage of classrooms, making the scheduling of courses a challenge every semester.
- The first year class studio space is not adequate to meet the present needs of providing a design studio desk work space, storage locker space and support facilities to house and teach the entering class.
- Second and third year class studios are similarly very crowded and not conducive towards an acceptable learning environment. Fourth year studio is also situated in less than acceptable design space with overcrowded conditions.
- Fifth year classes are currently housed off-campus at the Community Design Workshop which offers adequate space but is windowless and not ideally situated to foster interaction with the lower year students. This space will not be available to the program once the Rosa Parks transportation center is under construction and the university will need to secure a replacement.



A major addition and renovation project is planned for Fletcher Hall, and the university president indicated he was optimistic the budget surplus of the state would allow the project to proceed. The state legislature will convene in special session within a couple of weeks of this visit to develop funding plans for state projects and Fletcher Hall is high on the list of projects being considered. If Fletcher Hall's funding is approved, the SoA/D will also have reason to be optimistic about its future building needs. While approval of funding will be a major step forward, the process to ultimately move into new and renovated space could be many years off.

## 9. Information Resources

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

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

Condition 9, Information Resources, is considered "Met" based upon the following:

The library collections for the SoA/D are housed and serviced in Dupré Library, the university's central and only library located within easy walking distance of the SoA/D and Fletcher Hall. Should the additions and renovations to Fletcher Hall noted in Condition 8 come to fruition, the distance to Dupré Library will be reduced further.

Dupré Library holdings with a Library of Congress NA designation total 7,474, exceeding the NAAB minimum requirement of 5,000. The entire architecture collection totals 22,710 volumes.

Over the past several years, expenditures for library materials in support of the disciplines within the SoA/D have varied greatly. As a result hurricanes Katrina and Rita, funds for book purchases were frozen for a one year period. Serial publications, however, were still funded in order to avoid gaps in the collection. 2008 funding levels for all purchases have increased significantly such that all book purchases have been approved.

Since the Master of Architecture program has been instated, the university considers the M. Arch. a terminal degree and therefore disburses funding for new library acquisitions at a doctoral level. The central library subscribes to approximately 34 current architectural periodicals and to ARTstor Digital Library, the online Avery Index, and other digital image collections.

Library staff and services are adequate to support the needs of the architecture program.

Students have access to legal size scanners to export reference materials if books are dedicated to 'in-library use only' per professor's instruction. The architecture program has a designated faculty liaison to the Dupré library. In consultation with the faculty the liaison develops a list of recommended library acquisitions. The de facto policy of the library in relation to the architecture program is to defer acquisitions to the recommended list.

The Visual Resource Center (VCR) in Fletcher Hall supports all programs within the SoA/D and the College of the Arts. The VCR contains approximately 120,000 slides and videos and provides more than 50 computer workstations for student use, primarily for graphic work and animation processing. It also contains relatively current issues of professional periodicals on Architecture, the Visual Arts, Interior Design, and Computer and Digital Imaging. The VCR is a local supplement to the Dupré library. The library director confirmed that the center is no longer staffed by a library professional but feels this position is needed to provide students with adequate services.

**10. Financial Resources**

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

<b>Met</b>	<b>Not Met</b>
<b>[X]</b>	<b>[ ]</b>

Condition 10, Financial Resources, is considered "Met" based upon the following:

The Master of Architecture program receives sufficient institutional support and financial resources comparable to other professional programs within the university. Its expenditure per student compares also with other professional programs.

The annual program budget, endowments, and scholarship meet the needs of the Master of Architecture program.

While the financial funding is adequate for the program as a whole, the Team notes that faculty salaries for assistant professors and the director of architecture appear too low and should be reviewed and adjusted as necessary.

**11. Administrative Structure**

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

<b>Met</b>	<b>Not Met</b>
<b>[X]</b>	<b>[ ]</b>

Condition 11, Administrative Structure, is considered "Met" based upon the following:

The University of Louisiana – Lafayette was accredited by the Southern Association of Colleges in the 2000 academic year. Its next scheduled visit is to occur in 2009-2010.

The School of Architecture and Design (SoA/D) is housed within the College of the Arts at the University of Louisiana – Lafayette. The dean of the College of the Arts oversees two schools, the SoA/D and the School of Music, and two departments, the department of performing arts and the department of visual arts. Also, the interior design program is within the SoA/D.

Administratively the dean of the College of the Arts is responsible to the president of the University of Louisiana – Lafayette through the vice president for academic affairs. Within the College of the Arts, the program director of the SoA/D is responsible to the dean of the College of the Arts for academic, personnel, financial and material needs of the school. As noted in Condition 6, the workload of the Program Director is significantly increased because he oversees these functions for four programs: Architecture, Interior Design, Industrial Design, Fashion Design and Merchandising.

**12. Professional Degrees and Curriculum**

*The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are*

*strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.*

<b>Well Met</b>	<b>Not Met</b>
[X]	[ ]

Condition 12, Professional Degrees and Curriculum is considered "Well Met" based upon the following:

The distribution of general studies, professional studies, and electives in the Master of Architecture curriculum exceeds the NAAB guideline requirements. A total of 176 credit hours are required for this program as follows:

University Core Liberal Studies	42 credit hours.
Architectural Core	110 credit hours
Architecture Electives	24 credit hours

The program director evaluates the transcript of transfer students and allocates accepted transfer credits accordingly.

### 13. Student Performance Criteria

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

#### 13.1 Speaking and Writing Skills

*Ability to read, write, listen, and speak effectively*

<b>Met</b>	<b>Not Met</b>
[X]	[ ]

Criterion 13.1, Speaking and Writing Skills is considered "Met" based upon evidence found in following studios and/or courses: Theory of Architecture (Arch 560 – Lecture) and the Masters Project/Thesis Research and Thesis (Arch 509/599 – Studio).

#### 13.2 Critical Thinking Skills

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

<b>Met</b>	<b>Not Met</b>
[X]	[ ]

Criterion 13.2, Critical Thinking Skills is considered "Met" based upon evidence found in following studios and/or courses: Urban Theory (Arch 530 – Lecture), Architectural research and Programming (Arch 565 – Lecture), and the Masters Project/Thesis Research and Thesis (Arch 509/599 – Studio).

#### 13.3 Graphic Skills

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

<b>Well Met</b>	<b>Not Met</b>
[X]	[ ]

Criterion 13.3, Graphic Skills is considered "Well Met" based upon evidence found in following studios and/or courses: Graphic Communication (Arch 214 – Studio) and Advanced Architectural Design I (Arch 214 – Studio).

The program offers excellent integration of graphic techniques and instruction, both manual and computer aided, throughout the curriculum. Freehand drawing and 3-D computer rendering skills are very effective in the majority of presentations and class critiques viewed during this visit.

**13.4 Research Skills**

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

<b>Met</b>	<b>Not Met</b>
[X]	[ ]

Criterion 13.4, Research Skills is considered "Met" based upon evidence found in following studios and/or courses: Presidents and Programming (Arch 342 – Lecture), Architectural Research and Programming (Arch 565 – Lecture) and the Masters Project/Thesis Research (Arch 509 – Studio).

**13.5 Formal Ordering Skills**

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

<b>Met</b>	<b>Not Met</b>
[X]	[ ]

Criterion 13.5, Formal Ordering Skills is considered "Met" based upon evidence found in following studios and/or courses: Foundations of Architectural Design III (Arch 301 – Studio) and Advanced Architectural Design II (Arch 502 – Studio).

**13.6 Fundamental Skills**

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

<b>Met</b>	<b>Not Met</b>
[X]	[ ]

Criterion 13.6, Fundamental Skills is considered "Met" based upon evidence found in following studios and/or courses: Architecture I (Arch 302 – Studio) and Advanced Architectural Design II (Arch 502 – Studio).

**13.7 Collaborative Skills**

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

<b>Well Met</b>	<b>Not Met</b>
[X]	[ ]

Criterion 13.7, Collaborative Skills is considered "Met" based upon evidence found in following studios and/or courses: Architecture II (Arch 401 – Studio), Architectural Design III (Arch 402 – Studio), Advanced Architectural Design I (Arch 501 – Studio), and Advanced Architectural Design II (Arch 502 – Studio).

The collaborative approach to design is evident from the 1<sup>st</sup> year design studio to the thesis year. Students are not only encouraged but required to work on teams with interdisciplinary talent to produce projects of outstanding quality. It all stems from the

faculty's paradigm of close collaboration in team teaching on many design and core courses.

**13.8 Western Traditions**

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

Met	Not Met
[X]	[ ]

Criterion 13.8, Western Traditions is considered "Met" based upon evidence found in following studios and/or courses: History of Architecture (Arch 221 – Lecture) and History of Architecture (Arch 521 – Lecture).

**13.9 Non-Western Traditions**

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

Met	Not Met
[X]	[ ]

Criterion 13.9, Non-Western Traditions is considered "Met" based upon evidence found in following studios and/or courses: History of Architecture (Arch 221 – Lecture) and Urban Theory (Arch 530 – Lecture).

**13.10 National and Regional Traditions**

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

Met	Not Met
[X]	[ ]

Criterion 13.10, National and Regional Traditions is considered "Met" based upon evidence found in following studios and/or courses: Sites and Sustainable Design (Arch 441 – Lecture/Studio) and Urban Theory (Arch 530 – Lecture).

**13.11 Use of Precedents**

Ability to *incorporate relevant precedents into architecture and urban design projects*

Met	Not Met
[X]	[ ]

Criterion 13.11, Use of Precedents is considered "Met" based upon evidence found in following studios and/or courses: Precedents and Programming (Arch 342 – Lecture), Architecture II (Arch 401 – Studio), and the Masters Project/Thesis Research (Arch 509 – Studio).

**13.12 Human Behavior**

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

Met	Not Met
[X]	[ ]

Criterion 13.12, Human Behavior is considered "Met" based upon evidence found in following studios and/or courses: Precedents and Programming (Arch 342 – Lecture) and Sites and Sustainable Design (Arch 441 – Lecture/Studio).

**13.13 Human Diversity**

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

<b>Met</b>	Not Met
[X]	[ ]

Criterion 13.13, Human Diversity is considered "Met" based upon evidence found in following studios and/or courses: Sites and Sustainable Design (Arch 441).

The Team was particularly impressed with a project in which students built an accessible ramp for a physically challenged individual who was unable to leave his residence. Combining an understanding of the person's diverse needs, the students built the ramp from wood pallets, incorporating sustainable design principles into their solution.

**13.14 Accessibility**

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

<b>Met</b>	Not Met
[X]	[ ]

Criterion 13.14, Accessibility is considered "Met" based upon evidence found in following studios and/or courses: Architecture II (Arch 401 – Studio), Architectural Design III (Arch 402 – Studio), Advanced Architectural Design I (Arch 501 – Studio), and Advanced Architectural Design II (Arch 502 – Studio).

Both site and building accessible design is part of the curriculum beginning at the 2<sup>nd</sup> year design studio and is evidenced throughout the thesis projects.

**13.15 Sustainable Design**

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

<b>Met</b>	Not Met
[X]	[ ]

Criterion 13.15, Sustainable Design is considered "Met" based upon evidence found in following studios and/or courses: Sites and Sustainable Design (Arch 441 – Lecture/Studio).

**13.16 Program Preparation**

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

<b>Well Met</b>	Not Met
[X]	[ ]

Criterion 13.16, Program Preparation is considered "Well Met" based upon evidence found in following studios and/or courses: Architecture II (Arch 401 – Studio), Architectural Design III (Arch 402 – Studio), Advanced Architectural Design I (Arch 501 – Studio), and Advanced Architectural Design II (Arch 502 – Studio).

The ability of the architecture students to prepare a comprehensive program is evidenced as early as the 3<sup>rd</sup> year design projects. Furthermore the students are guided to acknowledge and include factors beyond the pragmatics and delve into providing socially responsible guidelines into their programs.

**13.17 Site Conditions**

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

<b>Met</b>	Not Met
[X]	[ ]

Criterion 13.17, Site Conditions is considered "Met" based upon evidence found in following studios and/or courses: Advanced Architectural Design I (Arch 501 – Studio) and Advanced Architectural Design II (Arch 502 – Studio).

**13.18 Structural Systems**

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

<b>Met</b>	Not Met
[X]	[ ]

Criterion 13.18, Structural Systems is considered "Met" based upon evidence found in following studios and/or courses: Engineering I (CIVE 335 – Lecture) and Engineering II (CIVE 336 – Lecture).

**13.19 Environmental Systems**

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

<b>Met</b>	Not Met
[X]	[ ]

Criterion 13.19, Environmental Systems is considered "Met" based upon evidence found in following studios and/or courses: Environmental Systems (Arch 331 – Lecture).

**13.20 Life-Safety**

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

<b>Met</b>	Not Met
[X]	[ ]

Criterion 13.20, Life Safety is considered "Met" based upon evidence found in following studios and/or courses: Precedents and Programming (Arch 342 – Lecture) and Architecture II (Arch 401 – Studio).

**13.21 Building Envelope Systems**

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

<b>Met</b>	<b>Not Met</b>
<b>[X]</b>	<b>[ ]</b>

Criterion 13.21, Building Envelope Systems is considered "Met" based upon evidence found in following studios and/or courses: Systems of Construction (Arch 432 – Lecture) and Architecture II (Arch 401 – Studio).

**13.22 Building Service Systems**

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

<b>Met</b>	<b>Not Met</b>
<b>[X]</b>	<b>[ ]</b>

Criterion 13.22, Building Service Systems is considered "Met" based upon evidence found in following studios and/or courses: Environmental Systems (Arch 331 – Lecture).

**13.23 Building Systems Integration**

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

<b>Met</b>	<b>Not Met</b>
<b>[X]</b>	<b>[ ]</b>

Criterion 13.23, Building Systems Integration is considered "Met" based upon evidence found in following studios and/or courses: Architecture II (Arch 401 – Studio) and Construction Documents (Arch 464G – Studio).

**13.24 Building Materials and Assemblies**

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

<b>Met</b>	<b>Not Met</b>
<b>[X]</b>	<b>[ ]</b>

Criterion 13.24 Building Materials and Assemblies is considered "Met" based upon evidence found in following studios and/or courses: Materials and Methods (Arch 334 – Lecture) and Systems of Construction (Arch 432 – Lecture).

**13.25 Construction Cost Control**

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

<b>Met</b>	<b>Not Met</b>
<b>[X]</b>	<b>[ ]</b>

Criterion 13.25, Construction Cost Control is considered "Met" based upon evidence found in following studios and/or courses: Construction Documents (Arch 464G – Lecture/Studio).



**13.26 Technical Documentation**

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

<b>Met</b>	<b>Not Met</b>
<b>[X]</b>	<b>[ ]</b>

Criterion 13.26, Technical Documentation is considered "Met" based upon evidence found in following studios and/or courses: Architecture II (Arch 401 – Studio) and Construction Documents (Arch 464G – Studio).

There is a wonderful synthesis of design cohesion and technical documentation in many design projects, beginning with ARCH 401. ARCH 464G, the construction documents course, is a thorough introduction and great foundation course, guiding the students in establishing graphic clarity in communicating with the building entity.

**13.27 Client Role in Architecture**

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

<b>Well Met</b>	<b>Not Met</b>
<b>[X]</b>	<b>[ ]</b>

Criterion 13.27, Client Role in Architecture is considered "Well Met" based upon evidence found in following studios and/or courses: Precedents and Programming (Arch 342 – Lecture), Architectural Practice (Arch 540 – Lecture), and the Community Design Workshop (Arch 502 – Studio).

While the Arch 342 and Arch 540 clearly meets the "understanding" level required by Criterion 13.27, students are fully engaged in these difficult client issues during their experiences in the Community Design Workshop.

**13.28 Comprehensive Design**

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

<b>Well Met</b>	<b>Not Met</b>
<b>[X]</b>	<b>[ ]</b>

Criterion 13.28, Comprehensive Design is considered "Well Met" based upon evidence found in following studios and/or courses: Architecture II (Arch 401 – Studio) and Construction Documents (Arch 464G – Studio).

Students develop a comprehensive building design in Arch 401 and translate their 401 project into a set of design documents, equivalent to design development documents, in the Arch 464G studio. Combined Arch 401 and Arch 464G provide an excellent format to comprehensively address the myriad of issues required of Criterion 13.28.

**13.29 Architect's Administrative Roles**

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

<b>Met</b>	<b>Not Met</b>
<b>[X]</b>	<b>[ ]</b>

Criterion 13.29, Architect's Administrative Roles is considered "Met" based upon evidence found in following studios and/or courses: Architectural Practice (Arch 540 – Lecture).

**13.30 Architectural Practice**

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

<b>Met</b>	<b>Not Met</b>
[X]	[ ]

Criterion 13.30, Architectural Practice is considered "Met" based upon evidence found in following studios and/or courses: Architectural Practice (Arch 540 – Lecture).

**13.31 Professional Development**

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

<b>Met</b>	<b>Not Met</b>
[X]	[ ]

Criterion 13.31, Professional Development is considered "Met" based upon evidence found in following studios and/or courses: Construction Documents (Arch 646G – Lecture/Studio) and Architectural Practice (Arch 540 – Lecture).

**13.32 Leadership**

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

<b>Well Met</b>	<b>Not Met</b>
[X]	[ ]

Criterion 13.32, Leadership considered "Well Met" based upon evidence found in following studios and/or courses: Architectural Practice (Arch 540 – Lecture) and the Community Design Workshop (Arch 502 – Studio).

The Community Design Workshop provides students with an excellent opportunity to provide leadership in the growth, development, and aesthetics within their Lafayette community. The CDW is very well regarded by the university, SoA/D and the community for its design initiatives to enhance the Lafayette area.

**13.33 Legal Responsibilities**

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

<b>Met</b>	<b>Not Met</b>
[X]	[ ]

Criterion 13.33, Legal Responsibilities is considered "Met" based upon evidence found in following studios and/or courses: Architectural Practice (Arch 540 – Lecture).

Architecture.

In 1986, the school's departments were re-organized to include the departments of architecture (architecture and interior design), performing arts (dance and, in a move from the Department of Communications, theater) and visual arts (fine arts and applied arts).

In 1990, the Fashion and Interior Merchandising degree program was split into two programs with Fashion Merchandising remaining in the College of Applied Life Sciences and Interior Merchandising merging with the existing Interior Design degree program in the Department of Architecture. That same year the Interior Design program was accredited by FIDER (now called Counsel of Interior Design Accreditation).

The Board of Regents approved a new degree program in 1994 in Industrial Design, located in the Department of Architecture. The first class began in 1995, and in 1998 granted its first bachelor degrees. In 1999 the National Association of Schools of Art and Design (NASAD) accredited visual arts degree program, the Industrial Design program and the Interior Design program.

In 1995, the School of Art and Architecture became the College of the Arts, with the move of the School of Music from the College of Arts, Humanities and Behavior Sciences. The School of Music offered both the professional degree of Bachelor of Music and the Master of Music degree. With this move, the Department of Architecture was elevated to a School and administered by a director. In 1996, the School of Architecture established the Community Design Workshop (CDW), a community outreach program. The School of Architecture initiated the first student-owned computer requirement on campus in 1997, and in the fall of 2000 the design studios were networked.

In 2001, the School of Architecture was renamed the School of Architecture and Design to more accurately reflect the interdisciplinary and collaborative nature of the three programs. That year the Board of Regents approved the conversion of the five-year Bachelor of Architecture degree to the four-year Bachelor of Science in Architectural Studies degree, and the Master of Architecture as the professional architecture degree. The Community Design workshop secured facilities in downtown Lafayette through Lafayette Consolidated Government.

In 2002 the School of Architecture and Design established the Building Institute to give students a hands-on construction experience.

In 2003, the Interior Design program established the Facility Design Management Studio. The Transportation Studio in Industrial Design was also established in 2003. The Transportation Studio responded to the impact of Hurricanes Katrina and Rita.

In 2005, the Interior Design program received continuing accreditation from the Foundation for Interior Design Education Research (FIDER), now known as Council for Interior Design Accreditation (CIDA).

In 2006, the Interior Design and Industrial Design, along with Visual Arts and the School of Architecture and Design received continuing accreditation from NASAD after a highly successful accreditation site visit.

In 2006, the degree program of Apparel Design and Merchandising was moved to the School of Architecture and Design from the College of Applied Life Sciences and that college was dissolved. The degree title was changed to Fashion Design and Merchandising.

The history of the College of the Arts and the School of Architecture and Design is a product of the ideas and goals of its faculty, students, administrators and alumni recognizing the needs and interests of the region and its students.

#### 4. Program Mission

*The following text is taken from the 2008 University of Louisiana at Lafayette Architecture Program Report.*

##### *College of the Arts Mission*

*The College of the Arts Mission Statement was adopted in June 2005. The College of the Arts is comprised of the School of Architecture and Design, School of Music, Department of Performing Arts, and the Department of Visual Arts. Its mission is to provide quality professional, undergraduate, and graduate educational programs in the design, visual, performance and musical arts consistent with the mission of the University. This is sought through the development of individual artistic expression while engendering a collaborative spirit and entrepreneurship. The vision of the College is to be known for its emphasis on education that awakens, nurtures and challenges the creative capacities of our students. This vision will be accomplished through our faculty's teaching, scholarship, creativity and public service. The College will achieve excellence through innovative use of advanced technologies in teaching, research, performance, design practice and artistic expression. Encouraging collaboration across the disciplines in the College enriches the learning environment. The spirit of entrepreneurship is imbued in each of our students to ensure they can achieve self-sufficiency. The College supports the arts in Acadiana thereby enriching our artistic and cultural environment. The College celebrates the uniqueness of each student and faculty and promotes diversity of all kinds. It works to preserve the particular culture of the Acadiana region by recognizing and supporting its unique character. The College of the Arts seeks to be recognized among the nation's highly competitive and best-regarded colleges of arts.*

Students concentrate their studies- in the design arts: architecture, fashion design and merchandising, graphic design, interior design and industrial design; fine arts-painting, sculpture, drawing/printmaking, metalwork/jewelry, photography and experimental video/media, animation and computer art; performing arts-theatre, dance/choreography; and music-media, piano performance, theory/composition, music performance, jazz studies and piano pedagogy. To complement its aims and objectives, the College arranges field trips and an active series of speakers, concerts, films and visiting artists, designers, performers and musicians in order to keep students abreast of current knowledge and happenings in the art world. The new award-winning Paul and Lulu Hilliard University Art Museum offers an exciting schedule of works of recognized artists and will exhibit senior project thesis shows. The College of the Arts has an exhibition policy and a copy is available in each department office.

##### *School of Architecture and Design Mission*

*The faculty of the School of Architecture and Design adopted the mission statement in December of 2005 with revisions in May 2007. The mission statement was then sent to the Dean's office for review.*

*The mission of the School of Architecture and Design is to cultivate student-centered educational programs in Architecture, Industrial, and Interior Design. We seek this through a pedagogy that is heuristic and responsive to the natural, technological,*

*social/cultural, and professional environments.*

Vision: Our vision is to contribute a critical, ethical, and poetic voice for the ongoing development of the professions and diverse and multiple communities.

Commitment: Our physical environment is the world we are given. Our social/cultural environment is what we make of that world. Our technological environment is the ever-developing tools and techniques we have to modify our physical environment into a social and cultural one. Our professional environment includes the discipline and ethics that guide us in making decisions about how to use technology to transform our physical environments into a socially generous, culturally rich, life affirming and cooperative environment for human life to reach its highest potential. It is these four environments that we believe are at the heart of the world we live in and it is around these four categories that we structure our pedagogy.

*Physical Environment:* This is our world and the way it works. It ranges from issues of the human body and ADA standards to carbon emissions and issues of sustainable design and development to construction techniques and detailing. It is the resources we are given and the world we end up making. In southern Louisiana, the profound influence of the Mississippi delta and Cajun and Creole culture has uniquely molded our physical environment, giving us a vernacular architecture that reflects the landscape as a whole. We are committed to a pedagogy that builds upon this local physical environment while at the same time stressing a broad appreciation of the universals of our world.

*Social & Cultural Environment:* This is who we are and why we are. If the first category ties us to our world, this category is what distinguishes us in the world. To recall Heidegger, this is where we begin to  *dwell*  through the struggle to be at home in the world. In the process of this struggle we form social bonds and patterns, and develop a built environment that reflects these. It is through this struggle that we make culture. As a school of design we place this struggle to make culture at the heart of how and what we teach. Every year of our program emphasizes social and cultural investigations, from freshmen studio to the graduate studio, as a place to begin.

*Technological Environment:* Technology is continually changing while at the same time its presence is constant. Both the pencil and the latest visualization software are technology, and at one point each were cutting edge. While in the abstract, technology expands our ability to manipulate our world; we believe it must be held in check through an appreciation of the boundaries of the physical world. Technology not held in balance with more fundamental relationships arrives as a disruption. The working method for all technologies needs to include a search to find ways to resist its bias while still taking full advantage of its offerings, so that our future is not defined by a habituation of the methods of the technology alone. We fundamentally embrace technology as a tool but not as a reason in itself.

*Professional Environment:* This is the discipline of forming measured and informed judgments. The professional environment begins with client relationships and program formulation, continues with collaborative design, and addresses pragmatic issues such as economics, legalities and administration. In short, it is the core of an integrated architectural practice. Our entire pedagogy can be seen as preparing one to make these judgments in terms of design, life safety, sustainability or any other category that may come up — unexpected or expected.

## 5. Program Self Assessment

*The following text is taken from the 2008 University of Louisiana at Lafayette Architecture Program Report.*

### Summation

As a component of the strategic planning process, the faculty and administrators identified strengths, concerns, threats and opportunities. Students and alumni have input into relevant issues affecting the architecture program.

The architecture program has been developed over time to meet the particular needs of the School of Architecture and Design's student body. This is accomplished through an effective pedagogy built upon a strong student focused design program, including courses in design foundations and comprehensive design. This is further advanced by the University and School of Architecture and Design attracting better qualified students as a result of increased admissions criteria and has led to the development of a framework for the curriculum, in particular the design sequence and technical course dovetailing into each studio's core agenda. The faculty intends on continuing to discuss and improve the curriculum, especially with regards to raising the level of sustainable design proficiency by possibly incorporating more sustainable design issues into the technical courses. There is a belief amongst the faculty that the ultimate satisfaction for a faculty is not the results of one's studio as much as the quality of our graduates.

The faculty is well balanced and devoted to the students' learning. A collaborative spirit exists amongst the faculty in terms of defining design education. This is evidenced by the strong communication between faculty members to address and resolve issues through open discussion and is developed through a strong mentoring program based on collaborative teaching in which new faculty hires are paired with senior faculty. The faculty maintains highly robust research agendas that contribute their teaching.

At its best the administration empowers the faculty to risk, explore, and innovate. This is achieved through the administration being successful in obtaining adequate budgetary support for equipment and travel. The administration works to proactively address deficiencies. There is ample funding for technology available through internal and external funding programs. The architecture program is viewed by the University's administration as being among one of the top programs. The Fletcher Hall renovation and addition is on the horizon and is supported by the University's administration.

The architecture program has established a particularly strong relationship with the local region working with local schools, surrounding communities, area towns, and the Lafayette Consolidated Government. This has been achieved through a wide range of activities from research, service learning programs, and professional services including work by the Community Design Workshop, the Building Institute, the Historic American Building Survey program, to the faculty initiating discussion on creating a new visualization center.

### Strengths:

Undergraduate and Graduate Academics

University selective enrollment, which was first put in place in 1999, has now evolved to its final tier with entering freshman requiring a 23 ACT score or a high school grade point average of 2.5. This selective enrollment has increased the quality and the preparedness of students entering first-year. First-year is also regulated by 150 desks and by limitations on faculty teaching loads. Portfolio review has been in practice for three years. Students entering second-year architecture must present the faculty with a portfolio of their first-year work. Implementation of this review process has improved the graphic skills, drawing, and overall commitment by students to their design work. With the implementation of both "gates," at the first-year and at the second, retention rates can be tracked with the first fourth-year class entering the graduate school. The class that numbered approximately 150 in first-year and 50 in second-year is now tracking to be a class of twenty-four graduate students in the fall of 2007.

With the addition of the Master of Architecture degree, the CDW/Urban Design Studio course has moved into the Graduate School: ARCH 502. This expansion has allowed a studio course to be created for the Building Institute: ARCH 402. This studio focuses on design-build and social issues. Student interests in urban design and design-build have been carried into their graduate theses expanding on issues and ideas developed in the CDW and the Building Institute. Teaching and development of pedagogy has been integrated within the graduate school giving opportunities to graduate students to teach lower division studios and support courses. In addition, ARCH 597 Individual Study, has developed as a course for those who are interested in broadening their teaching skills by having hands-on experience assisting faculty in studio and support courses.

The discussion and development of business and real estate programs with the College of Business has been initiated. Undergraduates are required to take three hours of business in their fourth-year curriculum.

Digital media is introduced in several undergraduate studio and lecture classes. Digital fabrication is an elective in the graduate curriculum utilizing Computer Numerical Controlled Milling (CNC Milling Machine), which was funded by a STEP Grant through the University. A new laser cutter is being ordered.

Environmental design is woven into many of the studio classes as well as developed into a new undergraduate class, ARCH 441 Sites and Sustainable Design, focusing on architecture, the site, and sustainability.

Technology of all varieties supports the school's tradition of physical making. It is the tradition that we rely on to guide us in the use of new technologies. Our pedagogic position is to work towards creating an overlap between the digital and the physical. The School of Architecture and Design believes that design education occurs primarily through the act of making. Technology provides a means to explore and construct. As well, we believe that the design fields should actively collaborate with other disciplines and skill sets that hold the potential for technology transfer.

The integration of emerging technology in our classrooms is essential because it is vital once our students leave our classrooms. The real use of technology is discovered in the classroom through guided experiences with the technology itself. We believe our students must leave being skilled in the use of contemporary technologies, but we also recognize this does not necessarily prepare them as skilled professionals. Technology should not be considered a replacement for manual skills nor a goal in itself, but a process among many to be understood and appropriately applied. Emphasis should fall on design skills and responsibility should be given to students to master the fundamentals

of each new piece of technology through their own experimentation.

Facilities support this pedagogy. Since 2001, the School of Architecture and Design has invested in three Smart Classrooms: 211, 101, and the Dean's Conference Room. The students are required to purchase their own laptop in second-year; therefore, the studios have wireless Internet access. Five copies of Building Information Software (BIM) were acquired by faculty development grants to enhance digital modeling programs. The CDW studio in the Rosa Parks Transportation Center has also been wired for the Internet. The Visual Resource Center (VRC), where general instruction of technology takes place, is constantly being upgraded with computers and software. The CNC Milling Machine has been an additional piece of hardware and software to explore three-dimensional modeling and detailing. The Board of Regents Grant for Enhanced Visual Digitalization installed in Room 101 gives students the capabilities of design using a stereoscopic visualization tool to experience and explore architecture. A Board of Regents Grant was awarded for equipment to enhance the metal shop that facilitates a studio and a metal support class. A Board of Regents Grant has also funded a laser-cutting machine to aid studio and support courses in the metal and wood shop.

#### *Graduate Recruitment*

The College and School funded the production of an informational tri-fold pamphlet, a series of three promotional color postcards, and a 35-page, full color catalogue that includes student work and program information. All three of these will soon be available on our website as downloadable documents. The Graduate School, College, and School have funded the travel for the graduate coordinator to the AIAS Forum event in Boston for recruiting. Hundreds of postcards and pamphlets were distributed at our informational table at the Forum. Discussion of entry into graduate school begins in advising, reminding students in their first, second, third, and fourth years of the process and the procedures to apply for graduate school. The graduate coordinator has given lectures to the first-year design students, third and fourth-year architecture students, and at local AIA meetings as a means to raise awareness of our program and inform potential students of our offerings. The quality of graduate candidates has improved through establishing standards of admission. Portfolio, content, and design as well as GRE scores and GPA have both improved by institutionalizing the process of admissions. The School of Architecture and Design has secured eight teaching assistantships from the University and the CDW has funded two for a total of ten assistantships. These assistantships include tuition waiver and a stipend. The intent of the assistantships is to aid in retention, involvement and recruiting of graduate students.

#### *Student-Centered Academic Community Enabling Students to Achieve Their Educational Goals*

The student organization, AIRS, has had a long tradition of involvement with the School of Architecture and Design. Their involvement has been included in lectures, Design Week, and the new College of the Arts Week SPARK highlighting the school through lecture, exhibits, and social gatherings including a long-honored tradition of the crawfish boil. Bi-weekly meetings with the director have strengthened the student organization. The School of Architecture and Design supported the Student South Quad Conference in 2006 that was hosted here in Lafayette. Faculty gave lectures, exhibited work, helped organize tours, and attended social gatherings.

The School of Architecture and Design has been rigorously active in service learning projects. The CDW is positioned in the graduate school to allow for a more professional



and experienced approach to urban design, planning, neighborhood design, and street design to work with non-profit and charitable organizations. The Building Institute is established as a fourth-year design studio. It has increased its profile within the public and has established a wide range of projects investigating design build and social issues. The CDW today has completed 62 projects, \$3.1 million in funded research, and 14 publications. The Building Institute has completed twenty-one projects with hands-on learning and interaction with the public and has strengthened the students' understanding of the architect's social responsibility of the built environment. Professor Hector LaSala and Associate Professor Geoff Gjertson received the prestigious American Democracy Project first place Circular Award at the Democracy Project South Conference at Moorehead State University in Kentucky for their work in Service Learning. In 2006, the International Design Clinic traveled to Romania to build a playground for an orphanage. The CDW has won a Service Learning Faculty Award from the University. The Building Institute has had several students win the Service Learning Awards and has been awarded Service Learning Grants from the Louisiana University Systems. It also partnered with the AIA South Louisiana Chapter and received funding from the AIA 150 Blueprint Awards program.

Two new developments have allowed the School of Architecture and Design to expand studio and classroom space: the CDW studio that meets in the Rosa Parks Transportation Center and the building of the new Paul and Lulu Hilliard University Art Museum thereby vacating space at Fletcher Hall. All first-year students have a studio, cold desk, locker, expanded review, and pin-up space. Classroom 101, which previously housed Interior Design, has been expanded into a Smart Classroom, review, and pin-up space. A Smart Classroom and seminar room has been developed off the Dean's Gallery. Further, the School of Architecture and Design has expanded and added to the metal lab and has developed a new foundry. The Fletcher Hall addition, approximately 92,500 sq. ft., has been approved by the University for a new addition and will seek funding in the state legislation in 2008. This addition will include studio, review, and office spaces. (Refer to 3.8 Physical Resources, page 83)

With the addition of the Master of Architecture degree, the University has developed eight Graduate assistantships for the Architectural Graduate School. In addition, the CDW has supplied two academic Graduate assistantships per year. Travel scholarships have increased through the AIA Local Chapter as well as through the University Studies Abroad Program. SPARK, the College of the Arts Design Week, has supplied two scholarships for students.

Alumni involvement is very strong. Alumni sit on thesis reviews and committees as well as fifth-year and fourth-year reviews. Alumni have been asked to return and give lectures on their recent work and projects as well as asked to fill in adjunct positions. Young professionals have developed a mentor program that helps students understand Intern Development Program (IDP), community service, and integration into a professional office. The School hosts a career day in which architectural offices, including our alumni, interview fourth-year and graduate students for potential positions in their firms. Faculty has given numerous lectures to the local Southwest Chapter of the AIA. These lectures have ranged from Fulbright studies in China, study abroad programs in France, Mexico, and Italy, and the development of the Graduate School. Alumni and faculty collaborate on the area-wide career day for high school students held at the Cajun Dome in the spring. This event informs high school students of architectural education and the profession.

#### *Improved and Expanded Research and Sponsored Program Productivity.*

Over the past five years, the School of Architecture and Design has received numerous

Board of Regents grants. They are:

• Visualization Enhancement for the School of Architecture and Design -	\$112,750
• Rapid Prototyping -	\$139,000
• Interior Design/Visualization Enhancement -	\$107,000
• Multidisciplinary Metals Fabrication Facility -	\$91,832
• Studio Enhancement for Intaglio, Relief/Typesetting Technology (of which \$28,000 was for a laser-cutter).	\$87,880
• TOTAL:	\$538,462

As evidenced in the faculty resumes, there has been an increase in international and national publications, national and international awards, and recognized professional practice. The School of Architecture and Design's faculty has increased it's the number of faculty who have received appointments to the Graduate Faculty.

The primary progress in this area has emerged from the Community Design Workshop (CDW), the Building Institute, HABS Grants, Louisiana Department of Energy Grants, and the Bayou of Vermilion District, Coussan Historic House Restoration.

The totals for funding for the CDW are as follows:

0 2002: \$143,864
0 2003: \$106,500
0 2004: \$125,500
0 2005: \$600,000
0 2006: \$57,462
0 2007: \$83,000
TOTAL: \$1,115,726

The funding for the Building Institute to date is as follows:

0 2002: \$36,000
0 2003: \$6,200.35
0 2004: \$22,065
0 2005: \$77,991.46
0 2006: \$70,000
0 2007: \$3,800
TOTAL: \$216,056.81

HABS Grants have been funded as follows for the last three years, which represent an increase over the previous three years:

<input type="checkbox"/> 2004: \$14,300: Pleasant View Plantation
<input type="checkbox"/> 2005: \$33,792: LaFleur House
<input type="checkbox"/> 2006: \$35,317: Lutzenburger Foundry, New Iberia
TOTAL: \$83,409

Louisiana Department of Natural Resources Grants are as follows:

<input type="checkbox"/> 2002: \$11,000
<input type="checkbox"/> 2003: \$14,500
TOTAL: \$25,500

Bayou Vermillion District, Coussan Historic House Restoration:

- 2002: \$13,000
- 2003: \$26,000
- TOTAL:  
\$39,000

Concerns:

The concerns were developed from the faculty completing a strength, weakness, opportunities, and threat assessment in spring 2007. A total of six of the seven continuing architecture faculty submitted the SWOT forms, which are available upon request. To ensure the viewpoint of the faculty was presented, neither the Dean nor Director completed the assessment. The following is an integrated narrative of the assessments of weakness and threats, a faculty indicates a single faculty expressed the concern, a few faculty indicates two-three faculty expressed a issue, and the majority indicates four or more faculty expressed an issue.

Historically, a few faculty members have expressed concern that Louisiana is chronically under-funded in all aspects of institutions, whether it is higher education, Department of Transportation and Development or any of the other State agencies. The perception is that this manifests itself in funding for salaries, travel, technical support, student scholarships, etc. Faculty and administrators work diligently to ensure that the funding levels do not negatively affect teaching and learning. The traditionally limited resources have lead one faculty to a call for greater transparency and accountability of the available resources.

Progress to address these issues is being made beginning with the 2007-2008 academic year budget. Many of the funding concerns are being addressed statewide with funding increases at all levels with the University receiving 100% formula funding from the state for the first time since 1986. This has resulted in substantial raises to faculty to bring salaries up to the SREB averages. Fall equipment allocations have increased over previous years. A large program is being implemented to address differed building maintenance issues. Additionally, graduate assistants have been added to the architecture program increasing from six to eight University-funded assistantships. The Director has revised the funding formula used to determine individual faculty allocations to increase funding for the majority of the faculty. In all, this year is a turning point for the State, University, and School of Architecture and Design. For additional information, please refer to the section on Financial Resources.

The School of Architecture and Design has grown and now includes four different professional degree programs with three separate accrediting bodies. This caused concerns by the majority of the faculty that the workload of the director may need adjusting due to the increased size of the School. To begin to address this, the University conditionally assigned an additional administrative assistant and the College increased the allocation of student worker hours provided to the School to increase support. The majority of the faculty members are requesting a study to determine the feasibility to increase the course reductions the director receives to allow more time to focus on administrative issues. For additional information, please refer to the section on Administrative Structure.

Due to the growth of the School of Architecture and Design in both the number of programs and growth in enrollment, the current physical resources present challenges; these are further impacted by lapses in the water tightness of the building envelope. This is being addressed through the proposal for a Fletcher Hall Renovation and Addition that is supported by the administration. Faculty and the administration have worked to develop short-range, mid-range, and long-range plans to address these concerns.

These plans are addressed in the section on the progress since the last visit and the Physical Resources section.

Historically, student building access has been an issue as students expect 24-hour access seven days a week. This expectation must be balanced with University resources and the need for student safety. Significant progress has been made the building is open 24 hours a day on Sunday, Tuesday and Thursday nights to facilitate students working on studio projects, which are taught on Monday, Wednesday and Friday. The installation of the card swipe system provides better consistency in the hours of access of the building to students, however, the front door continues to be a maintenance issue and students often must go to an alternative door with card swipe access.

The faculty and administration recognize that especially in the architecture program diversity of faculty is an issue. The program is making a concentrated effort to diversify its faculty to more proportionally represent the student make-up of the program, which is very diverse. The school recently hired two female faculty members and seeks to continue to find highly qualified minority candidates. Additional information is addressed in the section on Social Equity.

There is a concern by a few faculty members that students do not have an opportunity to control the selection of studios based on topics. On the other hand, other faculty members believe that the agreed pedagogy of the program allows for both studios and faculty to explore their particular interests. In an attempt to address this issue, topic studios have been implemented in the spring of the fourth year whereby students may select to do a studio, which focuses on competitions, or they may select a design build studio. The pedagogy of the program is presented in 3.0 the Preface and in the Section on Performance Criteria.

Although the senior faculty pride themselves on mentoring new faculty as cornerstone strength of the architecture program, there is a call by a few junior faculty members for further development of the mentoring system of new faculty. The School of Architecture and Design administration is seeking ways to increase the number of licensed architecture faculty, which due to recent personnel changes currently 36% of the faculty are licensed. Currently, three faculty members are in the process of taking the nine exams that comprise the Architecture Registration Exam. To help encourage licensure of new faculty the Director provides study materials and has worked with the local intern organization to sponsor preparatory exam seminars which faculty have been able to attend at no cost.

A faculty has also raised the issue of choice at the basic design level. The concern is whether sufficient alternatives are provided to those students who are not admitted to the sophomore level during the First-Year Review. The purpose of the review is to ensure that students have the necessary skills and knowledge to complete the program and to ensure that each student has a desk. Typically, only three to six students each year are not admitted to the sophomore year of the architecture program. These students have the option to retake DSGN 102 and resubmit a portfolio, or they may change majors to one of the three other programs in the School of Architecture and Design or in the College of the Arts. For additional information the foundation sequence is presented in 3.0 the Preface and in the section on Performance Criteria.

To address concerns raised by the last NAAB VTR and the faculty, the faculty has made significant progress in re-organizing the materials, methods sequence, and the historical and theoretical sequence, with the first classes completing the new sequences in 2006-2007. The faculty is now seeking evidence that the new sequences have lead to the materials and methods courses being more closely integrated with the studio courses,

and for inclusion of more precedents and theoretical analysis in the studio. There is a need to develop a method of assessing the learning outcomes of these changes. For additional information, please refer to the section on Performance Criteria.

Building information modeling (BIM) is perceived as being adopted by the construction industry faster than in professional and academic institutions. There is a need to develop a strategy of incorporating BIM into the curriculum. To this end, two faculty members were sent to the 2007 ACSA Cranbrook Faculty Workshop on Integrated Practice to help lead discussion amongst the School of Architecture and Design faculty. Preliminary strategies include incorporating BIM into the fourth-year design studios and ARCH 464 Construction Documents. The School is pursuing an agreement with ARCHICAD, a provider of BIM / CAD software, to address this concern. For additional information, please refer to the section on Performance Criteria.

#### Opportunities

The faculty members are beginning discussions regarding the need to provide a more nurturing transition to the profession. One idea that has been put forward is a "residency" program that would establish a structured internship program. In this format, student interns work under the mentorship of faculty and architects working on projects for local non-profit organizations.

Based on the program's development of areas of emphasis in community design and design building, the faculty have set forth the goal of participating in the Solar Decathlon sponsored by the Department of Energy. This project is the appropriate next step as it encourages interdisciplinary collaboration and addresses critical sustainable design issues. This provides an opportunity for increased collaboration with interior design, industrial design, and with the building sciences on campus which includes the Civil Engineering Department, and the Industrial Technology Department's construction management program. A pilot collaboration with Civil Engineering will occur in 2007-2008.

The faculty plans to increase sustainable design competency amongst both faculty and students. This can be achieved by closely integrating the new Site and Sustainability course ARCH 441 with the companion ARCH 401 studio. This can continue the shift to "systems thinking" which was initiated with the reorganization of the material and methods of construction courses and the environmental system course. Focus can include encouraging students to design for assembly/disassembly and standardization along with incorporating measures for sustainable design features.

With the College of the Arts mission statement found on page 6 including an emphasis on entrepreneurship, it creates an opportunity for faculty to develop programs and seek out funding sources both internally and externally. If one can prove that an individual, department, or college is competent then there are opportunities for continued development.

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**Appendix B: The Visiting Team**

Team Chair, Representing the NCARB  
C. William Bevins, FAIA  
FreemanWhite, Inc.  
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Representing the ACSA  
Curtis J. Sartor, Ph.D., NOMA, Assoc., AIA  
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Appendix C: The Visit Agenda

**AGENDA – NAAB Team Visit – Spring 2008**

**March 1, 2008 – March 5, 2008**

**Master of Architecture (M. Arch.)**

**Team Members:**

C. William Bevins, FAIA – team chair, representing NCARB  
Geraldine Forbres Isais, AIA – representing ACSA  
Curtis J. Sartor, Ph.D., NOMA, Assoc. AIA – representing ACSA  
Froukje Akkerman – representing AIAS  
Nicholas P. Koutsomitis, AIA – representing AIA

**Team Room:**

**Rm. 101 – Fletcher Hall (FH)**

**Hotel:**

Hotel Name: **Hilton Garden Hotel**  
Address: University Research Park  
2350 West Congress St.  
Lafayette, LA 70506  
Phone: 337-291-1977

**Saturday – March 1**

Afternoon	Team arrival and check-in at the hotel	
5:00pm	Team introductions, orientation, and APR review	<b>Hotel – Bevins Rm</b>
6:45pm	Team only dinner <b>Guamas</b> (South American food) 302-A Jefferson Street 337-267-4242	

**Sunday – March 2**

7:30am – 8:45am	Team-only breakfast <b>Great American Grill</b> Hilton Garden Hotel	<b>Hotel</b>
8:45am – 9:00am	Travel to SoA	
9:00am – 10:15am	Complete <i>APR</i> review, initial review of Team Room, assembly of issues and questions	<b>Team Rm 101, FH</b>
10:15am – 11:15am	Tour of facilities – Fletcher Hall, Madison Hall (Robert McKinney, Program Director)	
11:15am – 11:45pm	Tour of Acadiana Outreach Center, 125 S. Buchanan St., Lafayette Boys and Girls Club, 121 S Washington St., Lafayette (Dean Brooks, Dir. McKinney, Building Institute Dir. Geoff Gjertson)	
11:45pm – 12:30pm	Tour and Meeting of Community Design Center, Postal Square/Rosa Parks Transportation Center, East Cypress St., Lafayette (Dir. McKinney, CDW Dir. Sammons)	

12:30pm – 2:00pm	Team lunch with program administrators (Dean Brooks, Dir. McKinney) <b>Don's Seafood and Steak House</b> 301 E. Vermilion Street 337-235-3552	
2:00pm – 3:30pm	Overview of the Team Room (Dir. McKinney)  Introduction of faculty members (Design Sequence/Program Philosophy)	Team Rm 101, FH  Team Rm 101, FH
	<b><i>B.S. Architectural Studies</i></b> First-year: Hector Lasala, Dan Burkett, and Yvonne Boudreaux Second-year: Corey Saft, Onezieme Mouton, George Loli, and Yvonne Boudreaux Third-year: Hector Lasala and Dan Burkett Fourth-year: Tom Sammons Kari, Smith and Geoff Gjertson UL Lafayette Study Program: George Loli, Tom Sammons, Hector Lasala, Michael McClure, Corey Saft, and Kari Smith  <b><i>Masters of Architecture</i></b> First-year: Micheal McClure and Robert McKinney Thesis: Geoff Gjertson Questions and discussion	
3:30pm – 6:00pm	Team work session, review of student work	Team Rm 101, FH
6:00pm - 6:30pm	Travel to dinner	
6:30pm – 8:00pm	Team-only dinner <b>Zea Rotisserie and Grill</b> 235 Doucet Road 337 406 0013	

**Monday – March 3**

7:30am – 8:15am	Team breakfast with Program Director (McKinney) <b>Great American Grill</b> Hilton Garden Hotel	Hotel
8:15am – 8:45am	Travel to SoA	
8:45am – 9:45am	Entrance meeting with the chief academic officers (Ray Authement, President, Steve Landry, Vice President)	Rm 259, Martin Hall
9:45am – 10:00am	Walk to SoA	
10:00am – 10:30am	Meeting with Dean Brooks	Rm 204, FH
10:30am – 11:00am	Team work session, observation of studios	Rms 104, 122, 109, FH
11:00am – 12:00pm	School-wide meeting with Students	Rm 147, Griffin Hall
12:00pm – 1:00pm	Lunch with architecture coordinators (Graduate: Michael McClure, Undergraduate: Tom Sammons, Design: Hector Lasala) <b>Catered</b>	Rm 203, FH

1:00pm – 1:15pm	Travel to SoA	
1:15pm – 1:30pm	Meeting with Dir. McKinney (as necessary)	Rm 128, FH
1:30pm – 2:30pm	Meeting with architecture faculty and related program faculty	Rm 203, FH
2:30pm – 6:00pm	Team work session, continued review of student work, observation of studios	Rm 101, FH
6:00pm – 7:15pm	Reception with faculty, administrators, alumni/ae, and local practitioners – Alumni exhibit opening	Dean's Gallery Rm 202, FH
7:15pm – 7:30pm	Travel to dinner	
7:30pm – 8:45pm	Team only dinner <b>Antoni's Italian Cafe</b> 1118-A Coolidge Str. 337-232-8384	

**Tuesday – March 4**

7:30am – 8:15am	Team breakfast with Program Director (McKinney) <b>Great American Grill</b> Hilton Garden Hotel	Hotel
8:15am – 8:45am	Travel to SoA	
8:45am – 12:00pm	Team work session, continued review of student work, review of general studies and electives, review of library	Rm 101, FH
12:00pm – 1:15pm	Lunch with student representatives Draft VTR, determine accreditation recommendation	Rm 203, FH
6:00pm – 6:15pm	Travel to dinner	
6:15pm – 7:30 pm	Team-only dinner <b>Blue Dog Café</b> (Cajun food) 1211 Pinhook Road 337-237-0005	

**Wednesday – March 5**

7:30am – 8:30am	Team breakfast with Dean Brooks and Dir. McKinney <b>Great American Grill</b> Hilton Garden Hotel  Hotel check out	Hotel
8:30am – 8:45am	Travel to SoA	
8:45am – 9:15am	Exit meeting with the school administrators (Dean Brooks and Dir. McKinney)	Rm 101, FH
9:15am – 9:30am	Travel to Martin Hall	
9:30am – 10:30am	Exit meeting with the chief academic officers (Ray Authement, President, Steve Landry, Vice President)	Rm 259, Martin Hall

10:30am – 10:45am Walk to SoA

11:00am – 11:45pm School-wide exit meeting with the faculty and students **Rm 147, Griffin Hall**

12:00pm – 1:30pm Team visit concluded – team lunch as travel plans allow  
**TBD**  
Address:?????  
Phone:?????

1:30pm Departure of the Visiting Team on individual schedules

IV. Report Signatures

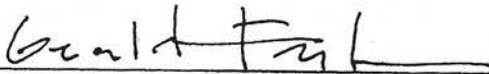
Respectfully submitted,



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C. William Bevins, FAIA  
Team Chair

Representing the NCARB



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Geraldine Forbes Isals, AIA  
Team member


Representing the ACSA



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Froukje Akkerman  
Team member

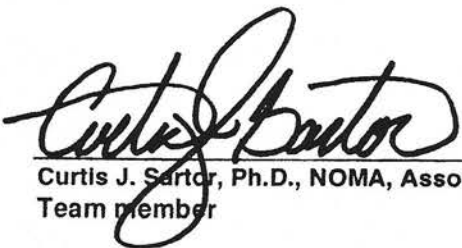
Representing the AIAS



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Nicholas Koutsomitlis, AIA  
Team member

Representing the AIA



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Curtis J. Sartor, Ph.D., NOMA, Assoc., AIA  
Team member

Representing the ACSA

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## **Program Response to the Final Draft Visiting Team Report**



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## Final Response

Prepared by: Robert McKinney, Architect AIA, Director  
May 28, 2008

The faculty and administration thank Bill Bevins, Team Chair, and each of the team members for their efforts in reviewing the architecture program at UL Lafayette. The intent of this response is to provide an update on progress made thus far in addressing the "conditions not met" and "causes for concern" in the Visiting Team Report.

### Conditions Not Met

**Public Information.** The information on the "Doctorate of Architecture" in the required statement has been submitted and will appear in the 2009-2011 Undergraduate Bulletin to be published in summer 2009. In addition, the correct statement now appears on the School's website at <http://soad.louisiana.edu/programs.html>.

**Human Resources.** On page 10 of the report at the bottom of the page there are two similar paragraphs that begin "As noted previously...". The first paragraph presents incorrect information. The correct information was submitted in the initial request for clarification of facts; the second paragraph is correct.

The University has made progress since the team visit with a new tenure track architecture faculty position and a shared architecture and interior design lecturer position. Both are pending final approval. These new lines will address the concern regarding the faculty workload beginning with the 2008-2009 academic year. Candidates have been identified for each position, both licensed practicing architects.

**Physical Resources.** Although the outcome of funding for the new addition is pending, progress has been made in addressing issues presented in the report.

Signal strength of the wireless network has improved significantly with the addition of wireless routers.

Studio classroom space has been improved in both the first-year area and the second- and third-year areas with the construction of dedicated review space. Funding has been approved to add plasma screens to areas for use in studio review. The primary auditorium, Fletcher Room 134, is currently undergoing renovation to be completed by August.

Thirty new workstations were ordered and delivered for the downtown studio, and will be in place for the beginning of the 2008-2009 academic year. The workstations provide built-in storage, lighting, power, and shelves for each student.

### Causes for Concern

The University President, as stated in Human Resources, has committed to place a new faculty in the architecture program. The university is conducting a search with the assistance of Curtis Sartor. An African-American architect has been identified to fill the position. The new tenure track position mentioned above has been approved with the hire pending final approval. It is anticipated he will begin this 2008-2009 academic year.

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