

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

Architecture Program Report for 2014 NAAB Visit for Continuing Accreditation

**Masters of Architecture [Pre-Professional plus 45 hours of Graduate Credit]
Masters of Architecture [Non-Traditional Degree plus 90 hours of Graduate Credit]**

**Year of the Previous Visit: 2008
Current Term of Accreditation: 6 years**

**Submitted to: The National Architectural Accreditation Board
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Part One (I). Institutional Support and Commitment to Continuous Improvement

I.1 Identity & Self-Assessment

The APR must include the following:

- *A brief history of the institution, its mission, founding principles, and a description of how that is expressed in the context of 21st century higher education*
- *A brief history of the program, its mission, founding principles, and a description of how that is expressed in the context of the 21st century architecture education.*
- *A description of the activities and initiatives that demonstrate the program's benefit to the institution through discovery, teaching, engagement, and service. Conversely, the APR should also include a description of the benefits derived to the program from the institutional setting.*
- *A description of the program and how its course of study encourages the holistic development of young professionals through both liberal arts and practicum-based learning. (Use Hector's statement here – NAAB: Assessing Design Education)*

I.1.1 History / Mission

History and Description of the Institution

UL Lafayette began as Southwestern Louisiana Industrial Institute (SLII) in 1898, established by the governor-appointed Board of Trustees. The first elected president, Dr. Edwin L. Stephens, greeted the Institute's first one hundred students who had successfully completed sixth grade. Two years later, 18 students were the first to graduate from SLII. Completion of the tenth grade was required by 1916, making SLII a combination senior high school and junior college. In 1920, SLII began offering a four-year course that culminated in the Bachelor of Arts degree. In 1921, the Louisiana Constitution designated the school as one of the state's institutions of higher education and changed its name to Southwestern Louisiana Institute (SLI). The first bachelor degrees were conferred by SLI the same year. Over the next couple of decades, SLI raised admission standards, added faculty, and strengthened the curriculum. By the 1930s, the campus had grown to 422 acres, and the college enrolled 1,525 students. Dr. Stephens retired in 1938. His successor, Dr. Lether Edward Frazar, supervised one of the biggest building programs in the university's history, employing Federal funds to construct more than a dozen major buildings on campus. Dr. Joel L. Fletcher, former Dean of SLI's Department of Agriculture, followed him as president of the institution.

When the Institute's existence was threatened in the 1940s due to enrollment decline during World War II, SLI remained open as the site for the V-5, V-7, and V-12 military training programs. Following the war, SLI matured as an institution of higher learning as it expanded geographically. Creation of a graduate school in 1957 boosted SLI's academic standing and positioned it to become a university. The campus and its academic programs continued to grow throughout the prosperous 1950s. SLI began to offer master's degrees and became the first all-white, state-supported public college in the South to enroll an African-American student. By 1960, Southwestern Louisiana Institute had six colleges and 5,000 students. The Louisiana Legislature acknowledged its stature that year by changing the school's name to the University of Southwestern Louisiana (USL). USL distinguished itself in the 1960s by creating its computing center and adopting the nickname "Ragin' Cajuns" for its athletic teams. By 1964, USL offered one of the first graduate programs in computer science in the United States. Upon Dr. Fletcher's resignation in 1965, Dr. Clyde R. Rougeou was named USL's fourth president. He supervised another significant campus expansion, which included construction of a 27,000-seat football stadium and an athletic complex. Dr. Rougeou retired in 1974, at which point Dr. Ray P. Authement, having served as vice president of the university since 1970, was named to replace Dr. Rougeou. That same year, USL became only the third university in Louisiana to compete in the NCAA's Division I, the highest level of collegiate athletics. By the end of the 1970s, it was the fastest growing university in the state.

In the 1980s, with the disintegration of the oil boom, the university administrators grappled with repeated budget cuts as state revenue dwindled. Under Dr. Authement's direction, USL emerged as a leader in efforts to diversify the Acadiana economy. He initiated a major fund drive that raised \$10 million in private endowments to provide a steady funding source for scholarships and faculty salary supplements. During the same period, under Dr. Authement's leadership, the university focused on its roles in research, scholarship, and graduate education. With the help of Congressmen J. Bennett Johnston and John Breaux, Dr. Authement began developing the University Research Park in the 1980s. USL also acquired the Gulf South Research Center in New Iberia that later became the New Iberia Research Center, a premier primate testing facility for international pharmaceutical companies. USL also created the Center for Advanced Computer Studies, and was one of the first universities in the southeastern United States to offer a graduate-level degree program in computer engineering. The 12,800-seat Cajundome opened in 1984 as a sports and convention center.

In the 1990s USL achieved Doctoral II status. Research funding rapidly increased from about \$13 million in 1990 to \$25 million in 1999 to \$39.5 million in 2005-2006. The University Research Park became the home of several Federal, State and local enterprises. (A complete and up-to-date description of the Research Park is available through the UL Lafayette Office of Research and Sponsored Programs: <<http://research.louisiana.edu/VP/research-park.shtml>>). In 1994 USL became only the third university in the world to offer a doctoral degree in Francophone Studies. USL received the largest federal grant in its history in 1996: \$10 million to establish the Energy and Environmental Technology Application Program. By 1997, enrollment had grown to a record 17,018. A community college system was created in Louisiana that year enabling the university to implement selective admissions two years later.

In 1999, as it began its 100th birthday celebration, USL changed its name to the University of Louisiana at Lafayette. The new name better reflects the University's status as an institution with state, national and international influence. The theme of the 100th anniversary observance, which concluded January 1, 2001, sums up UL Lafayette's status at the beginning of its second century of service: "Prepared for a New Century." The University has taken its place among the limited number of Carnegie Research-Intensive institutions in the nation. With a student body of approximately 16,700 and about 600 full-time faculty members, the University offers 54 undergraduate degree programs, 20 post bachelor certificates, 26 master's degree programs, and 10 doctoral degree programs.

When Dr. Authement retired as President of the University in 2008, his successor, Dr. E. Joseph Savoie, became the sixth and current president of UL Lafayette. During his first year, Dr. Savoie initiated the development of a University Strategic Plan based on the collaborative efforts of faculty, staff, and administrators. Implementation of this strategic plan has been ongoing despite the economic hardship of the last 5 years. The State of Louisiana has cut funding of the University budget by 44%, equat to \$44,000,000. This downward trend is expected to continue. In spite of this, the university continues forward on many of its projects for renovation and development.

Institutional Mission, Vision, and Values

Mission: The University of Louisiana at Lafayette, the largest member of the University of Louisiana System, is a public institution of higher education offering bachelors, masters, and doctoral degrees. Within the Carnegie classification, UL Lafayette is designated as a Research University with high research activity. The University's academic programs are administered by nine Colleges: Arts, Education, Engineering, General Studies, Liberal Arts, Nursing & Allied Health Professions, B. I. Moody II College of Business Administration, the Ray P. Authement College of Sciences, and the Graduate School. The University is dedicated to achieving excellence in undergraduate and graduate education, in research, and in public service. For undergraduate education, this commitment implies a fundamental subscription to general education, rooted in the primacy of the traditional liberal arts and sciences as the core around which all curricula are developed. The graduate programs seek to develop scholars who will variously advance knowledge, cultivate aesthetic sensibility, and improve the material conditions of humankind. The University reaffirms its historic commitment to diversity and integration. Thus, through

instruction, research, and service, the University promotes regional economic and cultural development, explores solutions to national and world issues, and advances its reputation among its peers.

Vision: To further the University's evolution as a distinctive institution recognized as a catalyst for transformation – of students, faculty, staff, Acadiana, Louisiana, and the globe – through its engagement in research, scholarship, creativity, and the enhancement of our unique culture.

Values: UL Lafayette's core values reflect the principles in which we believe and to which we aspire as we collaborate and persist toward the fulfillment of our mission.

1. Access, opportunity and success for all students as we synergistically partner with them in their development as globally responsible, productive citizens.
2. An informed appreciation for and desire to contribute to our culturally-rich and unique community, which simultaneously embodies a progressive spirit of creativity, a dedicated work ethic, a resilient value for family, and a robust joie de vivre.
3. The creation and dissemination of knowledge that elevates the stature of our community of scholars and contributes to the betterment of our world.
4. Civility and integrity in all of our interactions to promote a collegial, diverse and healthful learning environment.
5. Engagement of all our stakeholders in our pluralistic quest to fulfill our mission.
6. Stewardship that demonstrates an appreciation and respect for all the resources that we can impact, and which have been entrusted to us.
7. Commitment to open communication and constructive dialogue to foster a shared understanding of our progress, challenges and accomplishments.

(Approved and adopted by the University Council in February 2009. For full text of the document, "*Tradition, Transition, Transformation*", refer to:
<<http://www.louisiana.edu/Faculty/Senate/Bruderfiles/Strategic.pdf>>

Institution in the Context of 21st Century Higher Education

The University's 2009-14 Strategic Plan identifies 8 Strategic Imperatives that serve to guide University initiatives in the 21st century:

1. Strengthening student recruitment and enrollment processes.
2. Enhancing student engagement and success.
3. Facilitating quality teaching and learning.
4. Supporting the research portfolio of our community of scholars.
5. Preparing our students to thrive as global citizens.
6. Creating an institution our stakeholders will highly regard.
7. Optimizing administrative effectiveness and efficiency.
8. Fostering economic and community development.

Each of these imperatives is a call for action to be accomplished as the institution moves forward. (The specific institutional actions being undertaken to address these imperatives are outlined in the "*Tradition, Transition, Transformation*" document available at:

<<http://www.louisiana.edu/Faculty/Senate/Bruderfiles/Strategic.pdf>>.

History of the Program

The complex history of the architecture program in the College of the Arts at UL Lafayette mirrors the history of the University itself. Initially, all arts courses were taught in the College of Liberal Arts, the oldest College in the University. The architecture program is tied to the progression of the College of Liberal Arts to the present day College of the Arts. Prior to 1949, Tulane University in New Orleans was the only university in the state to offer a professional curriculum in architecture. In order to serve the population of southwest Louisiana, the University of Louisiana at Lafayette (then Southwestern Louisiana Institute) established a two-year pre-architecture program under the auspices of the Department of Art, located in the College of Liberal Arts. Demands to expand the architecture program were met with the addition of a third year in 1956, and in 1957 the program title was changed from pre-architecture to architecture, and the Department of Art became the Department of Art and Architecture within the College of Liberal Arts. By 1958, the department had reorganized into three sections: architecture, fine arts and applied arts. The first commencement exercises for a graduating class of the five-year Bachelor of Architecture degree program was held in June 1962.

In 1964, under the newly revised Louisiana Architects License Law, UL Lafayette (then USL) was officially recognized as one of the state's three architectural degree-granting institutions. The following year, the Department of Art and Architecture was elevated to the status of a school, still administered within the College of Liberal Arts. In the spring of 1972, a full accreditation review was conducted and the architecture program received a three-year accreditation in the fall. Shortly thereafter, each of the three sections under the School of Art and Architecture was designated as a Department and given full departmental status with separate budgets and considerably more policy-making responsibilities within the School of Art and Architecture. In July 1974, the College of Liberal Arts was split into the College of Arts, Humanities and Behavioral Sciences and the College of Biological, Mathematical and Physical Sciences. The School of Art and Architecture, in the newly organized College of Arts, Humanities and Behavior Sciences, established an Interior Architecture program and then renamed the program, Interior Design.

In 1977, the School of Art and Architecture moved into Fletcher Hall, its current location. In response to a National Architectural Accrediting Board recommendation, the School reorganized once again. To retain the integrity of the school, the departments of Architecture, Fine Arts and Applied Arts were designated as divisions within the School under a newly appointed Director. It is worth noting that Applied Arts uniquely included Dance and Choreographic Design. Theatre was still a part of the Department of Communications in the College of Arts, Humanities and Behavior Sciences.

In 1983, after many years of help from the NAAB and the South Louisiana Chapter of the American Institute of Architects, the School of Art and Architecture attained the organizational status of a college, remaining a school in name only, with architecture, fine arts and applied arts again designated as departments. Within this structure, the Director of the School coordinated the activities of the three departments, formulated the policies and goals of the School and reported directly to the Vice President for Academic Affairs, while departmental heads reported directly to the Director of the School of Art and 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 Interior Merchandising program and the Interior Architecture program were both seeking accreditation of their interiors programs. The University merged the two programs into the existing Interior Design degree program (BID) in 1991 and located it in the Department of Architecture. That same year the Interior Design program was accredited by the Foundation for Interior Design Education and Research (FIDER). [That accrediting body is now the Counsel for Interior Design Accreditation – CIDA]. In 1994, the Board of Regents approved a new degree program in Industrial Design to be located in the Department of Architecture. The first class began in 1995, and in 1998, the program granted its first bachelor degrees. In 1999, the National Association of Schools of Art and Design (NASAD) accredited both the Industrial Design and the Interior Design programs.

With the move of the School of Music out of the College of Arts, Humanities and Behavior Sciences in 1995, the School of Art and Architecture became the College of the Arts. The new College included the School of Architecture, the School of Music, the Performing Arts Department and the Visual Arts Department. A Director was chosen to administer the three programs offered by the School of Architecture: architecture, interior design and industrial design. The School became the School of Architecture and Design (SoAD) in 2001 to more accurately reflect the interdisciplinary and collaborative nature of the three programs. That same year the Louisiana 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. In 2005, and again in 2011, the Interior Design program received continuing accreditation from the Foundation for Interior Design Education Research. In 2006, both the Interior Design and Industrial Design programs, along with the Visual Arts Department, received continuing accreditation from NASAD. That same year, the College of Applied Life Sciences was dissolved and the degree program of Apparel Design and Merchandising was moved to the College of the Arts. The degree program became Fashion Design and Merchandising and was housed within the SoAD. As a result of the economic downturn, in 2010 this program came under review with all other programs in the University, and it was determined that the Fashion Design program would be phased out, and the Merchandising program would be moved to the College of Business.

SoAD Mission: The educational mission of the SoAD is to cultivate student-centered professional programs in architecture, industrial design, and interior design through pedagogy based on responsiveness to material, technological, cultural and societal environments.

SoAD Vision: The vision of the SoAD is to contribute a critical, ethical, and poetic voice to the ongoing development of the design professions through engagement with multiple and diverse communities. We strive to integrate our curricula with community-based research and scholarship that ultimately improves the public good.

SoAD Values: The SoAD has developed a set of design values that inform our pedagogy and our curricula. These are intended to complement the University Values expressed in the document *Tradition, Transition, Transformation* <<http://www.louisiana.edu/Faculty/Senate/Bruderfiles/Strategic.pdf>>:

- We value *Collaboration*. Design is a social act born out of collaboration.
- We value *Cultural Specificity*. Cultural specificity is integral to the understanding of design at all scales, from the local to the global.
- We value *Diversity*. Effective design collaboration demands an environment in which diversity of freely expressed positions and approaches is respected.
- We value *Integrity*. Effective education demands an environment characterized by individual and community integrity, honesty and empathy.
- We value *Environmental Responsibility*. As designers and citizens, we have a responsibility to proactive stewardship of the buildings and the products we make and the environments in which these live and interact.
- We value *Critical Discourse*. The condition that makes the academy relevant is honest and open engagement with the issues critical to our environment and our future.

Our architectural curriculum going forward in the 21st century is based on the following understanding and interpretation of our mission and vision: Our physical environment is the world we have inherited. Our social/cultural environment is what we make of the world. Our technological environment includes the ever-developing tools and techniques we use 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 in which we live, and it is around these four categories that we structure our pedagogy.

How the Program Benefits the Institution

The student-centered pedagogy and the culture of “making” inherent in the SoAD provide the University with a unique and successful example of teaching and student learning through discovery, a process whereby students integrate their internalized experiences with disciplined study of the subject matter. As a rich example of this pedagogical approach, the architecture and design programs offer the University a model of hands-on learning that has not only contributed to the education of our students, but has drawn positive attention to the University. The SoAD’s participation in the 2009 Solar Decathlon in Washington, DC, for example, engaged not only the School community, but also the University and Lafayette communities as a whole. Participation in this competition brought national attention to the University, and galvanized the Ragin’ Cajun spirit throughout the process and the completion of the project. The Beau Soleil House remains on the University campus and serves as an example of energy efficient, affordable housing that continues to draw visitors. The architecture program also serves as a catalyst for other initiatives, such as the Coastal Community Resilience Studio (hereafter referred to as the Resilience Studio) and the newly proposed Civic Development Studio, both to provide opportunities for collaboration with other University departments and programs.

The range of our faculty research endeavors is highlighted by the School’s involvement with the community. We have several specialized institutes, including the Community Design Workshop, the Building Institute, and the Resilience Studio, that engage faculty and students in a range of architectural design scales from neighborhood design/build to urban design and planning to regional environment.

The Community Design Workshop: The mission of the Community Design Workshop (CDW) is to assist in the rebuilding of Lafayette’s downtown area and its traditional neighborhoods, as well as assisting surrounding small towns and cities throughout the state. The core principles of the CDW are the creation of clearly defined squares, streets, and parks, and the integration of alternative forms of public transit. The CDW has collaborated with many state and local government agencies on urban design and planning projects, and with small town and neighborhood redevelopment efforts. CDW projects are developed and explored through the architecture studio (ARCH 502) and are continued in the summer by employing University faculty and students. (See the CDW website at <cdwlafayette.com>.)

The Building Institute: The BI is UL Lafayette’s integrated project delivery, develop- design- build institute. Initiated in 2002, the Building Institute brings architecture students, architects, engineers and contractors together in the design and construction of single- family, market- rate homes. The homes are built on infill property in the urban core neighborhoods of Lafayette, Louisiana and then publically sold at a market-rate. Students work hand- in- hand with local contractors to build the homes that achieve sustainability standards such as the National Homebuilder’s Green Building Standard or LEED. The Building Institute is structured through a graduate design studio in the fall, the construction documents course in the spring and the construction course in the summer. Students receive academic credit for each course and in addition, several team leaders receive paid summer internships allowing them to accrue IDP credit. (See the Building Institute website at <buildinginstitute.louisiana.edu>.)

The Coastal Community Resilience Studio: The Resilience Studio proposes to lead faculty and students toward the following objectives: (1) To provide an integrated academic home for the emerging programmatic needs of systems design in the Louisiana Coastal Zone (e.g. ecosystem restoration, regional planning, and water resource management); (2) To facilitate an integrated multidisciplinary educational model that integrates undergraduate and graduate education from multiple colleges; (3) To develop student-driven collaborative research projects involving at least three of the following fields of study: coastal science, environmental science, landscape architecture, architecture, civil engineering, systems engineering, environmental engineering, sociology, anthropology, political science, economics, and geographic information science. The Resilience Studio is a project-based initiative addressing the complexities of restoration and preservation in the Louisiana Coastal Zone. A trans-disciplinary sponsored research program is transitioning into the Institute for Coastal Ecology and Engineering (ICEE), the Resilience Studio is a collaboration of ICEE, the School of Architecture and Design; School of Geosciences; the Department of Sociology, Anthropology, and Child & Family Studies; the Department of

Civil Engineering; and the UL Lafayette/NASA Regional Application Center. The Resilience Studio offered a for-credit, trans-disciplinary, special projects course in Fall 2012 and Spring 2013 semesters. It also runs a professional office that supports two graduate assistants, one undergraduate assistant, three faculty-researchers, the Associate Director, and the Director.

Civic Development Studio is a new initiative in its generative phase. This Studio proposes to be a self-financing research arm of the SoAD. With its focus on the entrepreneurial potential for architect/developers, this Studio promotes research in the areas of building science, design strategy, and sustainable development within the urban core, unique professional concerns of the SoAD. Additionally, the Studio will study regionally scaled, holistic coastal strategies organized around principles of industrial ecology. Through this Studio, the University can initiate development work of high performance buildings and take a leadership role in building economic, social and environmental assets within our community as it offers a diversified pedagogical offering for the SoAD.

The SoAD has a long tradition of work with the Historical American Building Survey, instructing students in the techniques and standards for the documentation of historic buildings. Elective coursework provides undergraduate and graduate students the opportunity to develop skill in documenting historic structures. The task of documenting buildings such as the Convent of the Sacred Heart School and its Chapel in Grand Coteau, the Bank of Lafayette, and the Mouton House in Lafayette not only teaches students how to document, but also helps to connect them to the architectural past of this region

Faculty research is disseminated through paper presentations at professional conferences and journal articles, and has been recognized by regional, national and international awards from such venues as the Independent (Lafayette's weekly newspaper) Gold Medal Award, the international Solar Decathlon in Washington, DC (the Beau Soleil House, designed and built by UL faculty and students, won the Marketing Viability and People's Choice awards), *Popular Mechanics Magazine's* Award for *One of 14 Best New Technologies for Greener Homes*, and the Gorham P. Stevens Rome Prize for Architecture, to name a few. (For a more detailed list of awards, publications and presentations, see the Faculty Resumes section of this Report). Our alumni, who make up a large part of the local professional community, are actively engaged with the School and University as guest critics, visiting lecturers, thesis team members, adjunct faculty, and participants in the renovation and construction of University facilities. Through these activities the faculty, students, and alumni of the School of Architecture and Design contribute significantly to the quality of life and the stated educational mission of the University. Additionally, faculty and students of the SoAD contribute to the governance of the University through service on committees such as the Graduate Council, Faculty Senate, Academic Affairs and Standards, Study Abroad, Campus Planning, Campus Sustainability, Interdisciplinary Humanities, University Curriculum and University Accreditation Committees. Our recent director of 11 years served as Faculty Senate Executive Officer and sat on the President's Executive Council. He is now the Director of Academic Planning and Faculty Development for the University and remains a licensed architect. Many of our faculty members have served as guest lecturers in classes offered by other departments; the SoAD's visiting lecture series is free and open to the University community and the general public; the faculty regularly attends and supports events sponsored by other disciplines. These actions help to create a forum for interdisciplinary education and learning at the University.

How the University Benefits the SoAD Architectural Program

The University benefits the program by providing academic leadership, institutional resources, and opportunities for faculty development. The University's Research Office encourages faculty participation in funded research through regular training sessions and workshops, providing staff for individual consultation and review of proposals, and maintaining a general open door policy to discuss and refine initiatives. In some circumstances, the Research Office will provide seed money to incubate initiatives. The Research Office also facilitates access to funding sources at local, regional and national levels and assists faculty in identifying grants appropriate to their research interests. The University's pride in its

cultural identity and its unique location fosters and develops a truly diverse international community. This region's historic and contemporary cultural inclusiveness and diversity act as a model for the program.

The Office of Academic Planning and Faculty Development provides grants for instructional enhancement, faculty development, and course/curriculum redesign. The office provides seminars and workshops for the professional development of faculty on a range of topics. Academic Planning and Faculty Development manages several awards programs to recognize faculty for their achievement including the Distinguished Professor Award, Excellence in Teaching Award, Service Learning Awards, and Advising awards. Three of the current architecture faculty have received the Distinguished Professor Award, two of the current architecture faculty have received the Excellence in Teaching award, and multiple faculty have received the Advising Award. In addition, the office directs the Endowed Professorship and Chairs programs. Three architecture faculty members currently hold Endowed Professorships to facilitate their research.

The Graduate School currently provides tuition and stipends to a number of our student scholars who are assisting the faculty with research. Faculty lines were provided for a new minority hire to increase the faculty's diversity. The University has sought and received funding for Fletcher Hall renovations and has maintained its commitment to these renovations even during the state's economic downturn. The University secured additional space to house the Community Design Workshop's 401 and 502 studios and the Resilience Studio. The Master Plan for the University calls for additional on-campus parking for faculty and students. The University provides the infrastructure for the Study Abroad Programs; students and faculty of the SoAD have participated in the Florence, Paris, and Mexico programs. Even in the current challenging economy and with the on-going cuts to university budgets throughout the state of Louisiana, faculty members at this University have not been furloughed. In 2011 the University even made market adjustments to some faculty salaries that were not keeping pace with the regional standards. Nine faculty members in the SoAD received these market adjustments.

Description of the Program

The faculty has structured the four years of the architectural undergraduate curriculum into two parts. Each of these parts contains semesters of overlap. The faculty identifies the first part of the four-year undergraduate sequence as the *foundation* - a well-orchestrated set of pivotal experiences that begin in the first year and conclude with entry into the third year. The second part of the four-year undergraduate sequence is identified as the *professional development* phase and is a set of experiences that engage the issues of practice. The graduate program is conceived as a synthesis of the two halves of the undergraduate program. Foundation and professional issues are re-presented at a high level of rigor. The graduate program marks the unique position where the student begins to understand him/herself - already at the beginning of the profession, both inside and outside the academy. (See the charts in **Part II: Educational Outcomes and Curriculum** for a visual outline of the curricular structure.)

The Heuristic Approach of the Curriculum: The aim of our curriculum has been to create a deliberate sequence of experiences rather than a collection of discrete and detached increments. The faculty has developed an operational framework that determines the goals of each studio, and the interaction of the support courses with each studio. The success of our approach to curriculum is directly related to the clarity and specificity of the goals that the faculty assigns to each semester in the sequence. Unlike many schools, the faculty maintains a consistency of aim in their project formulations from year to year. Due to our mutually developed pedagogy and curriculum, and our team-teaching philosophy, an agreed upon goal for each studio year is maintained regardless of the presence of new or visiting faculty. The only topical studio occurs at the end of the undergraduate sequence. The Graduate Program re-engages the heuristic, personal, and process-driven thinking that our first year introduces. At the graduate level, the program strives to engage the student in a heuristic process that synthesizes the acquired knowledge of the graduate student with the critical production of a project that overlaps the profession.

Philosophy of the Curriculum: The faculty has adopted the philosophy that students of architecture must know how to formulate intelligent and ethical positions of their own concerning matters of significance. This is accomplished through design projects that serve to stimulate personal interest as a means to further investigation. This process requires the formulation of enigmatic, open-ended, and well-crafted questions. The heuristic process encourages the student to discover for her/him self. This process of discovery operates cyclically and nonlinearly. Students seek to synthesize whole, yet open-ended, formulations throughout all of the phases of a project. It is characteristic of this approach that product and content are entwined throughout the entire process and interact continuously.

The faculty conceives the 4 + 1-1/2 year sequence as a critical, ethical, and poetic exploration through inquiry into architecture *as a physical environment*, architecture *as a social-cultural environment*, architecture *as a technological environment*, and architecture *as a professional environment*. Our *physical environment* is the world we are given. Our *social/cultural environment* is what we make of that world. Our *technological environment* consists of the ever-developing tools and techniques we have to modify our physical environment into a social and cultural one. Our *professional environment* is 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 environments for human life to reach its highest potential. It is these four environments that we believe are at the heart of the world in which we live, and it is around these environments that we structure our pedagogy.

The Physical Environment: Our world is physical, and it works according to physical laws. These range from issues of the human body and ADA standards to carbon emissions and issues of sustainable design to construction techniques and detailing. Our physical world consists of the resources we are given and the world we end up making. In southern Louisiana, the profound influences of the Mississippi delta and Cajun and Creole culture have 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.

The 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.

The 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 tools, and at some point each was 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, when not in balance with more fundamental relationships, arrives as a disruption. The working method for all technology 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.

The Professional Environment: The SoAD takes seriously its role in preparing students for the professional practice of architecture. Students are grounded in a professional environment that values licensure, IDP and eventual critical practice. This environment requires students and faculty to take a disciplined approach to 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, this is the core of an integrated architectural practice. Our entire pedagogy can be seen as preparing students to make these judgments in terms of design, life safety, sustainability and any other issues, expected or unexpected, that may arise. This is the nature of a critical practice.

I.1.2. Learning Culture and Social Equity

The APR must include the following:

- *A copy of all policies related to learning culture (including the Studio Culture Policy)¹.*
- *Evidence that faculty, students, and staff have access to these policies and understand the purposes for which they were established.*
- *Evidence of plans for implementation of learning culture policies with measurable assessment of their effectiveness.*
- *Evidence that faculty, staff, and students have been able to participate in the development of these policies and their ongoing evolution.*
- *Evidence that the institution has established policies and procedures for grievances related to harassment and discrimination.*
- *Evidence that the institution has established policies for academic integrity (e.g., cheating, plagiarism).*
- *Evidence that the program has a plan to maintain or increase the diversity of faculty, staff, and students when compared with the diversity of the institution. If appropriate, the program should also provide evidence that this plan has been developed with input from faculty and students or that it is otherwise addressed in its long-range planning efforts.*

Learning Culture Policy

The students, faculty and staff of the SoAD support a learning culture that focuses on students and their individual needs, abilities and ambitions. A Studio Culture Policy has been adopted and undergoes regular review and adaptation by the students. The current Studio Culture Policy (available as a downloadable PDF on the SoAD website under the link to Student Resources) was reviewed, amended and approved by students in the spring of 2013. It reads as follows:

The students and faculty support a student-centered studio learning culture that is based on the following principles.

- *Students should lead balanced and healthy lives.*
- *Students should maintain a productive, distraction free workplace.*
- *Time is more than just a constantly endangered resource.*
- *There is a world outside of the design studio.*
- *Design doesn't just exist in your studio, but in all classes.*
- *Design is the integration of many parts.*
- *Design process is as important as the final product.*
- *Collaboration is the art of design.*
- *Design is inherently an interdisciplinary act.*
- *Even educators can learn.*
- *The good of students must prevail.*
- *Critiques are learning experiences, not target practice.*
- *To design for many, parts of all must be included.*

Furthermore, the students and faculty support, encourage, and strive to foster a studio that engages a culture of optimism, a culture of respect, a culture of sharing, a culture of engagement, and a culture of innovation.

At the behest of the faculty, student members of the AIAS initiate the process of refining the SoAD Studio Culture Policy. These members compile ideas for a student representative who posts the policy in the

¹ For additional information on the development and assessment of studio culture, see *Toward an Evolution of Studio Culture*, published by the American Institute of Architecture Students, 2008.

Fletcher Hall lobby along with sticky notes for other student comments. Students are invited to read the policy, and leave comments and suggestions for change on the notes. AIAS members set up a Facebook group in order to reach a larger student base. In addition, students are polled during their studio classes. The student representative integrates the generated ideas into the existing policy and submits the revisions to a faculty advisor for distribution through the SoAD website.

Students, along with faculty and staff, are engaged in an on-going dialogue to assess the learning environment and studio culture. The SoAD Director has initiated a student assembly at the beginning of each semester where students meet to discuss these matters and to make recommendations regarding issues of studio culture and the learning environment. Recently, the ongoing discussions have focused on open access to the studio and the shop. In response to student requests for 24/7 studio access, a new “green card” policy has been instituted for students who are enrolled in studio courses. The campus police who patrol the building at night will allow students with the green ID card to remain in the building.

The SoAD Director and the Assistant Dean, as well as faculty advisors, meet regularly with the student organizations (AIAS, NOMAS, ASID, and IDSA) and their representatives. In addition to participation in student organizations, student representatives (elected by the students) participate on most SoAD faculty committees.

Institutional Policies and Procedures for Grievances

UL Lafayette has established policies regarding grievances within the academic community that govern the University as a whole and the SoAD, specifically. These policies and procedures are published in Faculty, Student and Staff Handbooks that can be downloaded in pdf files posted on the University website <<http://apfd.louisiana.edu/content/publications/handbooks>>.

In the Faculty Handbook, see the following Appendices:

Appendix XVII: Procedures for Mediation and for Hearings by the Faculty Grievance Committee;

Appendix XXX: Discrimination Policy and Procedures;

Appendix XXXI: University Policy Regarding Sexual Behavior and Sexual Harassment. (At the opening College of the Arts meeting of the 2013 spring semester, the UL-Lafayette EEO and Title IX Compliance Assistant conducted a Title IX training presentation for the faculty and staff on sexual harassment).

In addition to the established University policies and procedures, the SoAD has studio policies and procedures for student grade appeals that are also posted on the SoAD website through the Students/Student Resources links. Please see the SoAD website: <http://ullcollegeofthearts.com/SoAD/>

University Policy on Academic Honesty

The University's Academic Honesty Policy is published in the University Bulletins. The policy defines cheating and plagiarism and outlines the penalties for abuse of the Academic Honesty Policy. The faculty is encouraged to provide a statement on Academic Integrity in their syllabi, and a statement on how this policy will be enforced. Please see the Undergraduate 2013-2015 Bulletin available in a downloadable pdf at: <http://apfd.louisiana.edu/content/publications/catalogs>

SoAD Plan for Diversity

The architecture program of the SoAD has traditionally served a wide diversity of students in terms of race, ethnicity, and economics. Despite the freezing of faculty lines in recent years, the SoAD has sought to increase the diversity of its faculty to reflect the diversity of its student population. In response to the increasing number of females choosing to study architecture, the majority of recent faculty and staff hires in the SoAD have been women, and we have hired a person to fill our minority line. All hires follow the University Statement of Nondiscrimination as articulated in the Faculty and Staff Handbooks.

I.1.3. Responses to the Five Perspectives

The APR must include the following:

- *A narrative description of the program's response to each of the five perspectives.*
- *A narrative description of the opportunities for student learning and development within the accredited degree program that is responsive to the five perspectives.*
- *A cross-reference to the five perspectives and the role they play in long-term planning (see Part I, Section 1.4) and self-assessment (see Section 1.5).*

A. Architectural Education and the Academic Community. The faculty, staff, and students in the accredited degree program make unique contributions to the institution in the areas of scholarship, community engagement, service, and teaching. In addition, the program must describe its commitment to the holistic, practical and liberal arts-based education of architects and to providing opportunities for all members of the learning community to engage in the development of new knowledge.

Unique Contributions: Scholarship, community engagement, service and teaching

The University has recognized the architecture program of the SoAD as a successful and practical example of the balance between a liberal arts education and professional preparation. Recently our University Vice President of Research secured almost a half million dollars in funding to establish an on-going, multi-disciplinary research initiative to take on some of the most pressing technical issues facing our coast and wetlands from a cultural and social perspective. The Vice President modeled this initiative, now known as the Resilience Studio, on the SoAD's pedagogy and tapped our faculty to help set it up and run it. This Studio is currently transitioning into ICEE (Institute for Coastal Ecology and Engineering), a University of Louisiana at Lafayette Institute under a different Vice President for Research. This Institute has been approved by the Board of Regents to study issues of specific concern to coastal communities.

The faculty of the SoAD provides significant service and leadership to the University through its participation on University committees. Thomas Sammons, Director of the SoAD, also chairs the Campus Planning Committee, sits on the Campus Sustainability Committee, served as Graduate Coordinator for the SoAD prior to becoming Director and now serves on the Graduate Faculty Committee for the University. Our former Director served as the Executive Director of the Faculty Senate. Jean Edwards, a member of the Interior Design faculty now serving as Assistant Director of the SoAD, served on the Academic Affairs and Standards Committee for at least six years, serving also on several Task Forces for that Committee. Brian Powell, another member of the Interior Design faculty, serves as chair of the Faculty Welfare and Benefits Committee. Architecture faculty member Michael McClure, recently appointed as Associate Dean of the College of the Arts, serves on the University's Continuing Education Committee, and Kari Smith, in addition to co-chairing the Campus Sustainability Committee, serves on the Residency Committee and the Academic Affairs and Standards Committee. Hector Lasala and Jerry Malinowsky have both served on the Campus Planning Committee within the last two years.

The SoAD faculty, students and staff are active civic players in the University and Lafayette communities; the faculty's research agendas, service work and various community-building activities aligned with our teaching contribute both scholarship and community engagement. The SoAD Community Design Workshop and Building Institute are established research institutes that involve collaboration across disciplines and provide outreach from the University to the public realm. A multi-year, city-wide, master-planning initiative has given both faculty and students leadership opportunities in public service including the structuring of architectural competitions and advanced visualization collaborations with the Louisiana Immersion Technologies Enterprise (LITE) Center.

Architectural education at UL Lafayette has a long-standing, focused and deep integration of the imperatives represented by the five perspectives. Over the past thirty years the School has developed a holistic, practical and liberal arts-based pedagogy whose principles have emerged from a commitment to

student-centered learning and the development of knowledge through making. The first year design studio sequence establishes these principles and is common to all the disciplines in the SoAD. Most other first year courses in the undergraduate architecture program and many of the second year courses represent the general education core as specified by the Louisiana Board of Regents. One of our introductory courses, DSGN 121 – Survey of Design, meets the general education requirement in the arts for any student at the University, and is a required course for all students in the SoAD. The addition of four credit hours to the general core has necessitated a reduction in architecture-specific credit hours in order for our undergraduate program to meet the state's limitations on credit hours needed for graduation. Our graduate program also requires at least three credit hours of elective coursework outside of architecture. We have attempted to balance our commitment to a liberal arts based program of study with the increasing demands of a professional program that needs to address the health, safety and welfare of the public. Our Institutes, our commitments to collaboration, and to community service have helped us to do this.

B. Architectural Education and Students. That students enrolled in the accredited degree program are prepared: to live and work in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected; to emerge as leaders in the academic setting and the profession; to understand the breadth of professional opportunities; to make thoughtful, deliberate, informed choices; and to develop the habit of lifelong learning.

Global World of Diversity, Distinctiveness, Self-worth, and Dignity

Cultural Diversity. The University takes pride in its cultural identity and considers the Acadiana region a unique location that fosters and develops a truly diverse international community. The region's historic cultural inclusiveness and diversity act as a model for the program. As the program is focused on student-centered learning, each student is encouraged to engage his or her own unique experiences as a foundation for learning. Each student's personal history and experience are valued and used as a springboard for beginning investigations in design. As students progress in the program, these beginning investigations extend beyond the individual to engage others outside the individual's personal experience. The SoAD offers a variety of educational opportunities including domestic and international programs exposing students to other societal conditions and cultural landscapes. These are open to all students. The SoAD faculty and students are frequent and primary participants in the University Study Abroad Program that currently has offered programs in England, France, Italy, Mexico and Costa Rica. In addition to these sites, architecture faculty and students have also participated in international programs in China and Mexico City. Regular field trips in the architecture studios include visits to urban centers such as Philadelphia, New York City, Chicago, and Houston.

The service-learning projects that are integral to the specialized institutes within the SoAD (e.g., the Community Design Workshop, the Building Institute, and the Resilience Studio), as well as outreach projects in other studios, engage the students with a variety of people that are economically and culturally diverse. This exposure helps to engender a sense of respect and empathy for others, and to give students a broader view of the world.

Leadership in the Academic Setting and the Profession

Our students take a leadership role through their active participation in the Student Government Association (SGA) and the robust presence of student organizations such as the AIAS and NOMAS. Students have successfully competed in national and international competitions.

The faculty's community service initiatives provide both a model and opportunities for students to experience the leadership role an architect can take. These initiatives, including the Community Design Workshop, the Building Institute, and the evolving Civic Development Studio, engage students as well as faculty in community leadership. In their master's theses, graduate students work with allied disciplines and various constituents in a process that encourages the embrace and nurture of cultural differences and the worth of all community members.

Life-Long Learning

The commitment to life-long learning starts by piquing the students' curiosity in the world around them and encouraging their ability to act on that curiosity. The studio commitment to process establishes the framework; the opportunities for engagement throughout the architectural program, as imbedded in the pedagogy and reinforced by faculty example, encourage students to engage in community service and life-long learning. Our alumni remain active as leaders of their communities and in engagement with the School as a component of life-long learning.

C. Architectural Education and the Regulatory Environment. That students enrolled in the accredited degree program are provided with: a sound preparation for the transition to internship and licensure within the context of international, national, and state regulatory environments; an understanding of the role of the registration board for the jurisdiction in which it is located; and prior to the earliest point of eligibility, the information needed to enroll in the Intern Development Program (IDP).

Sound preparation for the transition to profession

To make students aware of the architect's responsibilities to protect the health, safety and welfare of the public, the program presents the registration process in a systematic way that includes introduction to the National Council of Architectural Registration Boards (NCARB), the Intern Development Program (IDP), the Architectural Registration Exam (ARE) and state-to-state reciprocity. The state IDP Director makes a presentation to the students in the ARCH 401 studio each year, and Geoff Gjertson, a faculty member who is a licensed architect, currently serves as IDP Coordinator for the program. He holds workshops for the students and serves as a mentor for students registering for IDP. Students are encouraged to pursue internship and receive elective course credit (DSGN 495 Internship) for participating in the IDP program. Students are advised to enter IDP as soon as they become eligible. During the semester advising sessions, faculty remind students about the IDP program and internship opportunities. Recently students have interned with architectural firms in diverse places, such as Dallas, New York, Chicago, San Francisco, Seattle, Washington D.C., Philadelphia, San Diego, and Nashville. In the ARCH 401 studio licensed professionals sit on a series of review sessions; they review wall and building sections and plan development and conduct a code review of students' projects. Professionals also lecture in the Professional Practice and Building Systems courses. Students are exposed to professionals during the annual Job Fair when representatives of various architecture and design firms meet with students and review their portfolios.

Our recent SoAD Director is now the Educator Member on the Louisiana State Licensing Board of Architects. In addition, alumni of the program currently serve on the state licensing board, and alumni and the past SoAD Director have served at the state, regional, and national level on the National Council of Architectural Registration Boards (NCARB), including ARE, Internship, and the Committee on Examination. This participation has provided opportunities for input on issues affecting the profession. The architecture program has co-hosted ARE preparatory seminar programs for recent graduates working with the area intern group. The program also encourages faculty to pursue and/or to maintain current licensing requirements. Those faculty members that are not licensed are encouraged to participate in the IDP and to complete the licensing requirements. Over 60% of the faculty maintains a professional practice as either an architect or designer. (Please see *Section II.4 ARE Pass Rates* for a chart that tracks the pass rate of alumni that have taken the exam).

D. Architectural Education and the Profession. That students enrolled in the accredited degree program are prepared: to practice in a global economy; to recognize the positive impact of design on the environment; to understand the diverse and collaborative roles assumed by architects in practice; to understand the diverse and collaborative roles and responsibilities of related disciplines; to respect client expectations; to advocate for design-based solutions that respond to the multiple needs of a diversity of

clients and diverse populations, as well as the needs of communities; and to contribute to the growth and development of the profession.

Students prepared to practice in a global economy

The architectural program vision is to contribute a critical, ethical, and poetic voice to the ongoing development of the architecture profession and its practice through engagement with multiple and diverse communities. As educators, faculty members strive to present the profession in a broad context inclusive of social, ethical, cultural and economic factors. The broad curriculum requires discussion, design projects, specific assignments, computer software mastery, building material exploration and construction site visits to aid students in understanding the global nature of practice and the infinite directions the profession may take in the future. By integrating technology, history and business case studies into the curriculum, the program's faculty helps to ensure an educational experience that encourages students to reflect upon their potential impact upon the global built environment. Students are encouraged through their studio projects and their professional support courses to demonstrate connectedness to the broad natural, technological, cultural, and professional environments locally, regionally, nationally and globally. They also experience actual practice and project management in the context of community projects through the Community Design Workshop and the Building Institute. This experience will be expanded through participation in the Resilience Studio.

Students recognize impact of design on environment

The faculty has made a conscious choice to engage environmental conditions through intensive and engaged study of local conditions. The program encourages students to integrate issues concerning the local indigenous Acadian culture, and the natural environment, into their design studio projects. This attitude pervades the projects in the School. Recent projects examining the global through the local include small studio projects in the Atchafalaya Basin and the Estuary at Lake Martin, a series of landscape-based international competitions (International Federation of Landscape Architects) in which our students competed, and large-scale public research projects through the Resilience Studio. (See *International and National Student Awards/Recognition* document in I.1.3).

Diverse and collaborative roles of architects in practice

To make students aware of the diverse and collaborative roles of architects and related disciplines in practice, the roles of clients, contractors, consultants, interior designers, landscape architects, urban planners and artists, for example, are articulated and differentiated in the professional practice courses, in other support courses, and through studio project experiences throughout the curriculum. The program acknowledges the architect's role as a licensed professional and a contributing member of the design team. Student experiences are enhanced by the program's location within a School that includes interior and industrial design, and in the College of the Arts, which provides opportunities for interaction with visual and performing artists. Daily interaction with other disciplines prepares the students to embrace the future collaboratively.

Recent collaborations between students and the allied disciplines include:

- Interdisciplinary team of architects, interior designer and engineers collaborated with students on TEAM Beau Soleil- Solar Decathlon House 2007-2009
- Local licensed architects, engineers, and contractors participate in design development of Building Institute design/build projects with students in ARCH 501, ARCH 482G, and ARCH 598 allowing for integrated project delivery.
- The collaborative relationship between architecture and other disciplines is further explored in the Community Design Workshop and Building Institute where students work with real clients to formulate social and economic strategies through design.

To respect client expectations

The graduate studios (ARCH 501 – linked to the Building Institute – and ARCH 502 – linked to the CDW) introduce students to working with actual clients in the community. The products of these studios must respect the requirements and expectations of the communities for whom the designs are meant. Students participate in community charrettes and in public meetings to develop responsive solutions.

To advocate for design-based solutions that respond to the multiple needs of a diversity of clients and diverse populations, as well as the needs of communities:

By inviting local practitioners and licensed architects to lecture about their practice and project management strategies and advise in the architectural support courses and design studios, including the undergraduate comprehensive studio (ARCH 401) and the graduate thesis course (ARCH 509-599), the program brings students face-to-face with architects who can offer their knowledge based on broad professional experiences. Through professional seminars, lectures and design studios, students are further introduced to professional research, design specialization, ethical case studies and technical leadership that permeate the daily life of a critical practice. ARCH 401, for example, brings architects and a civil engineering professor to work on reviews, codes, and wall sections.

To contribute to the growth and development of the profession.

The goal of the SoAD architectural program regarding the growth and development of the profession is to produce diverse and knowledgeable graduates who will become leaders in the technical and economic workplace. Our students have attended webinars, graduate assistant training workshops and have been invited to display their work at the USGBC Sustainable Design Series. In late 2012, we received approval for a USGBC student chapter. Students participated through workshop attendance and volunteer activities at the Louisiana AIA Conference in Lafayette (2012). Information regarding the architect's ethical, moral, and legal responsibilities is presented in increasing detail until students have a clear understanding of what it means to be, and how to become, a registered architect. The program focuses on a curriculum that not only prepares the students to embrace a critical practice in the evolving profession, but also challenges them to personally assess their community responsibilities.

- Recent graduates and students have formed the EPSLa (Emerging Professionals of Southwest Louisiana) a support group offering programs to aid transition from academia to the profession.
- Faculty members serve as officers in AIA South Louisiana and as members of the Louisiana State Selection Board

E. Architectural Education and the Public Good. That students enrolled in the accredited degree program are prepared: to be active, engaged citizens; to be responsive to the needs of a changing world; to acquire the knowledge needed to address pressing environmental, social, and economic challenges through design, conservation and responsible professional practice; to understand the ethical implications of their decisions; to reconcile differences between the architect's obligation to his/her client and the public; and to nurture a climate of civic engagement, including a commitment to professional and public service and leadership.

Students prepared to be active, engaged citizens

A project that began in 2010 and continues as of this writing is the *Joie de Vivre* Work-Force Housing tax-credit project in downtown Lafayette with a construction budget of approximately 16 million dollars. This project grew out of a 10-year working relationship between the architecture program and an area non-profit. Two faculty members and two students led the design team and explored an alternative IDP program modeled on the medical profession's teaching hospital. To support the City of Lafayette's Comprehensive Planning initiative, several faculty members have organized a nation-wide competition, *Envision Lafayette* to help the regional community visualize the material and aesthetic potential that comprehensive planning offers if the citizenry participates. The faculty regularly works with area non-profits on design charrettes for their facilities, with local arts organization to assist with such things as set

design, pedagogy development and small and large design-build projects.

The Acadiana region offers many opportunities for practical and productive involvement with the regional community. The history of architectural response to the region's hot and humid climate makes excellent research material for students and faculty. One SoAD faculty member has designed the first certified *Passive House* in this climate zone. Students worked with the faculty member to gather and publish the energy, environmental and comfort data for the house. Historic American Building Survey (HABS) and Historic American Engineering Report (HAER) projects teach students how architecture was approached at various times in history and how social, economic, and environmental influences create challenges for design and construction.

Several entities within the SoAD provide opportunities for students to engage with the community for the public good. The Community Design Workshop, for example, helps cities, small towns and neighborhoods visualize their potential by providing expertise in urban and community planning, landscape design, architecture, housing, and interior design. The CDW develops its projects through public workshops and charrettes in collaboration with the communities. A permanent office for the CDW was established in 2011 in Abdalla Hall located in the University's Research Park. This location allows faculty and students to engage their projects in the community context, and gives the public easy access to the CDW. By collaborating with the public, the Workshop is effectively able to integrate the ideas of the public with established planning and urban design principles. The CDW is currently linked with the ARCH 502 studio, and is committed to rebuilding neighborhoods and downtown areas, and helping communities reclaim their assets. In its 16 year history, it has completed 85 projects totaling over \$3,000,000 including community design and planning strategies in Carencro, Opelousas, Jonesboro, Breau Bridge, post-Hurricane Rita Cameron Parish, and various neighborhoods in Lafayette including the Oil Center, the Johnston Street and the Simcoe Street Corridor Projects, the design of the I-49 Corridor through Lafayette, and a campus bike path that connects outlying University buildings to the main campus.

Another SoAD asset, the Building Institute, is a project delivery, design-build program that brings architecture students, architects, engineers and contractors together in the design and construction of single-family, market-rate homes. The homes are built on infill property in the urban core neighborhoods of Lafayette, and then publically sold at a market-rate. Students work hand-in-hand with local contractors to build the homes, which achieve sustainability standards such as the National Homebuilder's Green Building Standard or LEED. The Building Institute is structured through a graduate design studio (ARCH 501) offered in the fall, a construction documents course in the spring and a construction course in the summer. Students receive academic credit for each course and in addition, several team leaders receive paid summer internships allowing them to accrue IDP credit. The Building Institute is not a simulation - it is hyper-reality. As architect-developers, the students become agents of change.

I.1.4. Long Range Planning

The APR must include the following:

- ***A description of the process by which the program identifies its objectives for continuous improvement.***
- ***A description of the data and information sources used to inform the development of these objectives.***
- ***A description of the role of long-range planning in other programmatic and institutional planning initiatives.***
- ***A description of the role the five perspectives play in long-range planning.***

A description of the process by which the program identifies its objectives for continuous improvement

In June 2007, the University conducted an institutional effectiveness audit. The result of this study was the development under Dr. Savoie of the 2009-2014 University Strategic Plan, adopted by the University Council in early February 2009. (For detailed description of the University process see the “*Tradition, Transition, Transformation*” document available at <http://www.louisiana.edu/Faculty/Senate/Bruderfiles/Strategic.pdf>.)

In response to this Strategic Plan and the University’s eight identified Strategic Imperatives (see Section I.1.1), the SoAD updated its Mission and Vision Statements and adopted them in 2009 (see Section I.1.1). In the early fall of 2011, a new Advisory Committee, consisting of representatives of each of the SoAD programs and in consultation with the Director of the SoAD, developed the Values statements that were then adopted by the faculty. A continuing discussion of coordination with the 2009-2014 University Strategic Plan was conducted in a faculty retreat in December 2011 where the SoAD Strategic Plan was developed through a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis. Our Plan outlines initiatives that the SoAD and its programs could contribute to the realization of the institution’s Strategic Imperatives. The Plan that came out of that retreat is included here along with the actions that have been taken or that are in progress:

SoAD STRATEGIC PLAN

Strategic Imperative I: Strengthening Student Recruitment, Retention, and Enrollment Processes

I.A To Raise Awareness and Enhance the Visibility of our Programs

1. Create a unified and integrated website with appropriate interactivity, utility, comprehensiveness, aesthetics and communicative capacity.
2. Showcase the programs through marketing and promotion.
 - a. Support student travel to professional conferences.
 - b. Support student participation in international and national competitions
 - c. Promote our graduate program more vigorously.
3. Pursue strategies to grow our Graduate Program, including the pursuit of resources to offer out-of-state student assistantships.

I.B To Advance our Positioning as a Program of ‘Choice’

1. Focus on the professional development of the architecture student
2. Collaborate with Honors students and Honors department.
3. Develop and enhance our current service learning efforts on campus and in the community.
4. Establish our School as a leader in environmental responsibility, safety, and physical accessibility on campus.
5. Support Certificates, Programs and Institutions, e.g., preservation, sustainability, urban design, design/build, history/theory, as a means of promoting graduate program.
6. Maintain the highest standards of professionalism through accreditation and professional organizations

I.C To Better Manage our Enrollment Process

1. Establish articulation agreements with the local community colleges.
2. Coordinate the diversity of incoming students through clearly stated curricula, tracks, minors, etc.
3. Continue to support Preview Day as a critical opportunity to communicate with incoming students.

I.D To Address Issue of Student Retention

1. Establish mentoring program for incoming students.
2. Track impact of admission criteria and evaluation process on the student body.

STRATEGIC IMPERATIVE II-Enhancing Student Engagement and Success

II.A Create a Meaningful First-Year Experience

1. Support the integration of design faculty into the UNIV 100 course.

II.B Improve the Campus Climate for Students

1. Track Fletcher Hall improvements and additions.
2. Participate in and support the University's Master Plan through our professional involvement in its development.

II.C Increase Number of Students Graduating

1. Track changes of majors within the design curricula.
2. Evaluate current advising efforts based on the specific needs of a design student.
3. Encourage third-year students to begin the IDP experience while still in school.

STRATEGIC IMPERATIVE III: Facilitating Quality Teaching and Learning

III.A To Recruit, Hire, and Maintain the Best Faculty for Student Learning

1. Reinforce quality teaching and student research through recognition at Annual Awards Ceremony.
2. Encourage faculty to provide more course offerings in the summer.
3. Promote faculty diversity by adhering to the University's EEOC policy on hiring
4. Enhance commitment to faculty development by instituting a faculty-to-faculty mentoring program.

III.B To Enhance the Classroom Experience

1. Develop a matrix regarding current use, needs, and long-term goals of information technology.
2. Create enticements (financial, time, or other) to encourage faculty to attend distance-learning seminars, and develop distance-learning courses.
3. Identify and analyze cross-disciplinary degrees and coursework on campus.
4. Raise the profile of graduate study and create the environment and funding structure for growth.
5. Offer distance learning to select markets and assure high quality delivery.

III.C To Improve Learning Through Evidence Based Assessment

1. Develop integrated system of student assessment.

STRATEGIC IMPERATIVE IV – Supporting the Research Portfolio of our Community of Scholars

IV.A To Plan Strategically for Enhanced Research Efforts and Results

1. Pursue a regular rotation of STEP and Board of Regents grant proposals from each of the programs.
2. Continue to apply for grants.

IV.B To Foster the Creation of Rigorous Research and other Eminent Intellectual Contributions

1. Sponsor thematic symposia.

2. Write, publish and present peer-reviewed research and scholarship regularly.

IV.C *To Focus on Signature Initiatives Supporting the Future of our Earth and Society*

1. Continue to develop and support our signature specialized institutes, such as Community Design Workshop, Building Institute, Resilience Studio, and Civic Development Studio.
2. Support sustainability initiatives.

IV.D *To Grow Successful Academic Centers and Programs to Enable Greater Levels of Achievement*

1. Continue to seek out projects, competitions and other opportunities for promoting and showcasing our faculty and students' achievements.
2. Establish a truly integrated collaborative studio that includes architecture students, interior design students and industrial design students working with faculty from each discipline.

STRATEGIC IMPERATIVE V: Preparing Our Students to Thrive as Global Citizens

V.A *To Widen our Global Perspective*

1. Centralize international functions of SoAD and coordinate with University.
2. Pursue an increased number of international students and faculty.
3. Engage international students in campus life.
4. Expand and invest in Study Abroad course offerings.
5. Pursue and develop a coordinated 'travel curriculum' of studio field trips.

V.B *To Ensure our students are Poised to Face Major Challenges of the 21st Century*

1. Reinforce a studio culture and pedagogy that values cultural diversity.
2. Evaluate the curriculum and course offerings based on global and sustainability issues.

STRATEGIC IMPERATIVE VI-Creating An Institution Our Stakeholders Will Regard Highly

VI.A *Creating A Department our Stakeholders Will Highly Regard*

1. Improve branding and marketing of current endeavors through available advertising, marketing, and social media venues.
2. Publicize high-profile initiatives, research contributions and academic programs.
3. Educate the community on the values of design.

VI.B *To Provide Support for the Athletic Programs and Ragin' Cajun Athletic Foundation*

1. Where possible support and engage the athletic programs and the Ragin' Cajun Athletic Foundation.

VI.C *Increase Voluntary Contributions for Educational Purposes*

1. Develop master plan for continual fundraising.
2. Develop optimal relationships between the University, School, students, and affiliated organizations.
3. Elevate the role and responsibility of student organizations in fund-raising initiatives.
4. Develop an integrative master plan for donor relations, fund raising and stewardship with the collaboration of the UL Lafayette Foundation.

VI.D *Plan for the Growth Needs of the School*

1. Support the master plan for the use and future expansion of university properties and facilities.

STRATEGIC IMPERATIVE VII-Optimizing Administrative Effectiveness and Efficiency

VII.A *To Focus on Human Resource Management Challenges*

1. Create a hiring and search committee policy that optimizes national, regional and local advertising opportunities and is ethical in hiring, evaluation and compensation practices.

VII.B To Optimally Structure the School of Architecture and Design

1. Periodically examine its formal and informal administrative organization and reporting structures to ensure the appropriate level of decentralization; such review will be conducted in a transparent manner.
2. Foster communication among internal stakeholders.

STRATEGIC IMPERATIVE VIII - Fostering Economic and Community Development

VIII.A To Support Internal Stakeholders Working to Generate a Positive Economic, Scientific, Cultural or Social Impact

1. Continue to market and license designs developed by our specialized institutes and/or our faculty.
2. Submit Intellectual Property Disclosure Forms to the Research Office for possible future patents (for example, Synthetic Masonry Units or SMU's).
3. Provide opportunities for collaborative research among faculty members in the School.

VIII.B To Further Develop the Research Park to Enable Both Research Generation and Economic Development

1. Seek opportunities to make connections between our specialized institutes and Research Park.

VIII.C To Increase the Interface Between the Community and the School of Architecture and Design

1. Seek opportunities for faculty to sit on regional and local boards and committees.
2. Continue to develop urban projects for local and regional cities, small towns, and neighborhoods.
3. Seek opportunities to partner with not-for-profits like Ragin' Cajun Facilities and Habitat for Humanity.
4. Seek opportunities to offer continuing education programs for the architectural community.

VIII.D To Enhance the Vibrancy of the State of Louisiana

1. Continue to provide professional education for architects and designers who will serve the state of Louisiana.
2. Coordinate with Career Services to offer effective Career Days for our students.

A description of the data and information sources used to inform the development of these objectives.

The information sources used by the SoAD to develop these objectives and initiatives are the UL Lafayette 2009-14 Strategic Plan and the eight Strategic Imperatives that have been defined within it. <http://www.louisiana.edu/Faculty/Senate/Bruderfiles/Strategic.pdf>). In addition, the 2011 Draft of the Master Plan for Public Postsecondary Education in Louisiana has provided guidelines for the future of higher education in the state.

Our discussions and deliberations to develop our long-range planning objectives were driven by data gathered by the Institutional Research Office, and included such information as comparative statistical reports on the GPA's and ACT scores for entering freshmen, Graduate School enrollment statistics for the SoAD, 2006-11 and Arts Headcount Enrollment Statistics, 2006-11 that included a demographic comparison between students in Louisiana compared to other states and possessions and foreign countries.

Our concerns about enrollment were especially acute due to the University's move in 2011 to increase standards for selective admissions, and its elimination of all remedial course offerings for students who could not meet the standards. We referred to data comparing enrollments between Fall 2010 and Fall 2011 at UL Lafayette by School or College and the statistical breakdown of eligible/ineligible first-time freshman (FTF) in the College of the Arts by major. This data outlines the number of deficiencies in English, Math, Math and English together, and the high school GPA and ACT composite number. We

used this data to determine how many first-time freshmen would be admissible meeting the 2012 admission standards. We also used enrollment data from University Enrollment Services.

Data showing pass rates for 1st to 2nd year students, 3rd year and 4th year pass rates, Graduate Program entry numbers, and Master's Thesis pass rates as well as continual tracking of ARE Pass Rates keep us informed about the status of our enrollments and our students' progress.

Description of the role of long-range planning in other programmatic and institutional planning initiatives

Since the adoption of the University Strategic Plan and Strategic Imperatives, the role of long range planning has been essential to most developmental decisions at the University, College, and School levels. Most initiatives including grant proposals, requests for funding, travel requests, etc. are now justified through the University's Strategic Imperatives.

The role the five perspectives play in long-range planning

The SoAD long-range plan in the context of the University's Strategic imperatives coordinates with the five perspectives in the following ways:

The role of Perspective 1 (**Architectural Education and the Academic Community**) in long-range planning is evident in STRATEGIC IMPERATIVE III (Facilitating Quality Teaching and Learning), STRATEGIC IMPERATIVE IV (Supporting the Research Portfolio of our Community of Scholars), and STRATEGIC IMPERATIVE VII (Optimizing Administrative Effectiveness and Efficiency).

The role of Perspective 2 (**Architectural Education and Students**) in long-range planning is evident in STRATEGIC IMPERATIVE I (Strengthening Student Recruitment, Retention, and Enrollment Processes) and STRATEGIC IMPERATIVE II (Enhancing Student Engagement and Success)

The role of Perspective 3 (**Architectural Education and the Regulatory Environment**) in long-range planning is evident in STRATEGIC IMPERATIVE II (Enhancing Student Engagement and Success).

The role of Perspective 4 (**Architectural Education and the Profession**) in long-range planning is evident in STRATEGIC IMPERATIVE V (Preparing Our Students to Thrive as Global Citizens) and STRATEGIC IMPERATIVE VI (Creating an Institution our Stakeholders Will Highly Regard).

The role of Perspective 5 (**Architectural Education and the Public Good**) in long-range planning is evident in STRATEGIC IMPERATIVE VIII (Fostering Economic and Community Development).

I.1.5. Program Self Assessment

The APR must include the following:

- *A description of the school's self-assessment process, specifically with regard to ongoing evaluation of the program's mission statement, its multi-year objectives and how it relates to the five perspectives.*
- *A description of the results of faculty, students', and graduates' assessments of the accredited degree program's curriculum and learning context as outlined in the five perspectives.*
- *A description, if applicable, of institutional requirements for self-assessment.*
- *A description of the manner in which results from self-assessment activities are used to inform long-range planning, curriculum development, learning culture, and responses to external pressures or challenges to institutions (e.g., reduced funding for state support institutions or enrollment mandates).*
- *Any other pertinent information.*

A description of the self-assessment process and relationship to 5 perspectives:

We have been systematically reviewing our program mission and its goals to be in alignment with the University's 2009-2014 Long Range Plan and its Strategic Imperatives, as outlined above. (Section reference I.2.4) This review is taking place in the context of our annual fall Faculty Retreat and the spring Studio Review. At the end of every fall semester, the faculty, Director and staff meet to evaluate the mission statement, strategic plan, and key issues facing the School. At the end of each spring semester, the faculty, Director and staff meet to review all studio coursework and the work of selected technical courses to ensure that the semester and academic year outcomes respond to both the mission and accreditation objectives. This review occurs in two parts: one is a review of senior work exhibited at the University Art Museum, and the other, conducted in Fletcher Hall, is a review of student work from all levels of the curriculum and all programs. These reviews are immensely significant to the development of the program as it allows the faculty and the School administration together to review, discuss and offer recommendations regarding the development of learning outcomes for all of the School's programs. This dialogue is the cornerstone of our self-assessment process. The process is thus rooted in the day-to-day operations of the School and its programs. Our process also engages a wide variety of formal and informal instruments for both internal and external reviews. The regular administration of surveys and assessment instruments to students, faculty, administrators and alumni constitute the formal methods. More informal methods include regularly scheduled and ad hoc meetings, and administration and faculty open-door policies.

(Architectural Education and the Academic Community)

All faculty members complete annual *Faculty Workload Forms* to document their teaching, research, and service activities for the year and to project activities for the upcoming year. These workload forms are used by the Director to conduct annual *Faculty Evaluations* with each faculty member in person. The faculty member's analysis and assessment of her/his teaching effectiveness and completed *Student Evaluation of Instruction (SEI)* forms are used to evaluate teaching; peer-reviewed projects, publications, and presentations at academic conferences, are reviewed for significance to the academy and the profession. Faculty service on and contribution to University, College and School committees, in capacities ranging from member to chair, are reviewed annually during the *Faculty Evaluation* session with the Director. Each faculty member is encouraged to be active within the larger academic community.

Faculty members also complete *Administrative Performance Reviews* to assess the administrative performance of Directors, Deans and Vice Presidents. These anonymous questionnaires are reviewed by each administrator's immediate supervisor as well as by the administrators themselves for developmental purposes.

Monthly SoAD *Faculty and Coordinator Meetings* provide forums for open discussion of all aspects of the program. The undergraduate and graduate architecture Coordinators along with the interior design and industrial design Coordinators meet monthly with the Director. The Coordinators also meet monthly with

their cohorts to solicit comments on various aspects of the programs and to provide opportunities for individual faculty members to express concerns regarding the academic environment. The Director maintains an open door policy to encourage informal open dialogues from all constituents of the School.

(Architectural Education and the Students)

Students complete *Student Evaluation of Instruction* (SEI) surveys every semester for every course with an enrollment of at least five students. SEIs are administered anonymously (online since 2010, previously via Scantron) in accordance with university standards. SEIs offer the possibility of multiple choice responses as well as specific written comments. SEIs seek feedback on coursework and course goals as well as instructor performance. The administration and faculty receive both the summarized results of the SEIs as well as the actual forms each semester. Students also take a mandatory *Advising Survey* after the fall and spring advising sessions before they are able to register for classes. The results of the survey are returned to the faculty and distributed to the Director who reviews them to determine overall areas in need of development. These are addressed through departmental advising workshops held each semester. A *Student Opinion* Questionnaire was replaced by the *National Survey of Student Engagement*, first conducted in 2007 and repeated online in 2010 and 2012. This is a more sophisticated instrument at measuring student satisfaction and attitudes toward their overall college experience. It also provides insight into classroom activities. During their final semester seniors take the *Graduating Senior Exit* Survey administered online prior to their graduation. This optional exit survey is administered through ULink (the University web portal.) The survey is intended to ascertain a range of information about their specific and collective experiences here at UL, and because of careful administration protocol, we are able to achieve very high response rates. While questions change each semester, there is a common set of inquiries we repeat to begin to accumulate longitudinal data. Two such questions inquire about students' post-graduation plans and places of residency. Results from those two inquiries are attached.

Two-week mandatory *Advising Periods* each semester provide every student the opportunity to meet with her/his assigned advisor who reviews the student's transcript, advises on required courses and electives as well as any personal issues such as career opportunities, outside jobs and any other concerns raised by the student. During the advising session, that lasts from 15-30 minutes per student, the faculty advisor completes a checklist of important questions that help to monitor the student's progress in the curriculum and to ensure awareness of the IDP, the NCARB IDP record, and the ARE licensing exam. Students are also asked about any other concerns or questions they have; the advisor makes every effort to address these or to refer the student to the appropriate resource. The SoAD faculty has won numerous Advising Awards since our last accreditation report:

2009 - Jerome Malinowski
Robert McKinney, Architecture
Kari Smith, Architecture

2012 - Micheal McClure, Architecture
Robert McKinney, Architecture
Corey Saft, Architecture
Kari Smith, Architecture

2010 - Michael McClure, Architecture
Robert McKinney, Architecture
Thomas Sammons, Architecture
Kari Smith, Architecture
Dan Burkett, Architecture

2013 Dan Burkett, Architecture
Michael McClure, Architecture
Thomas Sammons, Architecture
Kari Smith, Architecture

2011 - William Gjertson, Architecture
Onezime Mouton, Architecture
Brian Powell
Andrew Sammataro
Kari Smith, Architecture

Assessment of studio work and student progress through the curriculum takes place at regular intervals throughout the program. The first- and second-year faculty and the Director review all first-year students' portfolios for passage into second-year studio. The entire architecture faculty reviews all third-year students' projects. The fourth-year comprehensive project is reviewed by faculty and outside professionals. One of the requirements for admission to the graduate program is a portfolio, which is evaluated by the graduate faculty. Finally, during the graduate Master's program, each student has internal and external advisors who review progress at several key points in the process as well as a jury/committee review with a rubric at their final Master's Thesis Project defense. Final exams in the support and lecture courses provide assessment of student performance in these courses.

In 2006, the SoAD initiated a dialogue between the faculty, administrators and students to discuss the establishment of a *Studio Culture Policy* (see Section 1.1.2). Following the initial formulation of this Policy, periodic meetings, usually conducted by students in the AIAS, are held to review and refine this Policy and to address current issues. The AIAS also serves to communicate student concerns and assessment of the program. The AIAS president has regular meetings with two faculty Advisors and the Director. These meetings are complemented by an open-door policy for all students with the faculty and Director. The AIAS members in the School are comprised of students at all levels in the architecture curriculum.

Most informal is the on-going interaction that occurs on a daily basis in a school such as the SoAD. Administration, faculty and students maintain a very close relationship. The Director's open-door policy and the location of faculty offices immediately adjacent to the studios encourage opportunities for free and frank discussion on a continual basis. Negative, as well as positive, feedback is engaged through mutual respect and a mutual understanding that the successes and failures of the School affect everyone.

(Architectural Education and the Regulatory Environment)

The architecture program faculty tracks the pass-rates on the *Architecture Registration Exam* in order to understand broad trends that may require curriculum adjustment. The Director reviews these pass-rates and discusses with the faculty the revisions or updates to the curriculum that the trends may suggest. Our goal is to more closely track the students that enter the IDP program and their progress toward licensure. This can be done through the advising process and through exit interviews with graduating students. The IDP Coordinator attends the IDP Conference every year to stay abreast of new regulations. The licensed architecture faculty members who teach the contract documents course and the professional practice course are required each year to receive continuing education regarding the regulatory environment. In the studio sequence, especially ARCH 401, the comprehensive undergraduate studio, and ARCH 509, the graduate thesis studio, licensed professionals contribute their expertise to the review of student work and the curriculum. Their assessments are documented into WEAVE in support of our SACS accreditation process. Our alumni survey also provides information regarding licensure and progress in the profession.

(Architectural Education and the Profession)

The College and the School administer periodic *Alumni Surveys* used to obtain information about their job hunting and professional experiences in their chosen field. This information is then presented to faculty to determine if revisions may be needed to improve the curriculum. Faculty networking at local, regional and national AIA meetings and conferences also provides feedback on the program and on the current issues for the profession. The faculty shares this information and incorporates it into the on-going discussions and reviews of the program.

Alumni and other professionals regularly serve on project review juries. These include: the annual third-year studio Davidson Competition where professionals review projects for competency in architectural issues of site, building program, building tectonics, and presentation; the fourth-year Comprehensive Project involves outside professionals in reviews of wall-sections, plans, and code reviews. A minimum of 25 professionals per semester offers feedback to students and faculty throughout the project. The Master's Thesis engages a professional architect and one other outside consultant to serve on each thesis committee and participate in the development of the project through to its completion. These professionals provide constant feedback on the specific project and on the Graduate program in general.

At the Thesis defense, they provide a written evaluation judging whether or not the work is competent in a range of architectural issues.

(Architectural Education and the Public Good)

Exhibits of student work are presented routinely in the lobby of Fletcher Hall, in the University Art Museum, and in other local galleries and museums. This provides the public access to the work and an opportunity for reaction and comment. The projects undertaken by the Community Design Workshop, the Building Institute, and more recently the Resilience Studio are directly tied to public service. These projects have been integrated into the graduate studios.

Description of the Results in Relation to Five Perspectives

Architectural Education and the Academic Community

The architecture program at UL Lafayette has traditionally maintained a commitment to a liberal-arts-based education. Recent changes to the architecture curriculum, both undergraduate and graduate, have increased the elective credit hours in disciplines outside of architecture. The University has mandated an additional four credit hours (UNIV 100 and UNIV 200) to the undergraduate curriculum. These courses are intended to help prepare freshman students for success in college. Several members of the SoAD faculty have participated in the training and now teach sections of the UNIV 100 course. Others present individual lectures in this course. A primary goal of the architecture curriculum is to balance professional and technical education with a liberal arts education.

Our specialized institutes, such as Community Design Workshop, Building Institute, Resilience Studio, and Civic Development Studio engage projects that make unique contributions to UL Lafayette in the areas of scholarship, community engagement, service and teaching. The Community Design Workshop and the Building Institute are the longest in operation, and have engaged cross-disciplinary faculty and students in their projects. The new Resilience Studio is a multi-disciplinary institute that involves disciplines across the University. They are signature initiatives aimed at providing professional services to our communities and society. The Building Institute's participation in the 2009 Solar Decathlon in Washington, DC helped to publicize and highlight our commitment to the use of alternative energy and to sustainability in the building industry. This project won first place in Market Viability and the People's Choice Award. These institutes are being integrated into the architecture studios, and serve as venues for grant funding. Both the Community Design Workshop (ARCH 401 and ARCH 502 studios) and the Resilience Studio are now located in Research Park fostering a relationship between these studios and the University's research agenda. Plans are also in the works for the national winners of the third-year design competition to be modeled using the LITE center advanced visualization technology.

The SoAD is an active and engaged member of the university academic community. The faculty serves on University committees, one member serving as chair of the Campus Planning Committee. Architecture faculty members are taking the lead on the President's new Sustainability Committee and on the development of the University Master Plan. The new Resilience Studio includes architecture research fellows; two are serving as directors. An architecture faculty member has also engaged in collaborative work with cognitive-learning faculty for the development of an iPad app and serves on an interdisciplinary humanities committee. The Building Institute has received a trademark for the Beau Soleil Louisiana Solar Home and has plans to continue to market and license the design. SoAD faculty has submitted Intellectual Property Disclosure Forms to the Research Office for possible future patents (for example, on Synthetic Masonry Units or SMU's).

The SoAD supports the master plan for the use and future expansion of university properties and facilities. We are on track to start and complete the renovations of Fletcher Hall; the Campus Planning Committee has approved the building of a new parking deck between Fletcher Hall and Rougeou Hall.

In 2011 the Director of the SoAD, in cooperation with the faculty, revised our departmental committee structure in order to decentralize a number of the administrative functions and to facilitate fair

representation of every program within the School. This restructure was also a response to the last NAAB report that noted the administrative overload of the Director. The re-organization consists of the Director and a Coordinators Committee made up of the five program coordinators in the School: foundation, undergraduate architecture, interior design, industrial design and graduate architecture. Seven standing SoAD committees include representatives from each of the SoAD programs: *Faculty Advisory, Curriculum, Recruitment and Retention, Communications, Peer Review, Human Resource Development and Career*. Each faculty member participates on at least two of these standing committees. In addition, a student representative also serves on these committees. Representation of each program and students on the revised SoAD Committees facilitates communication among the faculty of all the SoAD programs and between the faculty, students and the administration. Within the context of the new Committee structure, the faculty continually reviews and refines the charge and operation of each committee to ensure that the Committees are responding to the needs of the programs. Committee chairs report progress on initiatives at monthly faculty meetings.

The SoAD faculty Peer-Review Committee has established a mentoring program for new and tenure-track faculty. Senior faculty members are assigned specific new and tenure-track faculty to mentor through the tenure review process. Annually, the tenure track faculty members make presentations to the Peer Review Committee that reviews their progress. The Committee then makes informal recommendations to the presenters and to the Director regarding their progress.

Our new Committee structure provides for the formation of Search Committees, as needed, comprised of representatives of all programs, with a majority cohort of faculty members in the program seeking a new hire. The Chair of the Committee is a faculty member in that program. The position is advertised in all appropriate venues. Our recent searches, for a new Director and for an architecture faculty member have been conducted by separate search committees using the new structure and in compliance with the University's EEOC policy. Faculty members from each of the undergraduate programs and one from the graduate program, as well as a student representative serve on these Committees.

To foster the creation of rigorous research and other eminent intellectual contributions, the School has produced several successful thematic symposia that have been planned by members of the architecture faculty. These symposia are open to the University community and the public. We are pursuing financial support to continue this on an annual basis. The SoAD faculty maintains a rigorous schedule of writing, publishing and presenting peer-reviewed research and scholarship. Our limited travel funding is tied to conference acceptance for peer-reviewed scholarship and presentation. We also pursue a regular rotation of STEP and Board of Regents grant proposals in support of each of our programs. These grant proposals are also coordinated with other College grant proposals to optimize our opportunities for funding. The architecture faculty continues to apply for grants; for example, in 2012 applications were submitted for the NCARB Award, the Latrobe Prize, and an International Canadian Partnership Grant. The total International Canadian Partnership Grant was funded for \$250,000; the Partnership grant entails a six-year project consisting of design-build collaboration between UL Lafayette, Dalhousie University and its partners. The goal of the partnership is to develop, test, and prototype new construction technologies and processes through collaborative workshops and student-conducted design-build installations and buildings. The important (and often missing) reflective component of reviewing the design-build educational processes will lend insight and help establish best practices.

UL Lafayette's participation includes attendance and research at nine three-day workshops over the six-year period (including one held at UL Lafayette.) Professor W. Geoffrey Gjertson will attend the workshops. In addition, during summer 2015 and summer 2018, Professor Gjertson will bring eight graduate students to Nova Scotia to participate in an eight-week, three-credit summer course. UL Lafayette students in collaboration with students from Dalhousie University and its partners will construct a building during these summer courses.

The grant will have cost sharing from UL Lafayette in the form of faculty release time and faculty summer teaching salaries. The grant will fund one UL Lafayette graduate assistant year round (including summers) for each of the six years of the project. In addition, the grant will fund UL Lafayette faculty

(Gjertson) travel/accommodations/per diem for the workshops and summer courses, graduate assistant travel/accommodations/per diem to the summer courses, and student travel/accommodations/per diem to the summer courses. Prototyping materials will also be funded by the grant. Finally, the grant will fund an honorarium for Professor Gjertson to deliver six lectures. All other costs (workshops and construction) associated with this project will be funded through the grant.

As a result of its recent program review, the University is reducing or eliminating under-performing programs in order to increase funding for high-performing programs such as ours. Our program is also seeking matching grants for needed resources such as technology upgrades and our lecture series. Release time for research is available to some faculty as teaching workloads permit.

Architectural Education and the Student

The UL Lafayette architecture program maintains its commitment to student-centered learning and learning through making. The faculty's teaching objectives are to stimulate, to exercise and to nourish the creative functions of the students, while developing their power to reason in a critical and disciplined way. The combination of studio instruction and liberal arts education offers students the opportunity to integrate their personal resources within the disciplined study of architecture, and to nurture their personal resources into a commitment to lifelong learning. Our revised curriculum, including both the undergraduate and the graduate programs, now allows for 45 credit hours of non-architecture courses. The development of the SoAD Studio Culture Policy helps ensure equality, mutual-respect, and a safe-environment conducive to learning. Recent faculty hires in support of the architecture program have addressed the need for the faculty to better reflect the diversity of the student body. Three new female faculty members are providing role models for the increasing number of female students electing to major in architecture. A minority faculty member has been hired to fill our minority line, and a student chapter of NOMAS (National Organization of Minority Architecture Students) has been formed and has become very active. We are seeking funding and partnership opportunities to support our graduate students. A partnership grant with Dalhousie University in Nova Scotia will fund a graduate assistant position for each of the next six years. This grant was funded in 2013.

We have established an articulation agreement for a 1+3 program with South Louisiana Community College (SLCC,) and are working on one with (Louisiana State University at Eunice (LSU-E). Program curricula sheets are regularly updated with curriculum changes; a track for non-architecture majors (undergraduates and graduates) has been established for entry into the MArch program; minors have been established in each of the three undergraduate programs in the SoAD. Minor courses for each program have been outlined and placed in folders of SoAD students wishing to minor in one of the other programs. We conduct Preview Days twice each semester for interested high school students and their parents. We are exploring ways to up the excitement level of these presentations. A high school architecture camp led by our faculty was held at a local art center in the summer of 2012. We hope to continue this initiative in the future.

The faculty uses the information derived from the *Student Evaluation of Instruction* forms to increase their effectiveness in the studio and classroom environments. The open access and *Studio Culture Policy* have encouraged students to take a more active role in the events of our program. Their inclusion on most of our academic committees gives them the opportunity to participate in the planning of the school's Design Week and SPARK campaign, for example. Our graduate students have established a mentoring program to support first-year students. Graduate students assigned to teach in the first-year studio have spearheaded this program. It has resulted in increased retention of students from DSGN 101 TO DSGN 102 and from ARCH 102 to ARCH 201. We also project increased participation in AIAS and in School events, such as the Beaux Arts Ball and Design Week. Our advising checklist has increased student awareness of IDP, and we anticipate more student involvement in this program. In the past six years (2006-2012), 23 University Advising Awards have been given to members of the SoAD faculty, attesting to the quality and effectiveness of our advising.

Curriculum changes have been made to address other issues in the program. These include adjustments to the sequence of graphics courses in response to deficiencies noted in the third-year architecture studio. The newly constituted Curriculum Committee reviewed the DSGN 114 Design Communication, a first-year drawing and drafting course required for all SoAD majors. The Committee interviewed the faculty teaching the course, and reviewed student work to ensure that the course is meeting the needs of all the programs. The cohort of architecture faculty also recommended changes specifically for the architecture program. DSGN 235 (Design and the Computer), a second-year course, has been adjusted to enhance digital graphic skill. The undergraduate architecture curriculum has been adjusted to accommodate a new sequence of building systems courses that includes an Advanced Building Systems course at the graduate level. Faculty and professional reviewers noted deficiencies in graduate Master's Projects; the graduate faculty has developed a program outline for this project that provides each graduate student with programming guidelines and a time-line for project completion that allows adequate time for design development. The outline is intended to promote successful completion of the Master's project. The various SoAD specialized institutes, such as the Community Design Workshop, the Building Institute, and the Resilience Studio, have been and are being integrated into the graduate level studios. These institutes also provide venues for grant funding that ultimately enhances the SoAD classroom experience. The SoAD Curriculum Committee is also reviewing special project and elective course proposals in the context all of the programs and their potential for cross-disciplinary opportunity.

In the last five years, we have implemented a structured assessment process using WEAVE (an online assessment tool used by the University) in ARCH 401 (Comprehensive Studio) and ARCH 509 (Master's Project Studio); outside reviewers score students in ARCH 401 on their project design for membrane, plan, building systems, etc. using a competence/mastery rubric. The ARCH 509 Master's Project is evaluated to determine Pass, High Pass and No Pass. The results of this assessment are then uploaded to the University's assessment database for use in the University's Strategic Program Review and to meet regional accreditation requirements.

To provide students with experiences beyond their local environment, the architecture program provides a variety of field trips out of state and offers a University-organized Study Abroad program. The second-year studio travels to Philadelphia, the third-year studio travels to Houston and Dallas, and the fourth-year studio travels to New York City. The graduate school students do alternate trips to the Midwest or the Southwest. Two members of our faculty serve on the University Study Abroad Program Committee. They are helping to explore revisions to Study Abroad that would help to ensure sufficient enrollment in the program offerings; one suggestion is to offer a greater range of options, such as a combination of long-, medium- and short-term programs that could be better tailored to limited student budgets. The SoAD is establishing a four-to-five year plan for faculty participation in the program.

To elevate the role and responsibility of student organizations, student representatives on SoAD committees are elected through the respective organizations. The organizations are kept up-to-date on School initiatives and are active participants in them. For example, AIAS students provide organizational support for the annual fall Beaux Arts Ball and the spring SPARK campaign. The AIAS sponsors regular Friday afternoon Burger Burns and the annual spring Crawfish Boil. AIAS students also work on the annual South Louisiana AIA Skeet Shoot.

A College Information Technology Committee, on which members of the SoAD faculty serve, monitors the technology needs of the College. The SoAD faculty regularly applies for Student Technology Enhancement Program (STEP) grants for classroom technology upgrades. For the foreseeable future, our technology upgrades will be dependent on these grants. Distance learning training and financial incentives have been offered to faculty through the University's Office of Distance Learning; stipends are offered for summer training in distance learning and course development, and for reviewing of online courses to receive certification. One SoAD faculty member who teaches DSGN 121 (Survey of Design) has participated in this program and is offering the course as a hybrid both semesters during the academic year. This course is being prepared ultimately for review to receive certification through the Office of Distance Learning.

The need to reinforce quality teaching and learning, and to encourage and acknowledge faculty and student research, we conduct an Annual Awards Ceremony to recognize superior student and faculty achievements of the year. Prizes and scholarships are awarded at this time. All student levels (first through graduate studies) are included in the awards. Though the ceremony itself is a long-standing tradition, it is now combined with a senior studio exhibit in the University Art Museum where fourth-year capstone projects are on display. The Ceremony is scheduled each spring at the end of term, and the public is invited.

Architectural Education and the Regulatory Environment

We need to increase our efforts to promote student enrollment in IDP. Our strategy is to increase the number of IDP workshops available to the students. These could be imbedded in the architecture studios in order to ensure that students participate and understand the importance of IDP.

To enhance students' awareness and understanding of IDP and the process of becoming a registered architect, the SoAD now provides an introduction to IDP in the UNIV 100 course. This introduction is also reinforced in a special AIAS meeting that is dedicated to helping students enroll in IDP. Students in the third-year studio are encouraged during their advising sessions to begin their IDP experience. The faculty has been placing greater emphasis on ARE subject areas, in subsequent studio courses, and especially in the Construction Documents course (ARCH 464). The ARCH 540 (Architectural Practice) course offers the Master's student a graduate level course in professional practice and ethics. We have been tracking the ARE pass rates since 2007 when they were lower than desirable. Due to our efforts in the curriculum, the pass rates between 2008 and 2011 were increased by 33%. (See pass rate chart in Section II.4.5)

Architectural Education and the Profession

The architecture program has a tradition of actively engaging the professional community in its development and growth. The faculty has broadened this professional interaction through the addition of a guest lecturer program and the institution of a Career Day. Our *Human Resource Development Committee* has coordinated the SoAD lecture series, securing funding through the Student Government Association, the local AIA chapter, and the SoAD and College, to support three or four guest lectures a year. The *Career Committee* now coordinates with the University Career Services and organizes Career Day activities at least once an academic year. Professionals from around the state as well as neighboring states interview and meet with students at this event.

The architecture faculty makes every effort to encourage students to participate in AIAS and AIA activities like the annual South Louisiana AIA conference. Two faculty members served on the 2012 South Louisiana AIA Conference Planning Committee. In that role, they were instrumental in reducing registration fees for students, in the selection of presenters of special interest to students, and in the development of continuing education workshops that were appropriate for student participation. In order to develop optimal relationships between our students and affiliated organizations, students participate in special fund raising events like the annual Crawfish Boil and the South Louisiana AIA-sponsored Skeet Shoot. These events represent continuing efforts to maintain a close relationship with our alumni and the profession.

Student representatives on SoAD committees are elected through the respective student organizations. The organizations are kept up-to-date on School initiatives and are active participants in them. For example, AIAS students provide organizational support for the annual fall Beaux Arts Ball and the spring SPARK campaign. The AIAS sponsors regular Friday afternoon Burger Burns and the annual spring Crawfish Boil. AIAS students also work on the annual South Louisiana AIA Skeet Shoot.

The solicitation of individuals and organizations within the profession to participate at critical points in the curriculum has allowed the SoAD to continue in its effort to close the gap between academia and the profession. Professionals are invited to participate in the review of student work at multiple levels; the students gain greater understanding of the expectations that will be placed upon them in the profession. The participation of professional architects in the review of the Comprehensive Project (ARCH 401) has risen from five to twenty-five in the last ten years. Also, professional critiques of Master's Projects were instrumental in the development by the graduate faculty of a program outline for this project that provides each graduate student with programming guidelines and a time-line for project completion. This document is given to all Master's Project students at the beginning of the project. This has resulted in an increase in the number of students successfully completing their projects. These interactions have not only enhanced the educational experience of our students, they have also led to internships and allowed students to build a professional network that will serve them upon entering the profession.

The Director conducts voluntary exit interviews with graduate students prior to graduation. The interview provides the Director with information regarding the students' perceived readiness to embark on a career in architecture and more insight into the effectiveness of our curriculum. Students are asked the following questions:

- Have you started your IDP record?
- Are you aware how soon you can take the ARE?
- Do you have any leads on jobs?
- What was the most valuable experience in your education at UL Lafayette?
- What was the least valuable experience in your education at UL Lafayette?
- How helpful was the comprehensive project to your preparation for graduate school and for the profession?
- How confident do you feel about your written, graphic and verbal communication skills?
- How confident do you feel about your ability to be or become a leader in the profession?
- Do you feel confident in your understanding of and your ability to collaborate?
- Do you feel confident in your understanding of and your ability to design with building systems?

Do you feel confident in your understanding of and ability to engage issues of sustainability in your design work?

Is your Master's Project (or Thesis) a fair reflection of your understanding and abilities at this point?

The Director has had an 80 – 85% success rate getting students to participate.

Studios and our specialized institutes (the Community Design Workshop, the Building Institute, and the Resilience Studio) provide our students with opportunities to work collaboratively and to address global issues. In ARCH 402, a topical competition studio, students form teams and work collaboratively to help address global problems. ARCH 501 is a graduate collaborative design/build studio that offers students the opportunity to experience an integrated practice. Students in this studio will have the option to work on Resilience Studio projects. In the ARCH 502 studio students (CDW) collaborate on the development of urban planning for cities, small towns and neighborhoods in our region. These studios offer students the experience of professional practice.

Architectural Education and the Public Good

Our dual commitment to provide our students with professional and liberal arts education permeates the architecture program curriculum. Our students study ethics and fiduciary responsibility, participate in community charrettes, and plan and design projects from neighborhood to urban scale. The sense of stewardship of communities and the environment is reflected throughout students' school projects and their practices following graduation.

The SoAD and its architecture curriculum have contributed significantly to the University's commitment to service learning. Beginning in first year with the UNIV 100 course and DSGN 101, students are presented with the opportunity for community engagement. Volunteering for Habitat for Humanity earns a student academic credit in UNIV 100, and DSGN 101 regularly presents projects of community service. Later studios, like the Building Institute and the Community Design Workshop, regularly engage students in various neighborhood and community projects. The service learning projects of the SoAD have helped make UL Lafayette a recognized leader in service learning.

Our commitment to sustainability grew out of faculty discussions of critical issues during one of our Fall Retreats. As a result, the Sites and Sustainability Studio (ARCH 441) was established and a LEED AP faculty member was hired to teach it. Since then more faculty have earned the LEED AP certification, and issues of sustainability are engaged throughout the curriculum. The 2009 Beau Soleil Home, a project that ultimately engaged the whole School and the Lafayette community, is an internationally recognized manifestation of our commitment to affordable sustainability. The project won both the Market Viability and the People's Choice Awards at the Washington, DC exhibition. Publicity surrounding this event and the success of the Beau Soleil Home has led to the funding of four houses built in local neighborhoods by the Building Institute and the ARCH 501 studio.

Public comment in the newspaper and on television has promoted the reputation of our School and its community outreach projects. A ten-year faculty and student involvement with the Acadiana Outreach Center (now closed) has led to regular public exhibits of SoAD student work in downtown galleries and museums, (SoAD at the ACA in spring 2013, for example). The CDW conducts public charrettes and our faculty and students are participating in neighborhood charrettes for the Lafayette Master Plan. We are continuing contributors to the Lafayette INNOV8 program, a Lafayette Consolidated Government (LCG) sponsored venue for the exhibition of innovative activities in Lafayette. This exhibition was inaugurated in spring 2012 and repeated in spring 2013. We anticipate that this will continue as an annual event. The Community Design Workshop's relationship with Lafayette Consolidated government has enabled the expansion of planning and funding opportunities for the ARCH 502 studio. The plan for the University Commons developed in the ARCH 502 studio was funded by the Lafayette Economic Development Authority (LEDA). The University Commons plan enabled the funding of the first phase of a Bike Path plan by the Department of Transportation and Development (DOTD) for \$1 million dollars. The Lafayette Consolidated Government is funding the second phase of this project for a half of a million dollars. These

funded projects make possible other community service projects, like Habitat for Humanity, that keep faculty and students engaged with the community.

Faculty members sit on regional and local boards and committees, such as the Metropolitan Planning Organization, Habitat for Humanity, the Downtown Unlimited Board, and the Downtown Development Authority. The Building Institute partners with not-for-profits like Ragin' Cajun Facilities and Habitat for Humanity. The SoAD partners with the United States Green Building Council (USGBC) to offer continuing education programs for the community.

University requirements for self-assessment

All academic degree programs and service and support units engage in, report on, and act on the results of annual assessments. This process is coordinated and managed by the Assistant Vice President for Institutional Planning and Effectiveness, a member of the University Council, who reports directly to the Provost and President. Over the past five years, the assurance of learning efforts across campus have focused on four principal objectives:

- Broad-based formulation of appropriate and meaningful learning goals/objectives
- Development of valid and reliable instruments with appropriate indicators of success to measure learning
- Analysis of program strengths and areas requiring continued monitoring
- Action plans for improving student learning with specific remediation proposed and undertaken when results fail to meet expectations through clarification of learning objectives, refinement of assessment methodologies, or substantive interventions to remediate deficiencies

UL Lafayette has endeavored to provide units with the requisite technical and financial resources to engage in assurance of learning. Examples include the availability of a student-fee funded assessment budget, and multiple large groups, small group, departmental, and individual forums and meetings with assessment coordinators and internal assessment consultants.

Individual program feedback reviews of assessments (the "Assessing the Assessments" process) are cyclically prepared and communicated. To emphasize the developmental value of assessment, an instructional approach to working with the academic units to assist them in the establishment of meaningful, relevant, challenging student learning objectives and appropriate assessments was adopted. Throughout this process, assessment's role in improving the University's ability to accomplish its mission is emphasized, and the University's values and aspirations for an on-going and systemic program of assessment are explicitly communicated to all stakeholders.

The University has adopted WEAVEonline software to facilitate assessment of academic and administrative structures throughout the University, as required to maintain SACS accreditation. WEAVE online is a web-based software platform used to manage accreditation, assessment, planning, and quality improvement processes aimed at maintaining and enhancing institutional effectiveness. (See <<http://instres.louisiana.edu/FactBook/weaveonline.shtml>>).

The AVP IPE, aided by a coalition of campus experts referred to as the "Assessment Council," has been stalwart in emphasizing that departments should design and implement processes that are beneficial to their programs and to their students. Each degree program has named an assessment coordinator, who is responsible for maintaining communications with the assessment committee and submitting reports into WEAVEonline. The Office of Institutional Effectiveness has also recognized that direct evidence is necessary and can be supplemented but not supplanted by indirect indicators such as student surveys. In the SoAD, WEAVEonline is used to assess the fourth-year comprehensive studio project and the Master's Thesis Project.

Each program's assessment plan is available for review by the unit's faculty, other assessment coordinators, and external reviewers and accrediting agencies. Department heads and program

coordinators share the results with faculty and manage strategies for addressing outcomes improvement. In all cases, unit administrators and department heads and deans, accreditation task forces and steering committees, as well as the Assessment Council are familiar with all program-level assessment results and enhancement of learning initiatives. Since 2006, the Assistant Vice President for Institutional Planning and Effectiveness has been regularly engaged with the SOAD regarding strategic imperatives and assurance of learning.

The state budget cuts and the downturn of the economy forced the University to review all academic programs on campus in the spring of 2012. Each program was evaluated in terms of the number of students enrolled in the program, number of students graduating, amount of resource dollars generated and/or required by the program, the program's history, and its publicity or notoriety within the community, and recent accreditation reports. The SoAD received an A-list score on this review. These institutional program reviews are now a continuing process. Each semester the Academic Affairs Team (Provost and Vice President for Academic Affairs, Assistant Vice President for Academic Affairs, Assistant Vice President for Institutional Planning and Effectiveness and the Director of Academic Planning and Faculty Development) review several productivity and quality metrics for each course and department which may include grade distributions, drop rates, workload equities, salary levels, SCH production values, drop rates and student evaluation response rates and results.

The University mandates the administration of the Student Evaluation of Instruction (SEI) every semester in every course with five or more students. Likewise, the submission of Faculty Workload report forms, and projected Workload forms every year is a University requirement.

How results of self-assessment are used to inform long-range planning, etc.

The combination of formal and informal methods of self-assessment we have outlined provides us with a comprehensive view of the School in general and the architecture program specifically. The results of these self-assessment procedures are communicated to the constituents of the School primarily through regularly scheduled School faculty meetings, individual program meetings, committee meetings and more informal communication between colleagues and between colleagues and the Director.

Long-Range Planning. Our long-range plan, as developed in our annual Faculty Retreat, serves as a blueprint for developing initiatives, and as a measure to analyze our progress. Since the plan is referential to the Strategic Imperatives of the University, we are able to assess our progress within the larger context of the University, as well as within the SoAD itself.

Curriculum Development. Our annual spring Studio Review provides us insight into the effectiveness of our curriculum in achieving the goals of each program. Because one of the objectives of our long-range plan is to maintain full accreditation of all of our professional programs, we use the review as an opportunity to assess our progress toward this goal. The individual programs also are able to assess the success or lack of success of their specific curriculum. This allows for adjustments or changes to be implemented in the next academic year. Within the academic year, regularly scheduled critiques of student work also give us immediate feedback on what's working and what isn't.

Learning Culture. The closeness of all the constituent members of the SoAD, both physically and personally, makes the quality of the learning environment critical to the overall success of our educational enterprise. The Studio Culture Policy provides us with a blueprint for acceptable attitudes and behavior in our learning environment. How this is working or not is usually communicated in the context of Faculty Meetings or informal discussion with the Director and with the students. The students review the policy annually and take the lead in any revisions or refinements to it.

External Pressures / Challenges. The budget crisis that we have been dealing with for the past four years, and in the foreseeable future has made it imperative that we use our limited resources effectively and efficiently. Our revised committee structure allows us to address specific challenges directly and effectively. It also spreads the work among the entire faculty.

I.2. Resources

I.2.1. Human Resources & Human Resource Development

The APR must include the following:

Faculty/Staff

- *A matrix for each of the two academic years prior to the preparation of the APR, that identifies each faculty member, the courses he/she was assigned during that time and the specific credentials, experience, and research that supports these assignments. In the case of adjuncts or visiting professors, only those individuals who taught in the two academic years prior to the visit should be identified. (NOTE 1: See Appendix 2 for a template for this matrix) (NOTE 2: The faculty matrix should be updated for the current academic year and placed in the team room²).*
- *A resume (see Appendix 2 for the format) for each faculty member, full-time and adjunct who taught in the program during the previous two academic years prior to the preparation of the APR.*
- *A description of the institution's policies and procedures relative to EEO/AA for faculty, staff, and students.*
- *A description of other initiatives for diversity and how the program is engaged or benefits from these initiatives (see also Part I, Section 1.2).*
- *The school's policy regarding human resource development opportunities, such as:*
 - *A description of the manner in which faculty members remain current in their knowledge of the changing demands of practice and licensure.*
 - *A description of the resources (including financial) available to faculty and the extent to which faculty teaching in the program are able to take advantage of these resources.*
 - *Evidence of the school's facilitation of faculty research, scholarship, and creative activities since the previous site visit; including the granting of sabbatical leaves and unpaid leaves of absence, opportunities for the acquisition of new skills and knowledge, and support of attendance at professional meetings.*
- *A description of the policies, procedures, and criteria for faculty appointment, promotion, and when applicable, tenure.*
- *A list of visiting lecturers and critics brought to the school since the previous site visit.*
- *A list of public exhibitions brought to the school since the previous site visit.*

Students

- *A description of the process by which applicants to the accredited degree program are evaluated for admission (see also the requirements in Part II, Section 3).*
- *A description of student support services, including academic and personal advising, career guidance, and internship placement where applicable.*
- *Evidence of the school's facilitation of student opportunities to participate in field trips and other off-campus activities.*
- *Evidence of opportunities for students to participate in professional societies and organizations, honor societies, and other campus-wide activities.*
- *Evidence of the school's facilitation of student research, scholarship, and creative activities since the previous site visit, including research grants awarded to students in the accredited degree program, opportunities for students to work on faculty-led research, and opportunities for the acquisition of new skills and knowledge in settings outside the classroom or studio.*
- *Evidence of support to attend meetings of student organizations and honorary societies*

Faculty Competency Matrix

² This matrix is referenced elsewhere in this document; other references to matrices for faculty credentials are to this document.

Name	Fall 2011 Summary of Expertise, Recent Research, or Experience	DSGN 101	DSGN 114	DSGN 121	DSGN 235	DSGN 450	CIVE 335	ARCH 201	ARCH 301	ARCH 321	ARCH 331	ARCH 342	ARCH 401	ARCH 441	ARCH 501	ARCH 509	ARCH 530	ARCH 540	ARCH 560	ARCH 599
LaSala, Hector	Professor Lasala has taught over 30 yrs; has worked on various residential & small commercial projects, museum exhibits, theater sets, & design competitions; research emphasis is studio pedagogy	●	□						●			□								□
Powell, Brian	Professor Powell has taught 24 yrs; NCIDQ certified & LA licensed interior designer; teaches foundation design & upper level building systems, interior design studios & lighting; Beau Soleil team member	●										●								
Sammons, Thomas	Professor Sammons has 28 yrs teaching experience & over 30 yrs part-time professional practice; Director of Community Design Studio which has completed 87 urban, small town, & neighborhood projects since 1996												●				●			
Edwards, M. Jean	Professor Edwards has taught over 30 yrs - last 18 at UL; teaches foundation level design survey & upper level research methods to arch & inds students; research focus int des history & studio pedagogy	□		□								●								
Gjertson, Geoff	Professor Gjertson has practiced arch since 1994; is licensed and co-directs the Bulding Institute; he was project director of 2009 BeauSoleil, an award winning Solar Decathlon house; research area green design	□						□	□			□	□		●	□		●		□
McClure, Michael	Professor McClure has taught for 17 yrs; is licensed & has practiced arch for 19 yrs; firm of Emerymcclure has won awards & has been published nationally, internationally; research focus issues of design education									●					●					
McKinney, Robert	Professor McKinney directed the SoAD 2001-12; licensed architect now serving as Director of Academic Planning&Faculty Develop; serves on LA State Board of Architectural Examiners; directed HABS	□																		
Saft, Corey	Assoc Prof Saft is licensed & LEED certified; has taught at UL since 2002; his firm, SaftArchitecture & his research are focused on high performance single & multi-family housing							□								●		●	●	
Smith, Kari	Asst Prof Smith has taught at UL since 2007; she is LEED, AP certified & is partner in OWLDR, LLC; she is Associate Director of the Coastal Community Resilience Studio												●	●		□				
Burkett, Dan	Asst Prof Burkett has taught at UL since 2008; he is a partner in OWLDR, LLC	□		●				□	□			□			□	●				
Trimble, Carl	Asst Prof Trimble taught at UL 2008-2013	●	□						●				●						□	
John, Denise	Asst Prof John has taught marketing & management for design since 2008; she served as a team member on the 2009 BeauSoleil Home; researches marketing & consumer services in the design field					●														
Sammataro, Andrew	Lecturer Sammataro has taught at UL since 2008; he teaches foundation studios for architecture, interior and industrial design students, & ARCH 201 for arch & int des students; he practices interior design & planning							●												
Bush, Ben	Asst Prof Bush has taught at UL since 2010; foundation design studio, design drafting & communication, & portfolio; he is member of Industrial Des Soc of Am; research in biomechanics & human factors	●	●																	
Kivett, Jennifer	Asst Prof Kivett has taught at UL since 2012; her experience includes teaching & working on award winning design/build & sustainable projects (the NCARB Prize,	□	□					□												

AIA Education Honor Award, LEED Platinum Cert.)																			
Young, Sarah	Instructor Sarah Young, a recent SoAD grad w MArch, teaches foundation level design studio, ARCH 210 & portfolio; her professional experience includes residential, office design & urban planning	●																	
Latiolais, Ashlie	Instructor Latiolais is registered architect w 6 yrs professional practice experience; member of AIA & NCARB; she teaches 3rd & 5th yr arch studios & Pro Practice/Contract Documents		●		●														
Mouton, Onezieme	Assistant Proefessor with 10 years teaching experience at the university level and 12 years in Private practice. His research in cluded Design Builds, Urbanism, and Communications		●					●											
Desormeaux, Ray	Instructor Desormeaux is a licensed Civil Engineer with over 48 years of experience in his field. He currently holds 8 years of teaching experience at the university level.						●												

Name	Spring 2012 Summary of Expertise, Recent Research, or Experience	DSGN 101	DSGN 102	DSGN 114	DSGN 121	DSGN 235	CIVE 336	ARCH 202	ARCH 302	ARCH 334	ARCH 342	ARCH 402	ARCH 432	ARCH 464	ARCH 501	ARCH 502	ARCH 521	ARCH 565	ARCH 579	ARCH 599
LaSala, Hector	Professor Lasala has taught over 30 yrs; has worked on various residential & small commercial projects, museum exhibits, theater sets, & design competitions; research emphasis is studio pedagogy		●						●											
Powell, Brian	Professor Powell has taught 24 yrs; NCIDQ certified & LA licensed interior designer; teaches foundation design & upper level building systems, interior design studios & lighting; Beau Soleil team member		●																	
Sammons, Thomas	Professor Sammons has 28 yrs teaching experience & over 30 yrs part-time professional practice; Director of Community Design Studio which has completed 87 urban, small town, & neighborhood projects since 1996															●	●			
Edwards, M. Jean	Professor Edwards has taught over 30 yrs - last 18 at UL; teaches foundation level design survey & upper level research methods to arch & inds students; research focus int des history & studio pedagogy				●															
Gjertson, Geoff	Professor Gjertson has practiced arch since 1994; is licensed and co-directs the Bulding Institute; he was project director of 2009 BeauSoleil, an award winning Solar Decathlon house; research area green design								●					●						
McClure, Michael	Professor McClure has taught for 17 yrs; is licensed & has practiced arch for 19 yrs; firm of Emerymcclure has won awards & has been published nationally, internationally; research focus issues of design education							●										●		
McKinney, Robert	Professor McKinney directed the SoAD 2001-12; licensed architect now serving as Director of Academic Planning&Faculty Develop; serves on LA State Board of Architectural Examiners; directed HABS												●							
Saft, Corey	Assoc Prof Saft is licensed & LEED certified; has taught at UL since 2002; his firm, SaftArchitecture & his research are focused on high performance single &							●											●	●

The University of Louisiana at Lafayette has complied with the Family Rights and Privacy Act of 1974. See Institutional Policy in Rules and Regulations Section.

Efforts to Increase Diversity

The architecture program of the SoAD has traditionally served a wide diversity of students in terms of race, ethnicity, and economics. Despite the freezing of faculty lines in recent years, the SoAD has sought to increase the diversity of its faculty to reflect the diversity of its student population. In response to the increasing number of females choosing to study architecture, the majority of recent faculty and staff hires in the SoAD have been women, and we have hired a person to fill our minority line. All hires follow the University Statement of Nondiscrimination as articulated in the University Bulletins.

Changing Demands of Practice and Licensure

The architecture faculty stays current in the knowledge of practice and licensure through participation in the local Southern Louisiana AIA Chapter, and several have served as President. As members they are subject to continuing education requirements. Of the twelve full-time architecture faculty members, six are licensed architects, and we are encouraging our new faculty to progress toward licensure. In addition to the architecture faculty, three members of the interior design faculty teach courses in the architecture curriculum. Of these, one is a certified and licensed interior designer. Local professional architects who participate in our courses, especially Professional Practice, also keep the faculty and students up to date on the latest requirements for practice and licensure.

Resources available to faculty and extent to which faculty are able to take advantage of them

The University Office of Academic Planning and Faculty Development makes funds available to faculty in the form of Faculty Development Grants (to schedule speakers for an on-campus lecture), Instructional Improvement Grants (to aid faculty members who wish to try new or different teaching methods or materials), and Curriculum/Course Revision (to facilitate revising or developing new courses and curriculums. These grants are issued in the fall for use during the current academic year. Our faculty has regularly applied for and received these grants. Additional information on these grants is available at <http://apfd.louisiana.edu/content/faculty-support/grants> The University offers Research Fellowships to support faculty research. Details of these grants are available at: <http://apfd.louisiana.edu/content/m%C3%A9ritoire-prix/fellowships/research>

The Academic Planning and Faculty Development Office provides online seminars that are available to all faculty; it also produces a weekly newsletter that informs the academic community of opportunities available for faculty development and improving teaching. Many of these programs are free and offered by the University. The Academic Success Center also provides regular advisor training workshops to improve advising effectiveness. The SoAD faculty is active and makes use of these available resources. (See Section on lectures and research grants; see also list of faculty receiving Advising Awards I.2.1)

School's facilitation of faculty research, scholarship, and creative activities; the granting of sabbatical leaves and unpaid leaves of absence; opportunities for the acquisition of new skills and knowledge; support of attendance at professional meetings

Two SoAD faculty members have been granted sabbaticals since our last NAAB report: one for a semester in Africa, the other for a year in Italy. One faculty member has been supported for a summer Fellowship at the Japan Studies Institute in San Diego. There have been no unpaid leaves.

The faculty is encouraged to participate in national and international Fellowships, with University support in some cases. In addition to the SoAD travel budget (@ \$9,891.00 – 2012-13 academic year), proceeds from the SPARK fund-raising campaign have been used also to support faculty research and attendance at professional meetings (@\$4,500).

A description of the policies, procedures, and criteria for faculty appointment, promotion, and when applicable, tenure

A description of the policies, procedures and criteria for faculty appointment, promotion and tenure can be found in Section V of the Faculty Handbook:

<http://apfd.louisiana.edu/content/resources/publications/handbooks/faculty-handbook>

A list of visiting lecturers and critics brought to the school since the previous site visit

Date	Lecturer	Title/Topic
03/23/13	Tim Dumatrait	Revit Workshop
03/13/13	Ji Young Kim	d3
03/13/13	Joel Breaux	Performance Space: Identity in Architecture
04/04/12	David Guthrie	Guthrie & Strasser Selected Work
03/26/12	Karen Pitsley, AIA	Transforming Architecture: Custom Design & New Business Models
01/10/12	Ken Colgan	Training on Architecture Software
10/24/12	Lori Ryker	Remote Studio: Jackson Hole
11/04/12	Alex O'Briant	Ennead Architects
04/15/11	Victor F. Trahan, III	Trahan Architects
03/25/11	Z. Smith	Baroque Sustainability: the Architect as Transformative Agent
03/18/11	Ted Shelton	Designer As Agent: Curb
03/18/11	Tricia Stuth	Designer As Agent: Curb
03/11/11	Donna Kacmar	Designer As Agent: Architect Works Inc.
03/04/11	Eric Leshinsky	Designer As Agent: Shrimp Boat Projects
02/25/11	Brett Zamore	Designer As Agent: Brett Zamore Designs
11/05/11	Lori Ryker	Remote Studio: Jackson Hole
03/03/11	Jenny Janis	Critic - 402 Review
02/18/11	Marsha Cuddeback	Louisiana IDP Coordinator
08/08/11	Gregory Marinic	Speculative Propositions Heightened Acuity
08/08/11	Tom Secrest	Speculative Propositions Heightened Acuity
08/08/11	George Loli	Speculative Propositions Heightened Acuity
08/08/11	Brad McCorkle	Speculative Propositions Heightened Acuity
08/08/11	Greg Watson	Speculative Propositions Heightened Acuity
08/08/11	Errol Barron	Speculative Propositions Heightened Acuity
03/26/10	Robert Ivy	A. Hays Town
03/26/10	Coleman Coker	A. Hays Town
03/26/10	Alejandra Lillo	A. Hays Town
03/26/10	Edward Cazayoux	A. Hays Town

03/26/10	Robert Harris	A. Hays Town
09/17/10	Christopher Domin	Paul Rudolph
09/17/10	Joseph King	Paul Rudolph
02/26/10	Edward Cazayoux	EnvironMental Design
03/07/10	Dr. Don Choi	Modernity or Japanese-ness?:Two Lessons on Contemporary Japanese Architecture
03/12/10	Kristina Bailey	The Interface Between Systematic Social Action and Urban Informal Settlements
03/19/10	Geoff Gjertson	Reflections on BeauSoleil Louisiana Solar Home
04/16/10	Corey Saft	Recent Work
04/23/10	Onezieme Mouton	studiEAUX
04/23/10	Michael McClure	studiEAUX
04/03/09	Max Underwood	Charles and Ray Eames
11/20/08	Dan Rockhill	Lecture on Professional Architecture Work
04/18/08	Michael McClure	Emerymcclure Architecture Lecture
04/02/08	Ed Mazria	Lecture

List of public exhibitions brought to school since last NAAB visit

Spring 2013	<i>unbuilt Visions-d3</i> Dean's Gallery Lafayette, Louisiana
Fall 2011	<i>Speculative Propositions: Heightened Acuity Exhibition and Symposium</i> Acadiana Center for the Arts Lafayette, Louisiana
Fall 2010	<i>Paul Rudolph Symposium</i> Paul and Lulu Hilliard University Art Museum Lafayette, Louisiana

STUDENTS

A description of the process by which applicants to the accredited degree program are evaluated for admission (see also the requirements in Part II. Section 3)

Freshman undergraduate requirements for admission:

An in-state student applying for freshman admission must **meet ONE of the following requirements** for admission: a core grade point average of 2.5 on a 4.0 scale OR an ACT composite score of 23 or 1050 SAT Critical including no remedial courses.

ALL applicants must additionally meet all of the following:

Student must NOT need any remedial courses.

Student must score at least 18 ACT English (450 SAT Critical Reading/Verbal) and 19 ACT math (460 SAT Math).

Student must successfully complete remedial math no later than the summer semester immediately following high school graduation.

Student must have completed the Louisiana Board of Regents high school Core 4 curriculum (19 units) and have at least a 2.0 grade point average on a 4.0 scale.

Throughout their academic career, students are evaluated to ensure they are eligible and ready to proceed. At the end of the freshman year, a faculty committee reviews student portfolios, and checks grades to ensure that required classes have been completed. Students must pass this review before they can progress to the second year. Third-year students in ARCH 302 studio are reviewed with a rubric, in a blind-review by the faculty and outside professionals. This process includes a review of projects received, place, fabrication, site and building systems.

The architecture program faculty requires that all students maintain a 2.4 GPA going into 2nd year and maintain a 2.6 GPA from 3rd year on. Because of Louisiana's GRAD Act, students are to graduate within six years or the University loses state funding.

The requirements for admission to the MArch program:

- GRE minimum: 840 (287 since 2012)
- Grade Point Average: 3.0 or better
- Portfolio
- Graduate Application

Students apply to the University Graduate School: <http://gradschool.ucs.louisiana.edu/> and pay a fee (on or before June 30 of \$25.00; on or after July 1, \$50.00). The deadline to apply to the SoAD for the Master of Architecture Program is February 15th. Those students interested in a teaching assistantship (TA) should apply in writing to the Director of the School of Architecture and Design for this position. The Master of Architecture at UL is three semesters plus a summer (45 hours). Students interested in a teaching assistantship should sign up for the summer classes before their first fall semester. The TA will not be awarded without taking these summer classes.

Once the applications are complete, the Graduate School forwards them to the SoAD for review. All members of the architecture faculty are involved in reviewing candidates for admission into the MArch program. GPA hierarchically ranks students whose Undergraduate Architecture degrees were earned at UL Lafayette. The architecture faculty reviews the GRE score and the portfolio of each student, and discusses each student's potential for success at the graduate level. Decisions for acceptance are made by consensus. When the review is complete, the applications are sent back to the Graduate School for final approval.

Students from other schools who have a four-year degree in architectural studies would follow the same procedure as students who graduated from UL Lafayette's undergraduate architecture program. We review their transcripts and portfolio to assure that their background is comparable our program. In addition, these students are required to take our ARCH 409G and ARCH 464G, the comprehensive studio.

The process is the same for students who apply for the Track 3 (84 hours + any additional undergraduate courses needed for preparation) – in other words, students from other undergraduate programs whose undergraduate major is outside of architecture. These students are not reviewed by portfolio, but faculty review their GRE scores and their undergraduate GPA's as well as their curriculum to assure the proper math and physics requirements are met.

A description of student support services, including academic and personal advising, career guidance, and internship placement where applicable

Every student in the SoAD is assigned an academic advisor within her/his major. The advisor is changed only if the student changes major or on request. Every semester there is a two-week advising session at

FACULTY GRANT PROJECTS

which time students are required to meet with their academic advisor. The advisor records grades on the student's curriculum sheet, and goes through a series of questions outlined on the advising checklist. These questions are to ensure that the student is progressing through the curriculum toward successful graduation.

In order to provide a better living and learning environment, the University also provides services and programs that complement the learning that takes place in the classroom and enhance students' overall educational experience. In addition to academic success strategies, the University provides health and wellness services to help keep students at their best mentally and physically. For a complete list and description of these services go to <http://www.louisiana.edu/content/campus-life/student-services>

Several national firms advertise for internship opportunities. These are shared with both the graduate and undergraduate architecture students. Our students are encouraged to begin their IDP experience as early as third year. The *Career Committee* now coordinates with the University Career Services and organizes Career Day activities at least once an academic year. At this event, professionals from around the state as well as neighboring states interview and meet with students.

Evidence of the school's facilitation of student opportunities to participate in field trips and other off-campus activities

The architecture program offers regularly scheduled field trips in the context of the studio courses. The second-year studio travels to Philadelphia or Seattle, the third-year studio travels to Houston and Dallas, and the fourth-year studio travels to New York City. The graduate school students do various trips, most recently to Fayetteville, Arkansas and Charleston, South Carolina.

International travel is facilitated by our faculty service on the University Study Abroad Program Committee. They are helping to explore revisions to Study Abroad that would help to ensure sufficient enrollment in the program offerings; one suggestion is to offer a greater range of options, such as a combination of long-, medium- and short-term programs that could be better tailored to limited student budgets. The SoAD has established a four-to-five year plan for faculty participation in the program. We have established programs in France, Italy, England and Mexico.

Evidence of opportunities for students to participate in professional societies and organizations, honor societies, and other campus-wide activities

The SoAD has a chapter of AIAS, and a recently organized chapter of NOMAS. The School annually recognizes students who have been inducted into the Tau Sigma Delta Honor Society. Our students serve as leaders in these organizations as well as similar roles on the Student Government Association.

Evidence of the school's facilitation of student research, scholarship, and creative activities since the previous site visit, including research grants awarded to students in the accredited degree program, opportunities for students to work on faculty-led research, and opportunities for the acquisition of new skills and knowledge in settings outside the classroom or studio.

The students are integral participants in nearly all of our faculty's funded research. In most cases these research projects have been folded into the studios at various levels. These funded research projects are charted below: (each project in which students have been or are currently engaged is indicated by an asterisk)

Faculty Member	Grant Description
Geoff Gjertson	<i>Thinking While Doing: Connecting Insight to Innovations in the Construction Sector.</i> Canadian Partnership Grant, shortlists, number 8 or 100, awarded \$20,000. Entire Grant: \$2.2 million.
*Geoff Gjertson/ Brian Powell/Kari Smith/Dan Burkett	Solar Decathlon 2009. <i>BeauSoleil Louisiana Solar House</i> Proposal. Sponsored by the Dept. of Energy. PI: Gjertson, Co-PI: Powell, Smith, Burkett. Awarded: \$100,000.00. Jan. 2008.
*Kari Smith	SeaGrant College Program, "Improving coastal resilience in the Chenier Plain and Atchafalaya Basin through a student-driven multidisciplinary research program." through a student-driven multidisciplinary research program with Whitney P. Broussard III, Ph.D. funded \$30,000.
Kari Smith/Corey Saft	Louisiana Board of Regents Enhancement Grant, "Learning Through Design: A Curriculum for Teaching Design" with Corey Saft, RA, LEED AP; Doug Williams, Ph.D., Director and Yuxin Ma, Ph.D. funded \$106,000 Co-Investigator.
Kari Smith/Corey Saft/Brian Powell	Student Technology Enhancement Program (STEP), Environmental Toolbox, with Corey Saft, RA, LEED AP and Brian Powell, funded \$10,845 Principal Investigator.
*Kari Smith/Corey Saft/Hector LaSala	Chevron Studio "Ecologies Design Ecologies: A Collaborative" with Hector LaSala; Corey Saft RA, LEED AP; Sandra C. Duhé, Ph.D, APR.; Keith Core, SR/WA, funded \$20,000 Co-Investigator.
*Kari Smith	Gannett Foundation with TEAM BeauSoleil funded \$3,000 Co-Investigator, 95% project credit.
*Kari Smith	Lafayette Visitor Enterprise Fund with TEAM BeauSoleil funded \$20,000 Co-Investigator, 95% project credit.
*Kari Smith	Department of Energy Solar Decathlon with TEAM BeauSoleil funded \$100,000 Co-Investigator.
*Tom Sammons	University Bike Path Phase I funded by the Department of Transportation and Development, first Phase of a \$1 million project; development of bicycle and jogging paths along major thoroughfares including lighting and landscaping design. Completed Fall 2011.
*Tom Sammons	University Bike Path Phase II funded by Federal Transit Administration. Second phase of the bike path will connect the Phase I existing bike path from University Commons through existing neighborhoods using shared space and crossing Johnson Street at Julia Street through Youth Park and connecting to Rex Street. 2012-present \$500,000.
*Tom Sammons	Campus Tree Survey, the CDW and Mike Hess with the University Facilities Planning Committee are photographing, measuring, and documenting each tree on the campus of the University of Louisiana at Lafayette. This project was initiated in the Summer of 2011 and three-fourths of the main campus is documented. UL Lafayette is supporting two graduate students and supplies for the project. Summer 2011-present \$22,000.
*Tom Sammons	Re-envisioning the McKinley Strip, funded by Lafayette Consolidated Government. Redevelopment of streets, sidewalks, landscaping and street lighting to promote connection between downtown Lafayette and the University. 2012 \$7000.
*Tom Sammons	<i>Youngsville Master Plan</i> funded by the City of Youngsville and Lafayette Economic Development Authority. Unprecedented growth has forced the City of Youngsville to consider land use options for it's downtown, major arteries, and residential areas. 2011-present \$22,000.
*Tom Sammons	Re-envisioning the Oil Center. The CDW, working with LEDA, the Oil Center Renaissance Association, Lafayette Consolidated Government, and MPO produced a master plan and urban code for the Oil Center. The emphasis of the plan and the code focuses on mixed-use housing to be developed within the confines of the Oil Center, funded by LEDA. 2010 \$46,000.

*Tom Sammons	Maurice, Louisiana: Urban Design For A Small Town. Master Plan studies were produced for the City of Maurice which included a publication that referenced not only the importance of the Master Plan but also policy suggestions for the development of a land-use plan. Funded by State of Louisiana. 2009 \$26,000 .
*Tom Sammons	Non-Structural Design Study for Vermilion Parish, Co-Pi with the Department of Sociology and the University of New Orleans. Housing design for the city of Delcambre, Louisiana, hurricane mitigation. 2009 \$90,000.
*Tom Sammons	Redesign of Campus Quadrangle. Working with student Government Association and the President's Office, the CDW was commissioned to redesign the campus quadrangle. Funded by the University. 2009 \$4,500.
*Tom Sammons	Campus Walkway; Redesign of the existing walkway between the swamp and Lewis Street was commissioned by Dr. Savoie. This included integration of existing walkways, landscape, lighting, hardscape, and seating. 2009 \$4,500
*Tom Sammons	"Campus Master Plan Revised". With the entry of the new president, Dr. Savoie, a revision of the 2004 master plan was updated. Funded by the University. 2008 \$6,000.
*Tom Sammons	"Dry Prong Phase II". The CDW was asked to produce an animated three-dimensional model and movie for the design of a two-way roadway being developed for Highway 167 through Dry Prong. The CDW produced a base model animation and attended public meetings. Funded by the Department of Transportation and Development. 2008 \$12,000
*Tom Sammons	"NIMSAT, Homeland Security, Governor's Office of Emergency Response". Modeling the campus so that the information can be linked with Homeland Security in the event of natural disasters and/or acts of terrorism; funded two graduate students.
*Tom Sammons	"Broussard, Louisiana Master Plan. Master plan for a quadrant of Broussard, Louisiana. Funded by the City of Broussard. \$8,000.
*Tom Sammons	"Master Plan for Kaplan, Louisiana". Urban design for a small town, included redevelopment of a small town residential district, redevelopment of the traditional neighborhoods, and strategies of how to develop the periphery of the small town. Funded by the Department of Transportation and Development. 2008 \$24,000.
*Tom Sammons	"Dry Prong Phase I". Animated video integrating a new five-lane roadway Highway 167 through Dry Prong, Louisiana. Video integrated existing context and new infrastructure to illustrate the impact of the roadway for property owners. Funded by the Department of Transportation and Development. 2008 \$15,000.
*Tom Sammons	"Board of Regents Visualization Enhancements Grant". Co-author of grant visualization enhancement for high-end computers and software to interface with LITE (Louisiana Immersive Technologies Enterprise). Funded by the Board of Regents of Louisiana. \$105,000.
*Tom Sammons	"New Iberia". Hopkins Street Corridor Redevelopment Plan. The Urban Design Plan focused on streetscape, infill architecture and housing to redevelop this African-American neighborhood. Funded by the City of New Iberia. \$24,000.
*Tom Sammons	"Cameron: Urban Design for Small Business". Development and Urban Design plan for Cameron Parish, Louisiana. Funded by the Center for Planning Excellence, Cameron, Louisiana. \$14,150.
*Tom Sammons	Washington Main Street Design". Development and redesign of Main Street for the City of Washington, Louisiana. Funded by the City of Washington. \$11,312.
*Tom Sammons	"Scientific Equipment Grant". Community Design Workshop was awarded approximately \$5,000 for new computer lab equipment and software for the new downtown studio from the University of Louisiana at Lafayette. Fall 2004 \$5,000.
*Tom Sammons	"Lafayette Parish School Board Section 16 Property Development". Master Plan of School Board Section 16 property to develop schools as well as economic benefit for the School Board Property. \$21,700.

*Geoff Gjertson	<i>"GENERATING HOPE: How to Build a Solar House -THE STORIES OF THE BEAUSOLEIL LOUISIANA SOLAR HOME"</i> Graham Foundation Organization Grant. 2013. Pending Award.
*Geoff Gjertson	<i>Thinking While Doing: Connecting Insight to Innovations in the Construction Sector.</i> Canadian Social Sciences and Humanities Partnership Grant. Cavanagh, Project Director. Gjertson, Co-Applicant. Awarded March, Peer-Reviewed. 2013 \$2,483,150.00.
*Geoff Gjertson	<i>Delivering Architectural Construction: Culture, Originality, Rural Development (aACCORD.)</i> Partnership grant with Dalhousie University. PI: Edwin Cavanagh. UL Lafayette: Partner. Contact/Co-PI: Gjertson. Shortlisted- Refer Revised Grant Above. Peer-Reviewed. \$2,019,000.00. 2011-2015.
*Geoff Gjertson	<i>Building Institute.</i> Neighborhood Housing Infill Proposal. Granted a resolution from the Lafayette Public Trust Financing Authority for a loan of \$400,000 to construct three sustainable market-rate homes in surrounding neighborhoods. 2010-present.
*Geoff Gjertson	<i>Solar Decathlon Performance Tracking of the BeauSoleil Home. National Renewable Energy Lab. PI: Henry, Co-PI: Gjertson. Awarded \$121,266.00 (Grant Program Canceled.)</i> Peer-Reviewed. 2010-2012.
*Geoff Gjertson	<i>Solar Decathlon 2009. BeauSoleil Louisiana Solar Home. Louisiana Contractor's Educational Trust Fund. PI: Gjertson. Awarded \$30,000. 2010.</i>
*Geoff Gjertson	<i>Solar Decathlon 2009. BeauSoleil Louisiana Solar Home. Cash Donations and Grants from Private, Academic and Community Groups. PI: Gjertson, Co-PI: Powell, Smith, Burkett \$435,900 2007-2009.</i>
*Geoff Gjertson	<i>Solar Decathlon 2009. BeauSoleil Louisiana Solar House Proposal.</i> Sponsored by the Department of Energy. PI: Gjertson, Co-PI: Powell, Smith, Burkett. Peer-Reviewed. Awarded: \$100,000.00. Jan. 2008.
*Michael McClure	2011 Investigative Team Member, "Strategies and Speculations – Historical Preservation Methods for at-risk Coastal Sites, Case Study 1 – Fort Proctor," Academic Year 2011-12, project funded by the Louisiana State University Coastal Sustainability Studio, \$20,520 monies granted.
*Michael McClure	2010 "Hurricane Architecture Study: An Architectural Site Analysis and Land Use Proposal Regarding Hurricane Protection And An Eco-Tourism Park On the Gulf Coast Between Freshwater Bayou and Southwest Pass," Summer 10, Co-PI, project funded by the Louisiana Department of Economic Development for the University of Louisiana at Lafayette School of Architecture Building Institute, \$14,250 monies granted.
Michael McClure	2008 Gorham P. Stevens Rome Prize for Architecture, American Academy in Rome.
Robert McKinney	Project Director. Longwood Plantation, Baton Rouge, Louisiana. Historic American Building Survey research funded by Environmental Design.

Robert McKinney	Project Director. Longwood Plantation, Baton Rouge, Louisiana. Historic American Building Survey research funded by Environmental Design.
Robert McKinney	Project Director. Alexander Mouton House, Lafayette, Louisiana. Historic American Building Survey research funded by Louisiana Department of Culture, Recreation and Tourism. Project Cost \$30,119. Grant awarded then transferred to another Project Director.
Robert McKinney	Project Director. Lafayette Hardware Store, Lafayette, Louisiana. Historic American Building Survey research funded by Louisiana Department of Culture, Recreation and Tourism. Project Cost \$31,234. 2011-2012
Robert McKinney	Project Director. Old City Hall, Lafayette, Louisiana. Historic American Building Survey research funded by Louisiana Department of Culture, Recreation and Tourism. Project Cost \$30,179. 2010-2011

Robert McKinney	Project Director. Academy of the Sacred Heart School, Grand Coteau, Louisiana. Historic American Building Survey research funded by Louisiana Department of Culture, Recreation and Tourism. Project Cost \$31,489. 2009-2010
Robert McKinney	Project Director. Academy of the Sacred Heart Chapel, Grand Coteau, Louisiana. Historic American Building Survey research funded by Louisiana Department of Culture, Recreation and Tourism. Project Cost \$29,466. 2008-2009
Robert McKinney	Project Director. Academy of the Sacred Heart Barn, Grand Coteau, Louisiana. Historic American Building Survey research funded by Louisiana Department of Culture, Recreation and Tourism. Project Cost \$26,098. 2007-2008> Recieved Honorable mention in the Charles E. Peterson Prize sponsored by the National Park Service.
Robert McKinney	Project Director, Andy Loewy, CO-Investigator. Lutzenberger Foundry and Pattern Shop, New Iberia, Louisiana. Historic American Building Survey research funded by Louisiana Department of Culture, Recreation and Tourism. Project Cost \$35,317. 2006-2007
Robert McKinney	Project Director, Edward Cazayoux, CO-Investigator. Lafleur House, Grand Prairie, Louisiana. 2005-2006 Historic American Building Survey research funded by Louisiana Department of Culture, Recreation and Tourism. Project Cost \$33,792. 2006-2007

In addition to the student participation in faculty research, students also regularly participate in juried design exhibitions. A list of these exhibitions follows:

JURIED STUDENT EXHIBITIONS

May 2013	Gulf Coast Green Symposium Houston, Texas Garrett Armentor, Kristopher Simon and Joshua Franks
May 2013	"Sustainable Design and the Comprehensive Project" <i>Sustainable Design Series</i> Presented by USGBC LA, AIA New Orleans and Global Green Baton Rouge, Louisiana
December 2012	"Student Work" Coastal Community Resilience Studio Lafayette, Louisiana
December (Annually)	"Master's Projects, School of Architecture" Paul and Lulu Hilliard University Art Museum Lafayette, Louisiana
October 2012	"Promise of Life and Death" <i>Archiprix International 2013</i> <i>The World's Best Graduation Projects in Architecture, Urban Design and Landscape Architecture</i> Moscow, Russia Students: Anne Morello and Jesus Navarro
Spring 2012	"Sustainable Design and the Comprehensive Project" <i>Sustainable Design Series</i> Presented by USGBC LA, AIA New Orleans and Global Green New Orleans, Louisiana
May 2012	<i>A Delicate Balance</i> Gulf Coast Green Symposium

June 2011	<p>Houston, Texas "Next House"- Team members <i>Scales of Nature-From Urban Landscapes to Alpine Gardens</i> Sponsored by the International Federation of Landscape Architects Zürich, Switzerland Emily Miller and Kelly Bergeron, "Rooting Rural Communities"</p>
October 2010	<p>"Machu Picchu: Reconnecting the Landscape" <i>Archiprix International 2011</i> <i>The World's Best Graduation Projects in Architecture, Urban Design and Landscape Architecture</i> Cambridge, Massachusetts Carolina Sanchez</p>
April 2010	<p><i>Reframing Our Built Environment</i> Gulf Coast Green Symposium "Coastal Capture" Houston, Texas Kaylyn Kirby, Ryan Duplechain, Nathan Menart, Ravelle Reed</p>
August 2009	<p>"E'volution BeauSoleil" Architects + Artists Lafayette, Louisiana</p>
December 2007	<p>"Sites and Sustainable Design" <i>The Grand Contemporary</i> Lafayette, Louisiana</p>

Evidence of support to attend meetings of student organizations and honorary societies

The AIAS and NOMAS organizations are given opportunities in the studio to recruit new members and to announce upcoming activities of the organizations. Students have regularly scheduled organizational meetings once a month and participate in activities such as Friday afternoon Burger Burns and Wednesday morning Coffee in the Lobby. These events provide opportunities for the membership and the faculty to get together informally and for the AIAS to fund raise. AIAS has an organizational role in the major fund-raising events of the School and the College: the Beaux Arts Ball in the fall and the SPARK campaign in the spring. In turn, monies gained in these endeavors have been used to support student travel to national organizational meetings.

I.2.2. Administrative Structure & Governance

The APR must include the following:

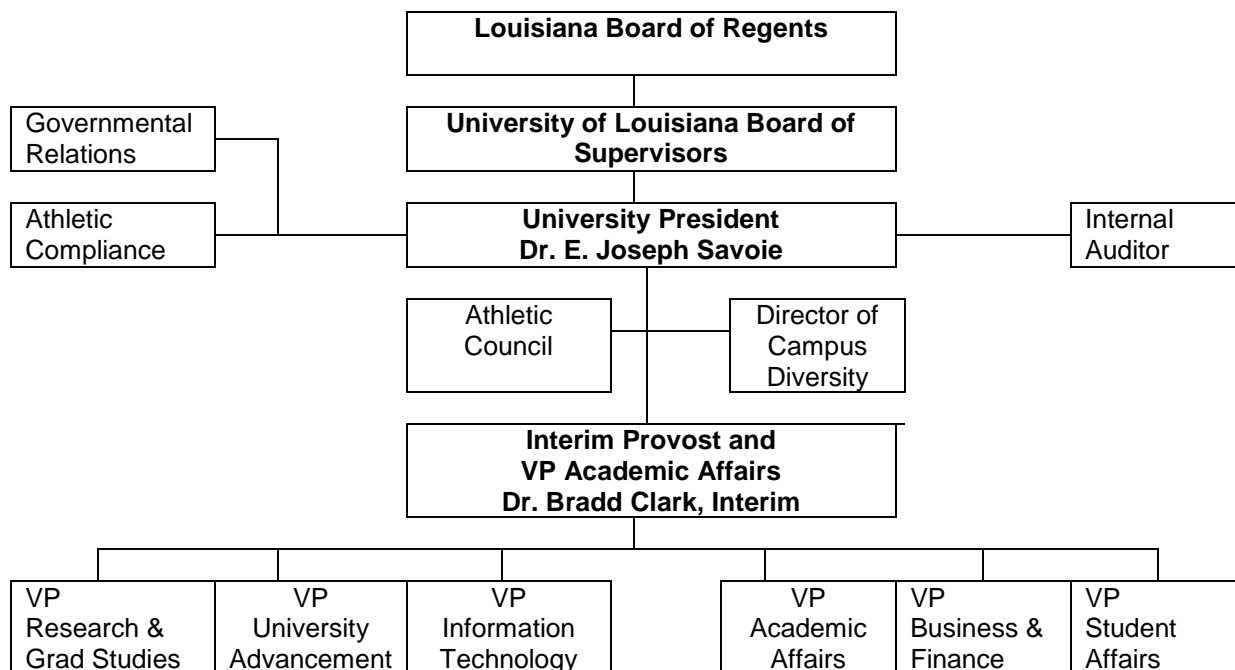
- A description of the administrative structure for the program, the academic unit within which it is located, and the institution.
- A description of the program's administrative structure.
- A description of the opportunities for involvement in governance, including curriculum development, by faculty, staff, and students in the accredited degree program.
- A list of other degree programs, if any, offered in the same administrative unit as the accredited architecture degree program.

Administrative Structure

The administration, organization and decision-making processes of the School of Architecture and Design conform to the following hierarchy beginning with the State level.

State. The Governor is responsible for all state activities and appoints members to both the Board of Regents and the Board of Supervisors for the University of Louisiana System to oversee higher education in the state. The Board of Regents has broad planning and policy responsibilities, such as the review and approval of academic programs, the development of financial formula and the review of annual budget proposals submitted by state colleges and universities. The Board of Supervisors for the University of Louisiana System oversees activities of UL Lafayette, as well as those of eight other higher education institutions in the state. The Board is responsible for the overall management of these institutions, rather than the planning of curricular functions. Refer to table 11.1.

Table 11.1 University Administration



University. The University President is the chief executive officer on the UL Lafayette campus and is responsible for the development and administration of the institution and the execution of the policies of the Board of Regents and the Board of Supervisors. The Provost and Vice President for Academic Affairs is the chief academic officer on the campus and holds a line position as well as a staff position. As a line officer, the Provost and Vice President is responsible to the President and has authority over the various colleges, the Admissions Office, Academic Success Center, the Honors Program, the University Art Museum, the University College, the Registrar's Office and Special Services. As a staff officer, the Vice

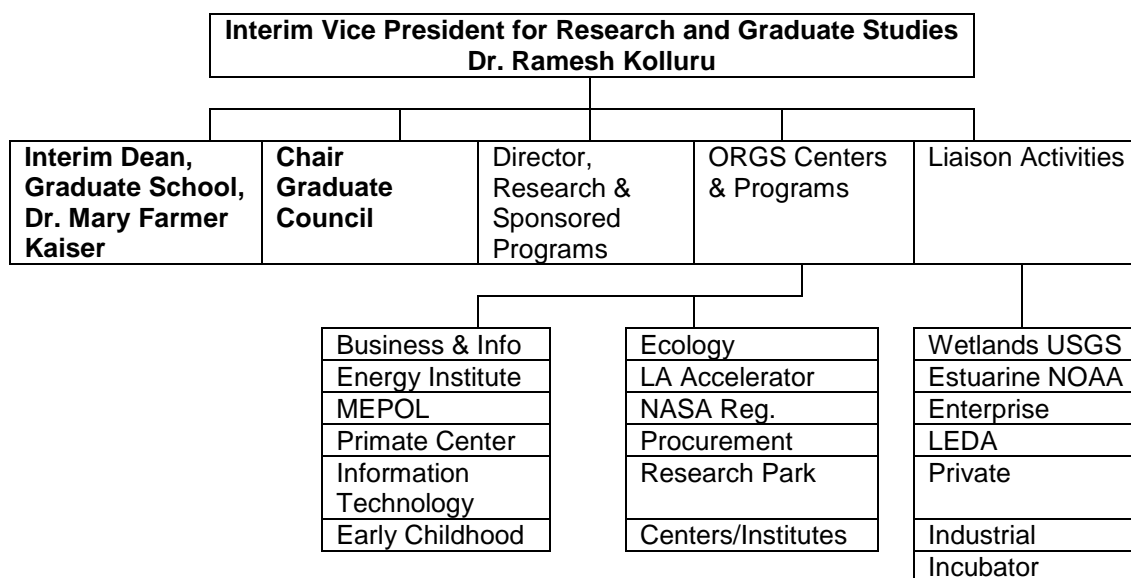
President is chairperson of the University Council and is ranking administrator in the absence of the President. Refer to table 11.2.

Table 11.2 Academic Affairs

Interim Vice President for Academic Affairs Dr. Brad Clark		
Dean, College of Arts H. Gordon Brooks II, FAIA		Assistant Vice Presidents, Ms. Ellen Cook and Dr. Paula Carson
Dean, B. I. Moody III College of Business Administration		Director, Academic Planning & Faculty Development Robert McKinney
Dean, College of Education		Director, Orientation & Transfer
Dean, College of Engineering		Director, Academic Success Center
Dean, College of General Studies		Dean, Enrollment Management
Dean, College of Liberal Arts		Director, University Honors Program
Dean, College of Nursing & Allied Health Professions		Director, University Art Museum
Dean, Ray P. Authement College of Sciences		Director, University College

Graduate Studies. The Master of Architecture program reports to the Dean of the Graduate School. The Coordinator of the Architecture program serves on the Graduate Council. It is the Graduate Council who reviews graduate courses and appointment of faculty as “graduate faculty.”

Table 11.3 Research and Graduate Studies



College. The Dean of the College of the Arts is responsible to the President through the Vice President for Academic Affairs for academic leadership and administration of the College. The Dean of the College of the Arts oversees two schools (Architecture and Music & Performing Arts) and one department (Visual

Arts). The Dean of the College administers the Team Management Committee. The committee includes the assistant dean, associate dean, director of the Digital Media Resource Center (DMRC), directors, and department head. The purpose of the committee is to continually scrutinize the College's aims and objectives, to study the curricula and course offerings in light of accepted purposes and the changing needs of its students and to recommend revisions. Refer to table 11.4. The Dean also administers the Computer Utilization Board (CUB). Its purpose is to provide a mechanism for the DMRC and departments to affect the direction of technology acquisition, maintenance and use in the College.

Table 11.4 College of the Arts

Dean, College of the Arts H. Gordon Brooks II, FAIA			
Assistant Dean, Lori Crain	Associate Dean, Michael McClure, AIA		
		Administrative Assistant Debra Leno	
Director, School of Architecture & Design	Director, School of Music & Performing Arts	Department Head, Visual Arts	Director, Digital Media Resource Center

A description of the program's administrative structure

School. The administrative structure of the School of Architecture and Design consists of a Director of the School of Architecture and Design and five program coordinators; one each in undergraduate architecture, graduate architecture, foundation design, interior design, and industrial design. The Coordinator is the curricular manager of the respective program in which she/he teaches. The Coordinators represent the academic discipline to which each is assigned and work with the Director and each other to implement the advancement and integration of the three design disciplines. Each Coordinator will engage program faculty and students in developing the individual program's goals in connection to the overall goals of the School. The duties of the program Coordinator focus on three constituents of curricular development: students, faculty, and the trends in the profession. The Coordinator works with the Director to accomplish the program needs within the academic contexts of the School, College, and University.

Architecture Program. The Director is responsible for providing leadership for all the academic programs in the SoAD, their faculty and students. The architecture program consists of three Coordinators: one for the undergraduate architecture program, one for the MArch program and one for the foundation design sequence. The Director works with these and the other program coordinators in the School and is responsible for the academic and curricular needs of each program. The Director actively engages the discipline and profession of architecture, promotes cooperation with the local community, and seeks to explain the goals and accomplishments of the architecture program to the public and profession. The Director advises, counsels and responds to student needs, concerns and complaints with sensitivity to student rights and responsibilities. The Director works to consult with faculty and students on major issues facing the program and between the program faculty and the Dean. The Director works with architecture faculty to achieve and maintain NAAB accreditation and to update the architecture curriculum and courses to foster high academic standards and quality teaching in the architecture program. The Director consults informally and formally with program faculty on matters of academic concern and curricular concern.

The Director of the School of Architecture and Design is responsible to the Dean of the College of the Arts for academic, personnel, financial and material needs of the School. The Director functions as a two-way communication channel, carrying the views of the faculty convincingly to the Dean while leading the faculty to understand and embrace the administration's institutional goals and procedures. Duties include administration, teaching, research, as well as, university and community service. The Director represents the College and the School at all public, professional and academic functions. Refer to table 11.5.

Table 11.5 School of Architecture and Design

Director, School of Architecture & Design Thomas Sammons				
Assistant Director, Jean Edwards				Administrative Assistant, Susan Barnett
Coordinator, Architecture C. Saft	Coordinator, Graduate Architecture K. Smith	Coordinator, Foundation Design H. LaSala	Coordinator, Industrial Design J. Malinowski	Coordinator, Interior Design B. Powell

Faculty Meetings. Regularly scheduled faculty meetings provide a forum for open discussion of all aspects of the program. The director maintains an open-door policy to encourage informal open dialogues from all constituents of the School.

Coordinator Meetings. The Coordinators of Design, Architecture, Graduate Program, Interior Design and Industrial Design meet regularly with the Director.

Faculty Committees. Faculty members serve on standing committees within the architecture program to help the Director maintain the school's quality and effectiveness. Each committee, in collaboration with the Director, is responsible for the assessment and development of particular aspects of the School to meet its developing needs and the needs of each of its programs. The Director serves as an ex-officio member on these committees, which include:

FACULTY ADVISORY COMMITTEE

Michael McClure (promoted to Associate Dean)
Corey Saft
Ben Bush

CURRICULUM COMMITTEE

Jean Edwards, (promoted to Assistant Director)
Hector LaSala
Michael McClure (promoted to Associate Dean)
Corey Saft
Ben Bush

RECRUITMENT/RETENTION COMMITTEE

Hector LaSala
Ben Bush
Denise John
Andy Loewy
Brian Powell
Kari Smith

COMMUNICATIONS COMMITTEE

Ben Bush
Dan Burkett
Denise John
Andrew Sammataro
Jenny Kivett

PEER REVIEW COMMITTEE

Jean Edwards (promoted to Assistant Director)
Andy Loewy
Jerry Malinowski
Michael McClure (promoted to Associate Dean)

HUMAN RESOURCE COMMITTEE

Dan Burkett
Geoff Gjertson
Andy Loewy
Andrew Sammataro
Sarah Young
Kari Smith

CAREER COMMITTEE

Geoff Gjertson
Jerry Malinowski
Brian Powell
Ashlie Latiolais

A list of other degree programs, if any, offered in the same administrative unit as the accredited architecture degree program

BS in Architectural Studies: a four-year pre-professional degree in Architecture.

BID Interior Design: a four-year professional degree program in Interior Design, accredited by CIDA and NASAD.

BoID Industrial Design: a four-year professional degree program in Industrial Design, accredited by NASAD.

B.S. in Fashion Design/Merchandising: a four-year program discontinued in spring 2013.

I.2.3. Physical Resources

The APR must include the following:

- *A general description, together with labeled 8-1/2" x 11" plans of the physical plant, including seminar rooms, lecture halls, studios, offices, project review and exhibition areas, libraries, computer facilities, workshops, and research areas.*
- *A description of any changes to the physical facilities either under construction or proposed.*
- *A description of the hardware, software, networks, and other computer resources available institution-wide to students and faculty including those resources dedicated to the professional architecture program.*
- *Identification of any significant problem that impacts the operation or services, with a brief explanation of plans by the program or institutional to address it.*

General Description of Physical Plant

The School of Architecture and Design is located in Fletcher Hall towards the southwest corner of the University campus at the corner of East Lewis Street and Girard Park Drive. To accommodate the School's growth and enrollment, until the construction of the new work is completed, the School of Architecture and Design also utilizes additional on-campus facilities in Madison Hall and Abdalla Hall. Both ARCH 401, fourth-year studio, and ARCH 502, graduate studio, are currently located in UL Lafayette's Research Park, more specifically, Abdalla Hall. In addition to those studios, the Coastal Community Resilience Studio and the SoAD's Community Design Workshop are also located in the same facility. Descriptions of the mentioned physical resources, as well as others, are as follows.

J.L. Fletcher Hall (JLF)

Design Studios. The architecture program's studios are in Fletcher Hall rooms 104, 122, and 109. Rooms 122 and 104 both house first-year studio space, each with dedicated personal desks and storage lockers for the students. Between both of the rooms, first-year studio is dedicated approximately 2,160 square feet. Room 104 houses the second-year studio in 5,125 square feet. The third and fourth year/graduate studios are housed in room 122 in 5,125 square feet. The fourth year/graduate studios alternate between Room 122 and Abdalla Hall. Room 109 houses the graduate-level studio in 1,225 square feet. These studios (and the entire Fletcher Hall) are wirelessly networked to provide Internet access to each individual student. The studios also have electrical systems providing outlets serving each desk. In addition, each room accommodates critique areas that also serve as work areas for large or collaborative projects. The interior design and industrial design studios are located conveniently in Fletcher Hall in rooms 207 and 110 respectively.

Faculty Offices. Each faculty member in the architecture program has a dedicated office space, 80% of which are directly adjacent to the design studios on the first floor. Each faculty member has at least one computer for University work, although many faculty (through grant funding) have multiple computers. All faculty have access to printing in the School's main office though most faculty have printers and scanners in their private offices.

Media Center. The Media Center, Room 134, is an auditorium for students separated by a covered breezeway. It accommodates facilities for DVD, videotape, and data projection for theatre performances, multimedia art performances, and lecture classes. The stage area also serves as a work area for large design projects when available.

Smart Classrooms. Rooms 203, 207, 211, 101, and 134 are fully networked and include multimedia podiums. They are outfitted with equipment for DVD, videotape, and data projection.

Woodshop. The Woodshop in JLF 113 provides sufficient equipment and adequate space for students to work on a variety of projects. The woodshop has a full-time supervisor and student workers to enable the shop to keep extended hours. The shop consists of a combination of traditional equipment and CNC

equipment, which permit working in wood, plastics and basic metal operations. The shop equipment has been organized into various levels depending on a student's abilities with Level One being the most basic for first-year students working up to the most advanced Level Five. The *Shop Safety Manual* is posted on the School's website.

LEVEL ONE:

Hand tools: marking and layout, handsaws, hammers/chisel

Hand-held power tools: hand drill, orbital sanders, finishing sanders, belt sander, dremel, die grinders, brad nail gun/stapler, jig saw

Stationary power tools: large band saw, 14" band saw, scroll saw, spindle sander, belt/disk sander, floor drill press, drill bits

LEVEL TWO:

Laguna band saw, sliding compound miter saw, reciprocating saw, circular handsaw, hollow chisel mortiser, panel saw

LEVEL THREE:

Table saw, jointer, thickness planer, wood lathe, router table, router

LEVEL FOUR:

Metal lathe, hand mill

LEVEL FIVE:

CNC router, CNC milling machine

3 Axis Mill. JL Fletcher now houses a 'Centriod' 3 Axis mill. It mills pieces of varying densities up to a size of 32"x10"x4". It accepts materials as soft as insulation foam to materials as hard as high-density polyethylene. In the past year both the Industrial and Architectural departments have used it.

2.5 Axis Table Router. JL Fletcher also houses an 'XYZ' table router. It mills pieces of varying densities up to a size of 48"x96"x4" and cuts large vector based artwork. The difference between this router and the 3 Axis Mill is that it must stair step with each level where the 3 axis can flow up and down while moving along the x and y axis. The machine is available to all majors in the School of Architecture & Design.

Photo Documentation. A photo documentation studio is located in JLF 110A/B for faculty and students to use to document student work. The room is equipped with lighting and backdrops.

Art Studios. The visual arts spaces include ceramics studios and kilns, photography studio with darkroom facilities, metal working and jewelry studio, drawing and graphics studios, sculpture and painting studios and an advertising design studio. Although primarily used by visual art majors, students are able to take elective course work in these areas.

Community Design Workshop (CDW). In addition to the large off-site facility, the CDW maintains a three-room office suite in Fletcher Hall room 212 that also houses computers and serves as a meeting facility for the workshop.

Administration Suite. The Administration Suite provides for additional space and workstations for administrative staff and student workers.

Security. The building is outfitted with swipe card access. Faculty and students are able to use their ID cards for access. This system provides additional security and allows after-hour access to the building during scheduled hours.

Existing facilities:

Metal Casting and Forging Workshop. The faculty secured approved funding to expand the current metals studio. Located adjacent to the Woodshop, this Workshop is dedicated to a plaster-casting area, and a plastics and molding workshop.

Spray Booth. A spray booth was added to the first floor of Fletcher Hall (currently located in the second-year architecture studio space) for students to be able to safely control the fumes of spray painting. The booth is available to all programs in the School of Architecture and Design.

Laser Cutter. JL Fletcher houses a 'Universal 600' laser cutter. This new equipment cuts a wide range of materials up to a size of 18"x32" and 3/8" thick. It most commonly cuts chipboard, cardboard, masonite, acrylic, foam core, and card stock. This is the most popularly used machine in the building and can be used by the architecture, industrial, interior, and graphic design students.

3-D Printer. The 3-D printer is a 'Dimension BST 768' and it prints pieces out of ABS plastic up to a size of 8in x 8in x 12in. It is accurate up to .01 inch. The 3-D Printer is only available to students past their second year studio level work in the School of Architecture & Design.

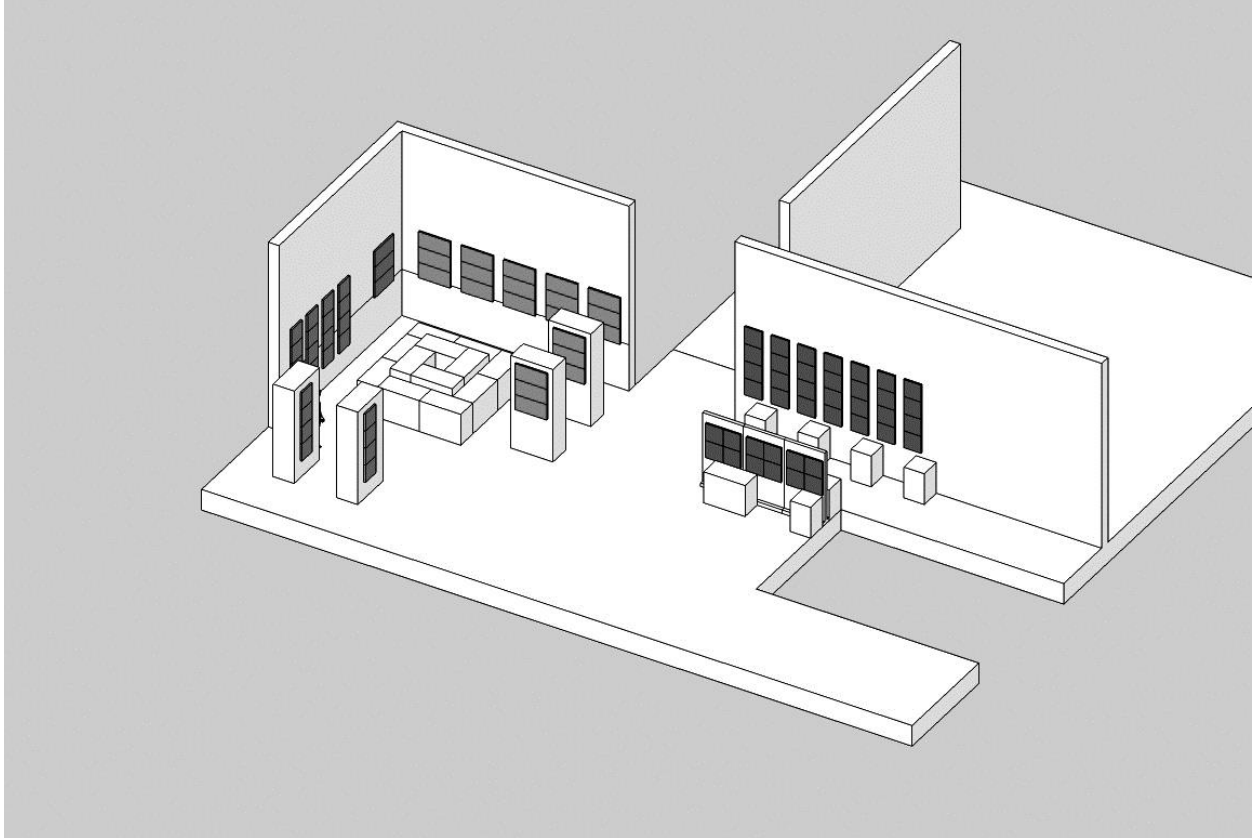
Security – Green Card Access. Green Cards have been assigned to students enrolled in College of the Arts courses in an effort to protect them during the facility's late hours. The University's Campus Police Department developed this security provision with the College of the Arts in the fall of 2012. The Green Cards allow eligible students to work on schoolwork during hours when the facility is officially closed. The challenge for University Police to monitor Fletcher Hall after hours and to identify the students who are permitted to be in the building has been alleviated. The Green Cards have proven to be an excellent addition to increase the security of students working after hours in Fletcher Hall.

Exhibition

Dean's Gallery and Conference Room. The Dean's Gallery (Room 202) is a 650 square foot space located in the Dean's suite in Fletcher Hall and is used for faculty and student exhibits throughout the year. The Dean's Conference Room is a 405 square foot 'Smart Classroom' available for meetings, critiques, and graduate seminar courses.

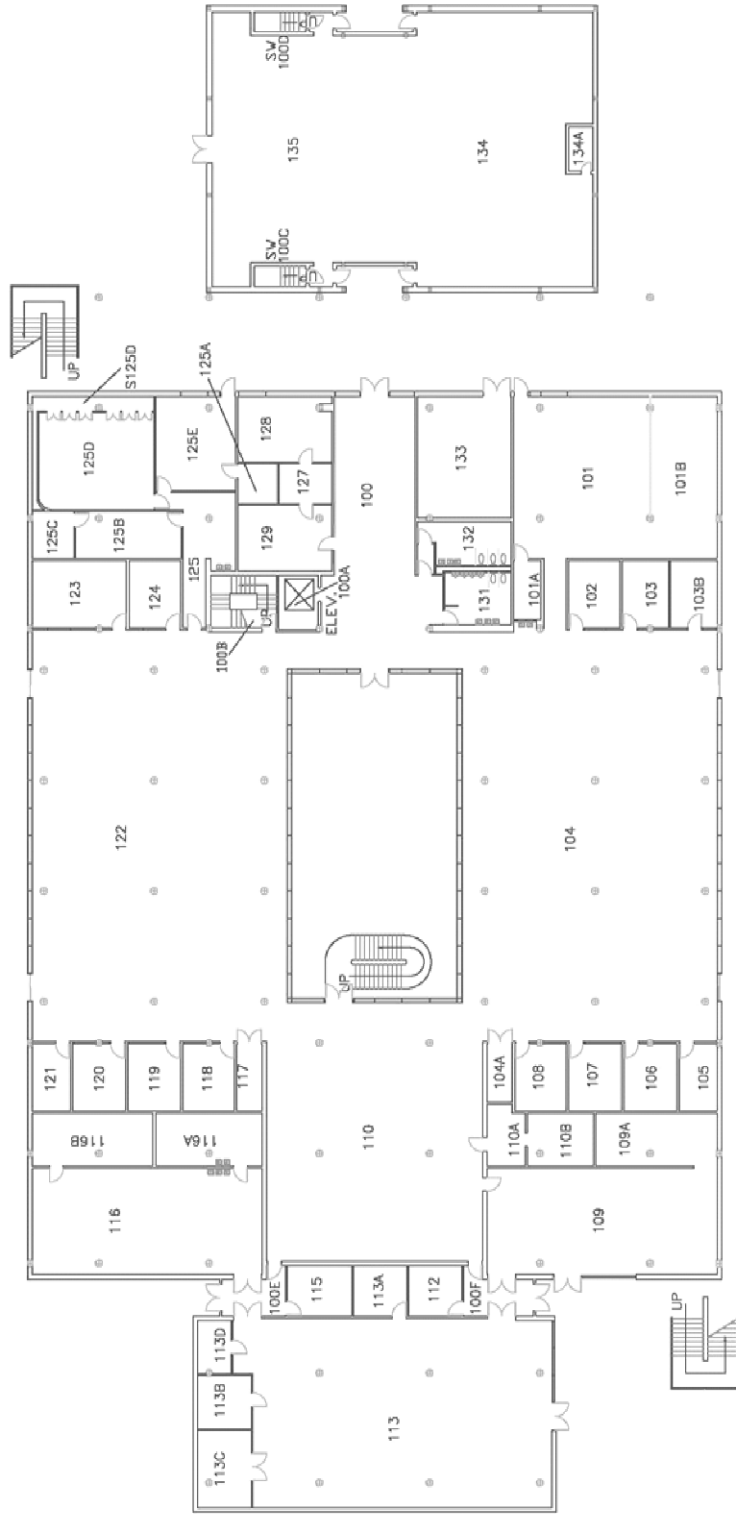
JLF Room 101. This area is a dedicated critique/gallery space of 1,560 square feet. It is a 'Smart Classroom' and includes chairs, a large table, and model stands to accommodate many uses. It is outfitted with a portable immersive 3D projection system.

University Art Museum (UAM). The Paul and Lulu Hilliard University Art Museum is a state of the art facility. The building enables the museum to present compelling exhibitions that offer audiences a dramatic look at the timeless influence of art. The museum presents great works of the past and challenge conventional artistic thinking by presenting the work of artists who are making significant contributions today. This award winning design is located approximately two blocks away from Fletcher Hall. It has active programs in traveling exhibits, lectures, interdisciplinary workshops, etc. Additional space is available at the adjacent antebellum style mansion of 4,800 square feet. Our senior and thesis exhibits are held at the UAM annually, as well as other School of Architecture and Design student exhibitions, lectures, and presentations. The Paul and Lulu Hilliard University Art Museum's permanent collection consists of more than 2,000 works of art, including paintings, prints, drawings, sculpture, and photographs. This collection represents 18th, 19th and 20th century Louisiana, as well as the United States, Europe and Japan.



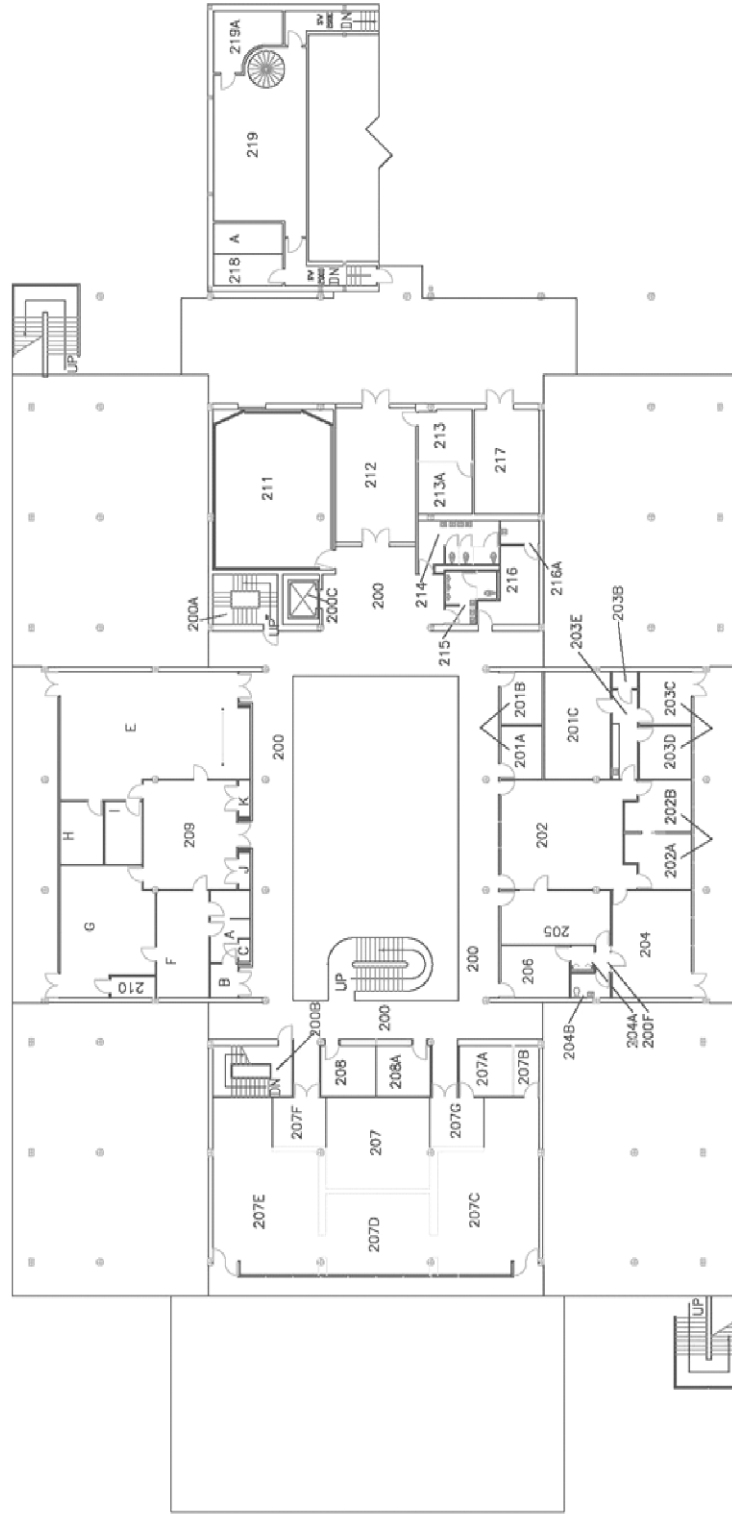
This is an axonometric of the space on the second floor of the Paul and Lulu Hilliard Museum where the senior exhibits are displayed.

On the following pages see plans of the First Floor, the Second Floor and the Third Floor of Fletcher Hall:



FLETCHER HALL

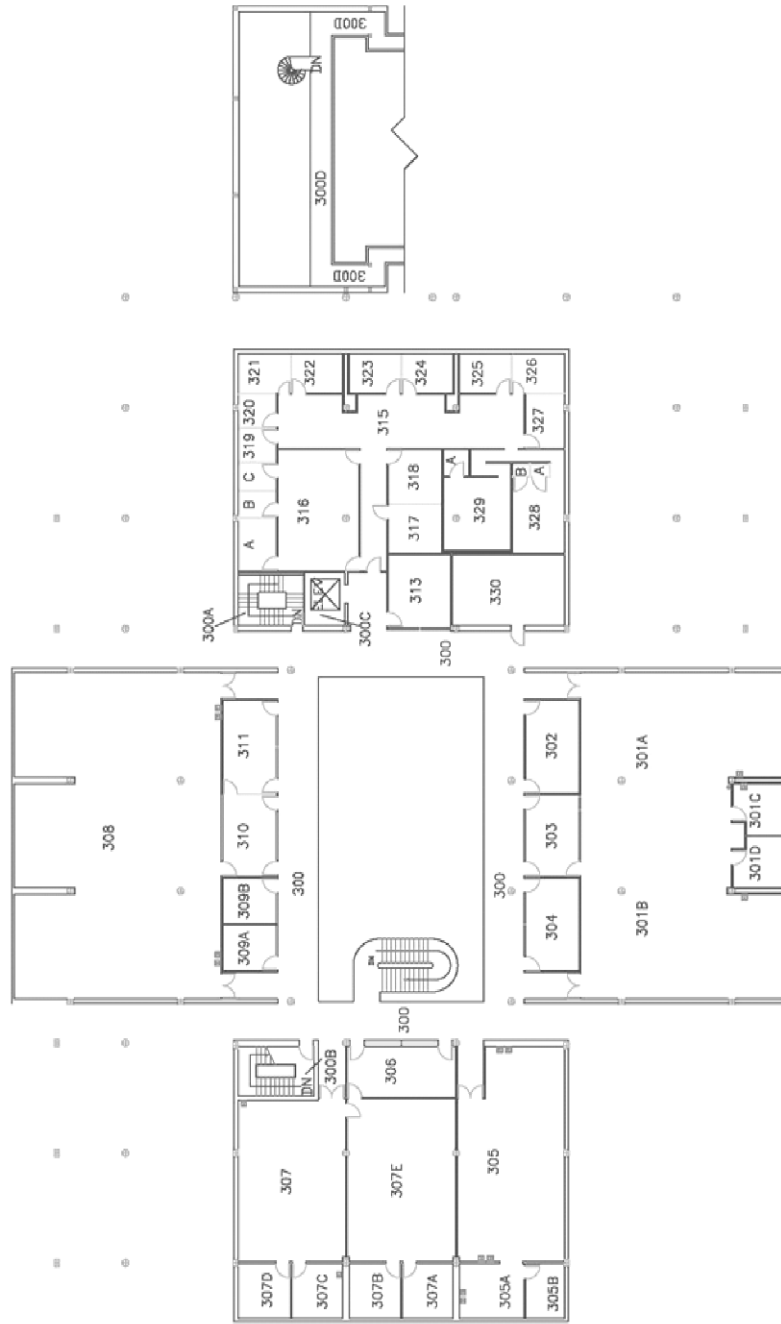
FIRST FLOOR



FLETCHER HALL

SECOND FLOOR

EXISTING



FLETCHER HALL

THIRD FLOOR

Planned Changed to Physical Plant

Fletcher Hall

Since the last NAAB visit, the University placed JL Fletcher Hall on a top priority list for a building renovation after the induction of Dr. Joseph Savoie as University President in 2008. This renovation plan includes enclosing exterior decks and terraces to increase available studio space and other amenities. The primary concern is waterproofing the existing building. In 2010, the University acquired funding for Fletcher Hall from the State of Louisiana, Facility Planning & Control, to undergo a \$3.5 million dollar renovation and addition. Public bidding occurred in March of 2013 with completion projected for January 2014. The project consists of emergency repairs to the 71,000 square foot building, originally constructed in 1976. The repairs include the replacement of the exterior finish system with new wall cladding, the provision of a cover over the existing three-story courtyard space and conditioning for the entire interior space, repair of the existing terrazzo walk flooring, replacement of the wood ceilings of all three floor balconies, and other needed repairs to floors, walls, ceilings, lights, doors. In addition, the project includes the construction of approximately 10,000 square feet of new studio spaces to replace the open decks/terraces at the second floor level. (See following page for proposed changes to 2nd floor Fletcher Hall.)

The budget was found to be inadequate to accommodate all of Fletcher Hall's needs. The selected architect faced this challenge as well as the aesthetic unification of the building with the rest of the campus. The initially approved aesthetic detailing caused a revolt with the current students and alumni of the School. Through social media, the dissatisfaction with the approved design for Fletcher Hall became extremely evident. Faculty of the SoAD contacted President Savoie to gain permission to develop an alternative option to the design as a response to this revolt. As a result in two weeks, interested faculty, alumni and local professionals developed a more aesthetically acceptable option while maintaining the primary purpose of the renovation – waterproofing.

Phase I: This 3.5 million dollar phase of the Fletcher Hall renovation is essentially a water mitigation project and will include: exterior cladding, covering the exterior decks on the second floor with minimal air-conditioning and lighting for the interiors. These additions to JLF are to be completed as “White Box” spaces, meaning they will not be completed with final mechanical systems and interior finishes. They will provide 21,652 square feet of additional studio space to house the fourth-year architecture studio, the interior design studios, and a Visual Arts studio.

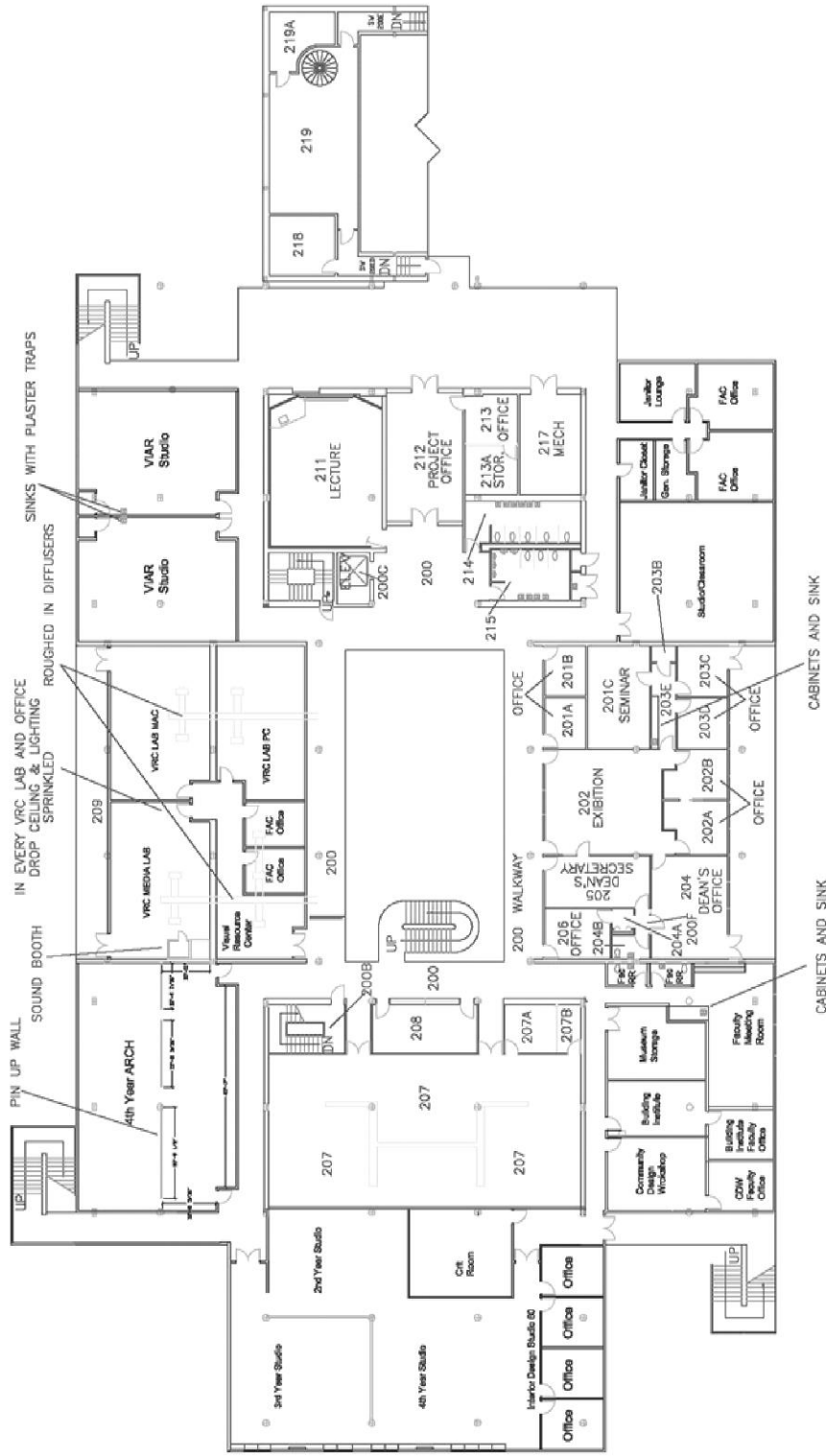
Fire Alarm & Sprinkler Systems. The Fire Alarm system will be upgraded and a sprinkler system installed to meet local, state, and national codes.

Phase II – Renovation of Interiors: The newly enclosed spaces will allow all studios of the School of Architecture and Design to be under one roof. Eventually, the need for off-site additional space will not be required as a result of the 10,000 square foot addition.

Exhibition. The new exhibition space that replaces the existing interior design studio provides another gallery on the second floor for display of student work. This will augment the gallery space located in the existing Dean's Administrative Suite.

Facility Concern

The most significant challenge is the impact of the renovation process on the daily operations of the School. Although it is challenging to maintain class schedules in the midst of construction, the benefits of the project in terms of eliminating water intrusion, the increased life safety with new fire alarm and sprinkler systems, the addition of functioning fire stairs, and the increased studio space square footages make the challenge worth it. If additional funding is provided to the University, then the construction progress will continue. The learning environment will continue to be improved for students, faculty, and staff.



INTERIOR STUDY

FLETCHER HALL

SECOND FLOOR
RENOVATION NO SEATS



UNIVERSITY OF LOUISIANA—MAIN CAMPUS

SCALE: 1/16"
04862R.DWG

Computer Resources

Digital Media Resource Center (DMRC). The Digital Media Resource Center is located in room 209 in JL Fletcher Hall and is a resource for all students enrolled in the College of the Arts. This department serves as two classrooms/labs during weekdays and as an open lab during the evenings and weekends. The Macintosh lab supports 25 iMac computers and offers current software programs for 2D and 3D coursework. The animation classroom houses 18 Windows configured iMac computers, all of which run Maya, 3D Studio Max, Rhino, and other software for 3D animation creation.

This center offers access to digital video cameras, DVD projection, video editing software and hardware, slide and flatbed scanners, and a large format printer. In addition there is an extensive media collection consisting of over 400 DV/Videotapes and 100,000 slide images of art, architecture, industrial design, and interior design. We offer a preview room in support and promotion of the use of this collection for faculty.

The DMRC contains a collection of more than 100,000 art and architecture slides, including a special collection of 25,000 Louisiana architecture images and videotape programs on various subjects related to art and architecture. Approximately 55,000 of the collection's slides document architecture. The architecture collection is organized and filed chronologically by location, architect, and as appropriate, style. Also available from the Dupré Library, digital resources via the web are digital images of art and architecture.

The DMRC is supported through grants and University funding and is open to faculty and students in the College of the Arts.

The computer resources include:

Hardware:

- 25 iMac Computers
- 2 Power PC iMac Computers
- 18 Windows Configured iMac Computers
- 2 Flatbed Scanners
- 1 Slide Scanner
- 1 Epson Large Format Printer
- 2 LCD Projectors

Software:

- Adobe Creative Suite: After Effects, Illustrator, Photoshop, Premiere, Flash
- Maya
- Final Cut Pro X
- Rhino
- 3D Studio Max
- Microsoft Office

The square footage is adequate to support the activities and services of the DMRC. It's central location on the second floor of Fletcher Hall is convenient for the architecture students and faculty who are housed on the first floor of the same building. There are two separate places for reading as well as viewing slides and working at the computer workstations. The environmental control is of good quality for archival purposes. The entire collection is housed in this space, so there are no remote storage facilities. Storage for existing materials is sufficient. There is also sufficient equipment for use of the faculty and students.

The DMRC is protected from theft by a security system and the building is properly alarmed for fire and other hazard. Emergency procedures are posted throughout the building.

Each faculty office has a computer workstation and the building is networked and has WiFi for student access. Students are required to have their own laptops by second year, but many have them already in

first year. Software requirements are indicated in course syllabi, and may vary from course to course and year to year. Every effort to stay current with software is made. Students also have access to WiFi in Abdalla Hall. There are ten computer workstations in the CDW office in Fletcher Hall, Room 212 that are available to students who are working for the CDW. The Resilience Studio has two dedicated computer workstations in Abdalla Hall.

On-Campus University Facilities

BeauSoleil Home. In 2008-2009, the Building Institute received \$509,730 in cash in grants and fund-raising efforts and \$498,954 in in-kind goods and services to produce the BeauSoleil Louisiana Solar Home and participate in the 2009 Solar Decathlon where they won First Place in Market Viability and First in People's Choice. It was because of the home's success at the Decathlon and dedication from faculty and students that University personnel sited the facility on the grounds of Fletcher Hall. The Home is utilized for classes, an office and for overnight guests.

Abdalla Hall - Community Design Workshop (CDW). In Spring 2011, the Community Design Workshop established an office and studio in Abdalla Hall, a building located in the Research Park of the University of Louisiana at Lafayette. This location furthers interaction between the architecture students and researching professionals, as well as, residents of Lafayette. This space, approximately 3,088 square feet, serves as a space for fourth-year and graduate studios (ARCH 401 during the Fall semester and ARCH 502 during the Spring semester). Each of these studios utilizes all of the available square footage available by alternating semesters.

Abdalla Hall – Coastal Community Resilience Studio (Resilience Studio). In June of 2012, the Coastal Sustainability Studio established space for the multi-disciplinary initiative on the second floor of Abdalla Hall. This space is approximately 860 square feet, which includes an open studio space, one small Conference Room, and two research offices.

Louisiana Immersive Technologies Enterprise (L.I.T.E. Center). LITE is a research, government and industry center specializing in immersive visualization and supercomputing technologies, concepts, and solutions. Clustered computers and software make up the Advanced Technology Center. Located in the Research Park of the University of Louisiana at Lafayette, the \$27 million, 70,000 square foot LITE Center is one of the most comprehensive and tightly integrated data visualization and supercomputing installations in the world serving industry, government and universities. This state of the art facility and its technology are available to aid in faculty and student research. The center brings together research, government and industry leaders who want to explore and learn the latest in immersive visualization and supercomputing technologies, concepts, and solutions.

Edith Garland Dupré University Library. The School of Architecture and Design uses a University-wide library system. All collections are housed in the Edith Garland Dupré Library, a centrally located, three-story building completed in 1962 and renovated in 2000. It operates on an open-stack system. The building can accommodate more than two million volumes and currently has more than 1,000,000 volumes and two million titles of micro-text. Comfortable seating and study spaces (more than half of which are in the form of individual carrels) are provided for about 2,000 students. Architecture titles are housed in a separate space with book shelving, reading stations and magazines. Other services of the library include an inter-library loan system, an audio-visual service that provides both equipment and production capabilities, on-line search capabilities, the Louisiana Room, the Center for Louisiana Studies, reserve reading room, computer labs and distance learning classrooms. See section 1.2.5. "Information Resources" for further details of the University Library.

Madison Hall - Metal Lab. The hands-on steel studio is located in a portion of Madison Hall, room 140, approximately 100 yards from Fletcher Hall. In this studio, students learn welding, forging, and techniques to work with steel. Equipment in this area includes the following:

Welding: Miller Millermatic Mig Welders, Miller Syncrowave 200 Tig Welders,

Miller LMSW-51 Spot Welder, Miller Thunderbolt XLG Arc Welders, Century 295 Arc Welders, Hypertherm Powermax 600 Plasma Cutter, Thermal Dynamic 75XL Plasma Cutter, Miller Thunderbolt XLG Arc Welders, oxy/acetylene portable torch rig, 4 station oxy/acetylene torch assembly

Metal working: Little Giant 50# Trip Hammer, Dake E-16 16" Band Saw

Dake Supercut 12" 315 Cold Saw, 14" horizontal band saw, Dayton 20" Variable Speed Drill Press, Tennsmith SR48 16 gauge-48" Slip Roller, National 16 gauge-48" Box & Pan Brake, Tennsmith 52 16 gauge-52" Step Shear, Beverly Shear 10 gauge, Milwaukee cut off saw, Century Bench Grinder

Metal working hand tools: grinders, drills, etc.

Forging: three coal fired forges, eight anvils, 48" cone mandrel, propane fired gas forge,

Blacksmithing tools: hammers, tongs, etc.

Other Equipment: Speedair Portable Compressor, 7.5 Hp Compressed Air System w/ pneumatic air lines, Cyclone Abrasive Blast Cabinet with Vacuum, Lincoln Mobileflex 400-MS Portable Air Filtration with Boom Arm, Atlas Pallet Jack 2000 lb. cap, Wood Platform Truck 1200 lbs. cap, safety gear and material storage

The Common (Research Park) School of Architecture and Design Facilities

Community Design Workshop (CDW). From Spring 2001 to Fall 2010, the Community Design Workshop established an office and studio in downtown Lafayette in *Postal Square* at the Rosa Parks Transportation Center. Prior to relocating this studio to Abdalla Hall in the spring of 2011, Postal Square housed approximately 3,000 square feet of space and served as fourth-year and graduate studios (ARCH 401 and 502). This location furthered the interaction between architecture students and professionals, as well as residents of Lafayette. The studio space accommodated 30-36 students. It also contained four computers and several printers used by faculty and students.

1.2.4 Financial Resources

The APR must include the following:

Program Budgets:

- Current fiscal year report(s) showing revenue and expenses from all sources
- Forecasts for revenue from all sources and expenses for at least two years beyond the current fiscal year.
- Comparative reports that show revenue from all sources and expenditures for each year since the last accreditation visit including endowments, scholarships, one-time capital expenditures, and development activities.
- Data on annual expenditures and total capital investment per student, both undergraduate and graduate, compared to the expenditures and investments by other professional degree programs in the institution.

Institutional Financial Issues:

- A brief narrative describing
 - Pending reductions or increases in enrollment and plans for addressing these changes.
 - Pending reductions or increases in funding and plans for addressing these changes.
 - Changes in funding mod3ls for faculty, instruction, overhead, or facilities since the last visit and plans for addressing these changes (include tables if appropriate).
 - Any other financial issues the program and/or the institution may be facing.

Program, Budget, Endowments, and Scholarships

The annual operating budget for the School of Architecture and Design in the 2012-2013 academic year includes the architecture, fashion design, interior design and industrial design programs. The architecture program receives sufficient financial resources from the university as compared to other professional programs. Its expenditure per student compares with other professional programs and its individual budget provides a similar level of support as compared to other programs. (Table to be found on next page).

School of Architecture and Design Budget Annual Compariso

	Item Reference	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
		Actual	Actual	Actual	Actual	Actual	Actual	Projected	Projected
1	Total Personnel Services	1,478,187	1,624,580	1,915,787	1,987,840	2,033,455	2,124,240	1,985,107*	1,985,107*
2	Travel	16,582	16,582	16,582	16,582	16,582	8,291	8,291	8,291
3	Operating Services	12,420	12,420	12,420	12,170	12,170	12,170	12,170	12,170
4	Supplies	6,029	6,304	6,029	6,279	6,279	6,279	6,279	6,279
5	Professional Services (Lecture Fund)	3,238	2,963	3,238	3,238	3,238	3,238	3,238	3,238
6	Capital Outlay	-0-	23,566	-0-	-0-	-0-	-0-	-0-	-0-
	Total Expenditures	1,516,456	1,686,415	1,954,056	2,026,109	2,071,724	2,154,218	2,015,085	2,015,085
	Expenditures per Student	2,679	2,995	3,700	3,657	4,316	4,752	4,914	4,914

*Represents loss of Fashion Design

COMPARATIVE DATA ON ANNUAL EXPENDITURES

Budget comparisons for the following programs:

SCHOOL OF ARCHITECTURE AND DESIGN Budget 2012-2013

	Item Reference	Budget
1	Total Personnel Services	2,124,240
2	Travel	8,291
3	Operating Services	12,170
4	Supplies	6,279
5	Professional Services (Lecture Fund)	3,238
6	Capital Outlay	-0-
	Total Expenditures	2,154,218
	Expenditures per Student	4,752

The School of Architecture and Design has 19 full-time faculty, 2 part-time faculty, 1 professional non-faculty, 2 full-time staff members, and 406 students for 2012-2013.

NOTE:

- 1) Budget for the School of Architecture and Design includes allocations for the architecture, fashion design and merchandising, interior design and industrial design programs.
- 2) Professional services are the dedicated portion of the lecture fund. Additional lecture funds are routinely obtained through the College of the Arts, the Student Government Association, Lyceum Committee, and the AIA South Louisiana Chapter.
- 3) The School of Architecture and Design has a higher per faculty travel allocation than other programs in order to support faculty travel to national and international conferences.

DEPARTMENT OF CIVIL ENGINEERING Budget 2012-2013

	Item Reference	Budget
1	Total Personnel Services	1,381,599
2	Travel	1,523
3	Operating Services	6,703
4	Supplies	7,228
5	Professional Services (Lecture Fund)	-0-
6	Capital Outlay	-0-
	Total Expenditures	1,397,053
	Expenditures per Student	6,942

The Department of Civil Engineering has 9 full-time faculty, 1 part-time faculty, 3 Professional Non-Faculty, 1 full-time staff member, and 199 students for 2012-2013.

**DEPARTMENT OF ELECTRICAL AND COMPUTER ENGINEERING
Budget 2012-2013**

	Item Reference	Budget
1	Total Personnel Services	1,308,922
2	Travel	1,959
3	Operating Services	8,623
4	Supplies	9,299
5	Professional Services (Lecture Fund)	-0-
6	Capital Outlay	-0-
	Total Expenditures	1,328,803
	Expenditures per Student	5,073

The Department of Electrical and Computer Engineering has 10 full-time faculty, 3 Professional Non-Faculty, 1 full-time staff member, and 258 students for 2012-2013.

DEPARTMENT OF INDUSTRIAL TECHNOLOGY Budget 2012-20103

	Item Reference	Budget
1	Total Personnel Services	908,162
2	Travel	1,215
3	Operating Services	8,050
4	Supplies	8,641
5	Professional Services (Lecture Fund)	-0-
6	Capital Outlay	-0-
	Total Expenditures	926,068
	Expenditures per Student	2,441

The Department of Industrial Technology has 8 full-time faculty, 1 Professional Non-Faculty, 1 full-time staff member, and 372 students for 2012-2013.

DEPARTMENT OF MECHANICAL ENGINEERING Budget 2012-2013

	Item Reference	Budget
1	Total Personnel Services	1,729,990
2	Travel	2,259
3	Operating Services	9,945
4	Supplies	10,724
5	Professional Services (Lecture Fund)	-0-
6	Capital Outlay	-0-
	Total Expenditures	1,752,918
	Expenditures per Student	3,168

The Department of Mechanical Engineering has 13 full-time faculty, 1 part-time faculty, 3 Professional Non-Faculty, 1 full-time staff member and 546 students for 2012-2013.

DEPARTMENT OF ACCOUNTING Budget 2012-2013

	Item Reference	Budget
1	Total Personnel Services	1,422,097
2	Travel	2,224
3	Operating Services	5,948
4	Supplies	2,078
5	Professional Services (Lecture Fund)	-0-
6	Capital Outlay	-0-
	Total Expenditures	1,432,347
	Expenditures per Student	4,158

The Department of Accounting has 10 full-time faculty, 1 part-time faculty, 1 full-time staff member, and 524 students for 2012-2013.

A brief narrative description of pending reductions or increases in enrollment and plans for addressing these changes

Since our last NAAB review, entry enrollment in the SoAD has dropped by 30 students. This is due to selective admissions that have incrementally raised the standards for admission into the University over the past five years. Formerly, we had a high level of attrition out of the first year studios because students who were unprepared for college were being admitted. Since the advent of selective admissions, the SoAD has implemented strategies to increase the retention of first and second years students where the largest attrition used to occur. (See Section for these strategies). We project that the enrollment will increase by 10 – 12 students in the fall of 2013. We now have an articulation agreement with SLCC, the local community college that will help potential students meet the entry requirements for the University, and begin their design studies with an equivalent DSGN 101 studio. Successful students in this studio who are admitted to the University will then take DSGN 102 in the summer prior to admission into the second-year studio in the fall.

The SoAD has also stepped up recruitment efforts by organizing and participating in Career Fairs, and lecturing at the Community College. Our recruitment efforts have carried over into our retention efforts to include mentoring programs in which our graduate students mentor our incoming students. Involvement with the SPARK campaign during the College of the Arts Festival of the Arts along with encouraging active student participation in the AIAS chapter are further efforts the School has made to retain students.

Pending reductions or increases in funding and plans for addressing these changes

As mentioned before, the University budget has been cut by 44% (or \$44,000,000.00) over the last five years. Even with these reductions, the University has championed keeping the core of teaching and learning intact. The SoAD was able to search for three positions in the 2012-13 academic year: the Director of the School, and two assistant professors.

Travel was a major area that was targeted when the budget was cut \$42 million dollars. It was reduced to one half and the allocation per faculty in our department amounted to \$500 for the academic year. Travel reductions hampered student recruitment and stopped some student travel to competitions and educational field trips. The COA SPARK Week has offset some of the travel cost and has provided over \$1,500 for additional travel for faculty.

The SOAD has received 3.5 million in funding from the State of Louisiana for building renovations to waterproof Fletcher Hall and cover the exterior decks. This is inadequate to finish the interior spaces created by covering the decks. Additional funding is being sought to complete the interior renovation of the second floor of Fletcher Hall.

In the past six years students and faculty have completed six projects for HABS with a total funding of \$87,000.00. The funding was allocated to faculty salaries, supplies, equipment, materials, and travel. Each HABS project was submitted to the National Park Service for entry in the Charles E. Peterson Prize competition. In 2009, faculty and students received an Honorable Mention in this competition for documentation of Academy of the Sacred Heart – Chapel.

The various Institutes in the SoAD are not only vehicles for faculty and student research, they are generators of funding that help to support the program and the School. Their funding is listed below:

Community Design Workshop

In the past six years the Community Design Workshop has completed 16 projects with a total funding of \$1,789,500.00. Of that funding, 1.5 million covers construction costs for the University Bike Path, phases I and II. The remainder of the funding \$289,500.00 has been allocated to faculty summer salaries, supporting teacher assistantships, in addition to student stipends, travel, and materials. Approximately 24% of the total funding is returned back to the University.

Building Institute

Funding for Building Institute projects has contributed to the travel budget for both faculty and students. It has completed \$1,427,955 in projects over the past six years with another \$264,000 on the drawing board in 2013. In 2007, the Institute received a state-funded service-learning grant of \$10,000 and a \$30,000 grant from the AIA to perform master-planning and to fabricate installations for the Boy's and Girl's Clubs of Acadiana. In 2008-2009, the Building Institute raised \$509,730 in cash and \$498,954 in in-kind goods and services to produce the BeauSoleil Louisiana Solar Home and participate in the 2009 Solar Decathlon. A Habitat for Humanity home was designed and built by the Building Institute students at a cost of \$73,271 in 2010-2011. In 2010-2012, the Building Institute designed, built and sold two sustainably designed, market-rate homes. The EVENT House sold for \$153,000 and the NEXThouse also sold for \$153,000. The Building Institute has financing for its next market-rate home, the COUR House, which it will build in 2013 with an asking price of \$179,000.

The Coastal Community Resilience Studio

Since its inception in 2010, the Coastal Community Resilience Studio has received \$220,000 from Chevron Corporation in cooperation with America's Wetland Foundation, \$1,000 from The Nature Conservancy, \$9,800 from the UL Lafayette STEP program, and \$30,000 from the Louisiana SeaGrant College Program. Funding for the Resilience Studio supports the following: tuition and monthly stipends for two graduate assistants, monthly stipends for one undergraduate assistant, summer salary for three research-faculty and the Associate Director, 50% salary for the Director, travel expenses for student site visits, and 100% of the computational and material supplies necessary for instruction and research. Approximately 17% of the SeaGrant funding was returned to the University for indirect expenses. A two-year proposal for \$300,000 was submitted to Chevron Corporation and is currently under review.

Civic Development Studio

The Civic Development Studio, in a few different incarnations over the past four years, has been involved with a series of projects leading up to its current effort to implement a public/private development entity to focus on social and physical energy generation through environmentally-focused real estate and alternative energy projects.

In 2010 we worked under a \$20,000 Coastal Community Resilience Studio grant to develop strategies to re-integrate a major chemical waste stream of a regional Honeywell Corporation plant into the rehabilitation of the deteriorating wetlands across the Louisiana coast. Through this project we provided three faculty members with partial summer salaries and three students with an on-going stipend throughout the fall semester.

Between 2010 and 2011 we were consultants on a 16 million dollar tax-credit, mixed-use, multi-family Work Force Housing project to assure a high level of energy efficiency and LEED rating. Through this

project two faculty members were given a stipend through a fall semester and we were able to place two of our graduating masters students as lead designers on the project.

We are currently in the pre-design stage of what we anticipate to be a three million dollar real estate project that will allow us to continue to integrate a few of our best graduating masters students into meaningful civic work as well as fund an on-going graduate assistant to manage our studio and to pay for faculty summer salaries. The strategy is to continue developing real estate projects and expand our ability to support graduate students and faculty summer salaries.

Student Scholarship and Award Funding

The scholarships available to students are as follows:

- The Herbert Heymann Endowed Scholarship in honor of A. Hays Town, Architect (travel). \$500
- The Mr. & Mrs. Charles Wallace Gladney Travel Fellowship. \$400
- Three endowed scholarships in honor of A. Hays Town, Architect (travel)
- The Clay R. Breaux Endowed Scholarship (first-year student). \$450 per semester for one academic year
- The AIA South Louisiana Scholarship Academic. \$2,000 per semester
- The Acme Brick Scholarship (second-year student). \$1,000
- CSI – Acadiana Chapter Endowed Scholarship in Architecture and Engineering \$400
- CSI – Acadiana Chapter Endowed Scholarship in Architecture \$400
- Collins C. Diboll in honor of A. Hays Town Architect. \$600
- Abdalla Endowed Scholarship. \$600

Changes in funding models for faculty, instruction, overhead, or facilities since the last visit and plans for addressing these changes (include tables if appropriate)

Funding models for faculty, instruction and overhead have not changed since the last NAAB visit. As mentioned before, the University is in the process of renovating Fletcher Hall: Phase I is \$4.2 million and Phase II is \$1.5 million, at the time of this report.

Any other financial issues the program and/or the institution may be facing.

I.2.5 Information Resources: Dupré Library

The APR must include the following [NOTE: This section may best be prepared by the architecture librarian and professional in charge of visual resources]:

- *A description of the institutional context and administrative structure of the library and visual resources.*
- *An assessment of the library and visual resource collections, services, staff, facilities, and equipment that does the following:*
 - *Describes the content, extent and formats represented in the current collection including number of titles and subject areas represented.*
 - *Evaluates the degree to which information resources and services support the mission, planning, curriculum, and research specialties of the program.*
 - *Assesses the quality, currency, suitability, range and quantity of resources in all formats, (traditional/print and electronic).*
 - *Demonstrates sufficient funding to enable continuous collection growth.*
 - *Identifies any significant problem that affects the operation or services of the libraries, visual resources collections, and other information resource facilities.*

Description

The Architecture Collection at UL Lafayette is housed in the central University Library. The Edith Garland Dupré Library operates on an open-stack system. The building can accommodate more than two million volumes and currently has more than 1,000,000 volumes, two million titles of micro-text, and 6,000 serial titles. Comfortable seating and study spaces (more than half of which are in the form of individual carrels) are provided for approximately 2,000 students. Architecture journals and books are located by call number category, mainly on the second floor of the library.

The Dean of the Library reports to the Provost and Vice President of Academic Affairs who in turn reports to the University President. The structural organization within the library consists of a Dean, Associate Dean, three Assistant Deans, and heads of departments and heads of divisions. Library services fall under the three assistant deans who administer public services; special collection services; and technical, web, and IT services. The library has 49 full-time employees, plus 42 student assistants.

Each academic department on campus has a Library Representative, appointed by the Department Chair, who reviews and selects materials according to program demands. The Liaison Librarian for the department has the authority to make recommendations regarding book, visual resources, and non-book selections, but generally acts in an advisory capacity by providing the resource order catalogs and current state of the overall collection.

Assessment: Dupré Library

Collections

The Architecture Collection at Dupré Library meets the criteria for Research Level (according to the Guidelines for Collection Development, 1990, page 3), of the collection's density by including the major published source materials required for dissertations and independent research, including a broad range of materials in the reference collections and electronic databases citing major indices of the discipline, abstracting services, and full-text journal articles. In addition, the library offers interlibrary loan and document delivery services supplementing the basic collection.

Edith Garland Dupré Library uses the standard Library of Congress classification system and LC subject headings, utilizing the current AACR2 national standards. As a LYRASIS participant in the worldwide OCLC database, all library records are in MARC format. The library's online catalog is accessible via terminals on every floor of the library, and remote access is available 24/7. (Students in the architecture program can access the catalog and online databases from the Internet connection via WIFI connection in Fletcher Hall). New books are cataloged promptly, and there is no backlog of architectural materials.

Books. The architecture collection at Edith Garland Dupré Library is comprised of titles from several call number locations due to the various subject categories of the program; the collection is divided into two major categories: core collection and related areas. The core collection consists of titles within the main body of architectural literature (architecture, design arts, bibliography) and totals 12,568. The related fields include areas of construction law, civil engineering and city planning with titles totaling 11,061. The two groups combine for a total of 23,629 titles, sufficiently meeting the needs of the architecture program.

Architecture Collection by Call Number 2012

Core Collection

GT 154-485	Houses, Dwellings	10
LB 3201-3325	School Architecture	261
NA	Architecture	8011
NK 1135 – 1149.5	Arts & Crafts Movement	15
NK 1700-3505	Interior Decoration	1232
SB 469-477	Landscape Architecture	492
TH 1-8581	Building Construction and Materials	2091

TP 826-889	Building Industries	93
TS 171	Industrial Design	62
TX 309-315	Furnishings and Decoration	21
Z5941-5945	Architectural Bibliography	280
	Total Core Collection Titles:	12568

Related Areas

HD 9715-9717.5	Construction Industry	204
HT101- 384	City Planning	1517
HV 8805-8829	Prison Architecture	8
KF 5675-5698	Land Use/Zoning	21
KF 5701	Building Codes	18
KF5704-5710	Electrical & Plumbing Codes	9
QC851-999	Local Meteorology/Climate	785
TA1-820	Civil Engineering	8013
TG1-470	Bridge Engineering	486
	Total Related Titles	11061

TOTAL ARCHITECTURE COLLECTION: 23629 Titles

Serials. The library subscribes to 25 serial publications within the architecture discipline and to many other supportive journals in related disciplines (Human Resources and Civil Engineering). The library owns complete back files of most serial titles in the collection.

Architecture Subscription Titles 2012

A & U (Architecture & Urbanism)
Abitare (Print Edition)
Apparel Magazine (Print Edition)
ArcCA (Architecture California) (Print Edition)
Architect Magazine (Print + Digital)
Architects' Journal (Print + Online)
Architectural Design (Print Edition)
Architectural Record (Print Edition)
Architectural Review (Print Edition)
Arkitektur DK (Print Edition)
Builder Magazine (NAHB) (Print Edition)
Canadian Architect (Print Edition)
Design Methods: Theories Research Education and Practice (Print Edition)
Domus (Print Edition)
Fine Homebuilding (Print Edition)
Interior Design (Print + Online)
Journal of Architectural Education (Online Edition)
Journal of Green Building (Online Edition)
Landscape Architecture Magazine (Print Edition)
Lotus International
Metropolis (Print + Online)
National Trust for Historic Preservation Forum Membership
RIBA Journal (Royal Institute of British Architects)
Textile World (Print Edition)
Textiles Magazine (Print + Digital)

Online Databases. Dupré Library subscribes the online version of the Avery Index to Architectural Periodicals, as well as digital collections that greatly increase access to high quality images. ArchiVision contains over 50,000 images, and ARTstor provides more than one million digital images. Oxford Art Online allows for cross-searching of multiple resources including Grove Art Online, the Benezit Dictionary of Artists, the Encyclopedia of Aesthetics, The Oxford Companion to Western Art, and The Concise Oxford Dictionary of Art Terms, as well as many specially commissioned articles and bibliographies available exclusively online.

ARCHITECTURE ONLINE DATABASES

Academic Search Complete
ArchiVision
Art Full Text
Art Index Retrospective
ArtSEARCH
ARTstor
Arts and Humanities Citation Index
Avery Index to Architectural Periodicals
Cinema Image Gallery
JSTOR
Oxford Art Online
Project Muse
SIRIS: Smithsonian Institution Research Information System
Smithsonian Art Online

Descriptions for these titles can be found at: <http://library.louisiana.edu/Ref/Databases/descriptions.shtml>
Services. Public Services includes four departments: Circulation (<http://library.louisiana.edu/Circ/>),
Reserve (<http://library.louisiana.edu/Resv/>), Interlibrary Loan (<http://library.louisiana.edu/ILL/>), and

Reference/Research (<http://library.louisiana.edu/Ref/>). The Circulation and Reserve Departments handle materials that are borrowed from the library, and the Interlibrary Loan procures materials not owned by the library, including journal articles that are delivered electronically. The Reference/Research Department offers services from a centralized desk, with a computer lab nearby. Research librarians assist users in finding and accessing information. Specific research librarians administer distance learning services (<http://louisiana.libguides.com/distancelearners>), instructional services (<http://library.louisiana.edu/Bib/>), and U.S. Government information (<http://library.louisiana.edu/Gov/>). Special Collections (<http://library.louisiana.edu/Spec/>) include the Louisiana Room, the University Archives & Acadiana Manuscripts Collection, the Rare Book Collection, the Ernest J. Gaines Center, the Cajun and Creole Music Collection, the University Records Management Program, and Microforms. Technical Services (<http://library.louisiana.edu/Tech/>) is responsible for the acquisition, cataloging, and processing of materials. Information Technology & Web Services (<http://library.louisiana.edu/Net/>) supports computers and Internet access in the library and manages the library's web site. *Current Awareness.* The library sends the Architecture Department a library-generated listing of all new materials purchased from the departmental allocation. The designated library liaison also sends subject specific publication announcements and catalogs to each departmental representative on a regular basis.

Access to Collections. The majority of the architecture collection is housed on the second floor of a barrier-free library serviced by two elevators and a central staircase. The library meets all requirements of the National Disabilities Act for providing handicap access to public buildings. The collection is accessible at all hours the library is open. Course reserve materials are available at the library's Reserve Desk; which also follows the same.

Books circulate to students for a three-week loan period with renewal privileges; to graduate students for one semester; and to faculty for an academic year. There are written loan policies that define loan periods, fines, lost book fees and other concerns.

Hours. Dupré Library Fall Semester 2012 hours of operation are:

August 20 – December 7

Monday - Thursday	7:30 am - 12:00 a.m.
Friday	7:30 am - 4:30 p.m.
Saturday	10:00 am - 5:00 p.m.
Sunday	2:00 p.m. - 11:00 p.m.

Hours shown reflect the normal hours of operation. Holiday hours are not represented.

The architecture collection is accessible throughout these hours, as are the Reference/Research Desk, Reserve Desk, Circulation Desk and Reference Online Center and STEP computer labs.

Cooperative Agreements. The library operates a professionally staffed Interlibrary Loan Department and uses the OCLC resource sharing and delivery system, the national standard. The library is a member of OCLC through LYRASIS and has also entered into reciprocal agreements with several hundred libraries throughout the country for reduced cost of interlibrary loan services. The library employs OCLC Article Exchange, ILLiad Odyssey, and ARIEL for electronic delivery. The library also utilizes commercial document delivery services when required. Dupré Library participates in LALINC, a consortium of academic libraries in Louisiana that provide on-site borrowing privileges among most state public universities as well as Interlibrary Loan resource sharing management software (ILLiad), support and maintenance. The library participates in the State Library of Louisiana courier service for the sharing of library materials among libraries in the state of Louisiana. The library also works cooperatively with international libraries, such as the British Lending Library, to obtain materials from outside the U.S. Online catalogs and resources (<http://library.louisiana.edu/General/catalogs.shtml>) and commercial document delivery services (<http://louisiana.libguides.com/commndocdel>) also provide access to materials. All UL Lafayette students, faculty, and staff may use the Lafayette Public Library. The main library is located in downtown Lafayette.

Staff

Structure. The Library Dean reports to the Provost and Vice President of Academic Affairs who in turn reports to the University President. The structural organization within the library consists of a Dean, Associate Dean, three Assistant Deans, and heads of departments and heads of divisions. Library services fall under the three assistant deans who administer public services; special collection services; and technical, web, and IT services. The library has 49 full time employees, plus 42 student assistants.

Professional Status. The library employs 17 professional librarians with masters degrees in library and or information science, each from an ALA accredited university program. Some have additional subject masters degrees and/or PhDs. Librarians have faculty status and are eligible for tenure and promotion. There are written position descriptions for the librarians. The Library Systems Coordinator is an unclassified position, currently filled by a masters-level graduate.

Support Staff. The library has 31 paraprofessional personnel plus a number of student aides. College preparation is not required for staff positions, but several staff employees have degrees or have earned undergraduate credits. Each support staff member has a written job description.

Compensation. Library faculty salaries are commensurate with others in the humanities and social science areas of the university and are comparable with other academic libraries in the state. Professional development opportunities are available to the library staff. Conferences, workshops and short courses are supported financially and with professional leave for all professionals. Summer sabbaticals and research awards are also available.

Facilities

Space. The architecture collection is housed in Edith Garland Dupré Library, the main campus library. Dupré Library recently completed a major construction and renovation project, granting an additional 88,000 square feet to the existing building, bringing the total library space up to 216,000 square feet. The recent renovations provide an attractive and welcoming environment conducive to research and other campus activities and services. The library is situated at the center of the campus (visible from Fletcher Hall), providing convenient access to faculty, staff and students. The building is equipped with proper environment controls (HVAC) for the appropriate storage, conservation, and preservation of all library materials. All library materials are housed in the present location. There is no remote storage.

Environmental Factors and Security. The recent library renovations provided for more than adequate lighting, heating, ventilation, and electrical supply, including computer portals. The seating capacity in the library has also expanded to 2700.

The entire library is wired with a security system. The library has emergency procedures and disaster plans. These include fire alarm and public address system for use in case of an emergency. Cameras monitoring activity throughout the building provide additional security, and a 3M-book detection system at the front entrance deters theft.

Conservation and Preservation. Means for conservation and preservation are very satisfactory. Air conditioning is provided year round, and the collection is regularly reviewed for mending and binding. Extra-wide shelves are provided for the proper shelving of over-sized materials.

Equipment

There is sufficient and appropriate storage, and housing systems exist for all types of library materials. Since the recent library construction and renovations, there is an abundance of shelving for books and other library material. The library has photocopiers on each floor of the library, three digital scanners, and a sufficient number of microfilm/fiche readers, copiers, and scanners. The library is equipped with three computer labs, the STEP (Student Technology Enhancement Program) PC Lab, the Reference Online Center, and the Bibliographic Instruction Lab, providing more than 200 computer workstations with shared printers. Audiovisual equipment is available for student and faculty use. A STEP grant recently provided new televisions and Blu-ray players for the audiovisual rooms and portable DVD players and boom boxes, which students may borrow.

- *Evaluates the degree to which information resources and services support the mission, planning, curriculum, and research specialties of the program.*

The library's collection sufficiently supports all areas of the design arts curriculum (architecture, interior design, industrial design, advertising design, fashion design, theater design) both in depth and breadth; scope of the collection is both current and retrospective, including materials relevant to practice, history, theory, and criticism of design. In addition to student research, the collection also adequately supports the level of faculty research and professional development.

- *Demonstrates sufficient funding to enable continuous collection growth.*

Immediately following our department's last accreditation, funding of the library proved to be sufficient to provide resources and services to accomplish the goals and mission of the University and its programs. However, in recent years, major state budget cuts have limited the library's ability to grow the general collections and many departmental collections. The library administration and staff have done an outstanding job protecting and maintaining its core mission and its current resources. Online databases and other resource purchases through LOUIS, the academic library consortium, augment the library's print collections and are available to faculty, students and staff 24/7.

- The Library's (FY 2011-2012) budget is \$1,296,538.30: books and bindery \$10,260.39, electronic resources \$344,188.73, serial subscriptions \$698,558.18, standing orders \$20.00 and LOUIS \$243,511.00.
- The architecture program's (FY2011-2012) library budget allocates \$4,878.26 for periodical subscriptions.
- There is a long-standing written collection development policy that is regularly reviewed. The policy statement is general and applicable to all university curriculums and not specific to architecture program.
- *Identifies any significant problem that affects the operation or services of the libraries, visual resources collections, and other information resource facilities.*
The Dupré Library runs smoothly and efficiently. At this time, there are no significant complaints or problems with the operations or services.

I.3. Institutional Characteristics

I.3.1. Statistical Reports

This section should include the statistical reports described in the 2009 Conditions.

I.3.2. Annual Reports

The APR must include, in addition to the materials described in the 2009 Conditions, a statement, signed or sealed by the official within the institution responsible for preparing and submitting statistical data that all data submitted to the NAAB through the Annual Report Submission system since the last site visit is accurate and consistent with reports sent to other national and regional agencies including the National Center for Education Statistics.

I.3.3. Faculty Credentials

The APR must include the following information for each instructional faculty member who teaches in the professional degree program. [NOTE: This information may be cross-referenced to resumes prepared in response to I.2.1 using the template for faculty resumes in the 2009 Conditions, Appendix 2]

- *His/her academic credentials, noting how educational experience and recent scholarship supports their qualifications for ensuring student achievement of student performance criteria.*
- *His/her professional architectural experience, if any, noting how his/her professional experience supports their qualifications for ensuring student achievement of student performance criteria.*

PART ONE (I): SECTION 3 – INSTITUTIONAL AND PROGRAM CHARACTERISTICS

I.3.1 Statistical Reports⁸

In this section of the APR, programs are asked to provide statistical data in support of activities and policies that support social equity in the professional degree program as well as other data points that demonstrate student success and faculty development.

- Program student characteristics.
 - Demographics (race/ethnicity & gender) of all students enrolled in the accredited degree program(s).
 - Demographics compared to those recorded at the time of the previous visit.
 - Demographics compared to those of the student population for the institution overall.
 - Qualifications of students admitted in the fiscal year prior to the visit.
 - Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit.
 - Time to graduation.
 - Percentage of matriculating students who complete the accredited degree program within the “normal time to completion” for each academic year since the previous visit.
 - Percentage that complete the accredited degree program within 150% of the normal time to completion for each academic year since the previous visit.
- Program faculty characteristics
 - Demographics (race/ethnicity & gender) for all full-time instructional faculty.
 - Demographics compared to those recorded at the time of the previous visit.
 - Demographics compared to those of the full-time instructional faculty at the institution overall.
 - Number of faculty promoted each year since the last visit.
 - Compare to number of faculty promoted each year across the institution during the same period.
 - Number of faculty receiving tenure each year since last visit.
 - Compare to number of faculty receiving tenure at the institution during the same period.
 - Number of faculty maintaining licenses from U.S. jurisdictions each year since the last visit, and where they are licensed.

The information requested above should be presented quantitatively in the APR

Program Student Characteristics:

Demographics of Enrolled Undergraduate Architecture Students

Column1	Fall 2012	Fall 2007	UL Lafayette 2012
Total	203	237	15,143
Male	121	156	6,562
Female	82	81	6,581
African American	35	29	3,182
American Indian	1	2	72
Asian/Pacific Islander	4	5	290
Hispanic/Latino	11	8	423
White	133	184	10,465
Undeclared	3	6	225
International	11	3	294
Two or More Races	5	0	188
Native Hawaiian	0	0	4

Demographics of Enrolled Graduate Architecture Students

Column1	Fall 2012	Fall 2007	UL Lafayette 2012
Total	46	29	1544
Male	33	22	866
Female	13	7	678
African American	0	1	174
American Indian	0	0	4
Asian/Pacific Islander	0	1	24
Hispanic/Latino	5	1	34
White	38	23	1013
Undeclared	1	1	39
International	1	2	246
Two or More Races	1	0	10
Native Hawaiian	0	0	0

Qualifications of Students Admitted in the Fiscal Year Prior to the Visit

Graduate Students Qualifications (2yr. & 3.5 yr.)

Program Track	Graduated From	Degree	Grade Point Average	Portfolio	Letters of Recommendation	Transcripts	ULL App
1.5	UL Lafayette	BS-Architecture	3.250	☐	☐	☐	☐
1.5	UL Lafayette	BS-Architecture	3.110	☐	☐	☐	☐
1.5	UL Lafayette	BS-Architecture	3.610	☐	☐	☐	☐
1.5	UL Lafayette	BS-Architecture	3.140	☐	☐	☐	☐
1.5	UL Lafayette	BS-Architecture	2.640	☐	☐	☐	☐
1.5	UL Lafayette	BS-Architecture	2.370	☐	☐	☐	☐
1.5	UL Lafayette	BS-Architecture	2.960	☐	☐	☐	☐
1.5	UL Lafayette	BS-Architecture	3.210	☐	☐	☐	☐
1.5	UL Lafayette	BS-Architecture	3.170	☐	☐	☐	☐
1.5	UL Lafayette	BS-Architecture	3.540	☐	☐	☐	☐
1.5	UL Lafayette	BS-Architecture	2.220	☐	☐	☐	☐
1.5	UL Lafayette	BS-Architecture	2.650	☐	☐	☐	☐
1.5	UL Lafayette	BS-Architecture	2.870	☐	☐	☐	☐
1.5	UL Lafayette	BS-Architecture	3.580	☐	☐	☐	☐
1.5	UL Lafayette	BS-Architecture	2.970	☐	☐	☐	☐
1.5	UL Lafayette	BS-Architecture	3.350	☐	☐	☐	☐
1.5	UL Lafayette	BS-Architecture	2.860	☐	☐	☐	☐
1.5	UL Lafayette	BS-Architecture	3.330	☐	☐	☐	☐
1.5	UL Lafayette	BS-Architecture	3.350	☐	☐	☐	☐
1.5	UL Lafayette	BS-Architecture	3.390	☐	☐	☐	☐
1.5	UL Lafayette	BS-Architecture	2.910	☐	☐	☐	☐
3.5	UL Lafayette	B-Interior Design	3.270	☐	☐	☐	☐
3.5	UL Lafayette	B-General Studies	3.150	☐	☐	☐	☐
3.5	Winona State	BS-Engineering	3.670	☐	☐	☐	☐
3.5	Carnegie Mellon Univ	BS-Hist & Anth	4.000	☐	☐	☐	☐

Time to Graduation

Percentage of Students who Complete the Accredited Program

Column1	2008 - 2009	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013
Normal Time – 5.5 yrs	30.6	26.1	28.9	36.8	37.7
Within 150% of Normal Time - 6 yr	37.5	34.8	35	42.6	47.5

Demographics of Architecture Faculty

	Fall 2012	Fall 2007	UL 2012
Total	19	20	596
Male	13	15	335
Female	6	5	261
African American	1	0	32
American Indian	0	0	1
Asian/Pacific Islander	0	0	52
Hispanic/Latino	1	1	15
White	17	19	475
Undeclared	0	0	0
International	0	0	19
Two or More Races	0	0	2
Native Hawaiian	0	0	0

Faculty Promotion

Name	2008	2009	2011	2012	2013
Brian Powell	Full Prof				
Geoff Gjertson				Full Prof	
Jean Edwards		Full Prof			
Michael McClure				Full Prof	
Corey Saft		Assoc Prof			

Faculty Tenure

Name	2008	2009	2011	2012	2013
Corey Saft					
Kari Smith					

Faculty Maintaining Licenses from U. S. Jurisdictions

Name	2008	2009	2010	2011	2012	2013
Hector LaSala						
Brian Powell	LA (NCIDQ)	LA (NCIDQ)	LA (NCIDQ)	LA (NCIDQ)	LA (NCIDQ)	LA (NCIDQ)
Tom Sammons						
Jean Edwards						
Geoff Gjertson	LA	LA	LA	LA	LA	LA
Michael McClure	LA	LA	LA	LA	LA	LA
Corey Saft	LA	LA	LA	LA	LA	LA
Kari Smith						
Dan Burkett						
Carl Trimble	LA, GA	LA, GA	LA, GA	LA, GA	LA, GA	LA, GA
Denise Jean						
Andrew Sammataro						
Ben Bush						
Jenny Kivett						
Sarah Young						
Ashlie Latiolais					LA	LA
Gordon Brooks	LA	LA	LA	LA	LA	LA
Robert McKinney	LA	LA	LA	LA	LA	LA

I.3.2 Annual Reports

The APR must include, in addition to the materials described in the 2009 Conditions, a statement signed or sealed by the official within the institution responsible for preparing and submitting statistical data that all data submitted to the NAAB through the Annual Report Submission system since the last site visit is accurate and consistent with reports sent to other national and regional agencies including the National Center for Education Statistics.



**Provost and Vice President
Academic Affairs**

P.O. Box 41810
Lafayette, LA 70504-1810
Office: (337) 482-6454

Université des Acadiens

May 23, 2013

National Architectural Accrediting Board, Inc.
1735 New York Avenue, NW
Washington, DC 20006

To Whom It May Concern:

With regards to the Architecture Program in the School of Architecture and Design at the University of Louisiana at Lafayette, this letter certifies that all data submitted to the National Architectural Accrediting Board through the Annual Report Submission system since the last site visit is accurate and consistent with reports sent to other national and regional agencies, including the National Center for Education.

Sincerely,

Carolyn Bruder, Interim Provost and
Vice President for Academic Affairs

mf

I.3.3 Faculty Credentials

The APR must include the following information for each instructional faculty member who teaches in the professional degree program. [NOTE: This information may be cross-references to resumes prepared in response to I.2.1 using the template for faculty resumes in the 2009 Conditions, Appendix 2]

- *His/her academic credentials, noting how educational experience and recent scholarship supports their qualifications for ensuring student achievement of student performance criteria.*
- *His/her professional architectural experience, if any, noting how his/her professional experience supports their qualifications for ensuring student achievement of student performance criteria.*

Graphs showing instructional faculty credentials and specific course assignments for academic years 2011-12 and 2012-13 are included in Section I.2.1. A complete list of faculty members and their resumes can be found in Part IV, Item 2.

I.4 Policy Review

List of Documents to be Available in the Team Room (Part I: Policy Review)

The information requested in Part I, Sections 1-3 of the APR, is to be addressed in the APR. In addition, the program is expected to provide a number of documents for review by the visiting team. Rather than being appended to the APR, they are to be provided in the team room during the visit. These include but are not limited to:

- Studio Culture Policy
- Self-Assessment Policies and Objectives
- Personnel Policies including:
 - Position descriptions for all faculty and staff
 - Rank, Tenure, & Promotion
 - Reappointment
 - EEO/AA
 - Diversity (including special hiring initiatives)
 - Faculty Development, including but not limited to; research, scholarship, creative activity, or sabbatical.
- Student-to-Faculty ratios for all components of the curriculum (i.e., studio, classroom/lecture, seminar)
- Square feet per student for space designated for studio-based learning
- Square feet per faculty member for space designated for support of all faculty activities and responsibilities
- Admissions Requirements
- Advising Policies; including policies for evaluation of students admitted from preparatory or pre-professional programs where SPC are expected to have been met in educational experiences in non-accredited programs
- Policies on use and integration of digital media in architecture curriculum
- Policies on academic integrity for students (e.g., cheating and plagiarism)
- □ Policies on library and information resources collection development
- A description of the information literacy program and how it is integrated with the curriculum

Part Two (II). Educational Outcomes and Curriculum

II.1.1. Student Performance Criteria

The APR must include:

- *A brief, narrative or graphic overview of the curricular goals and content for each accredited degree program offered or each track for meeting the requirements of the professional degree program.*
- *A matrix for each accredited degree program offered or each track for meeting the requirements of the professional degree program, that identifies each required course with the SPC it fulfills.*
 - *Where appropriate, the top section of the matrix should indicate those SPCs expected to have been met in preparatory or pre-professional education prior to admission to the NAAB-accredited program (see also Part II, Section 3).*
 - *The bottom section of the matrix should include only criteria that are demonstrated in the accredited degree program or track.*

In all cases, the program must highlight only the 1-2 cells on the matrix that point to the greatest evidence of student achievement. (For a sample matrix, see Appendix 4)

[NOTE: Elective courses are not to be included on the matrix.]

Narrative Overview:

The M.Arch has a 1.5 year + summer track (45-hour graduate study program) and a 3.5 year track with 90 hours of graduate study plus any other undergraduate courses required for eligibility (i.e., Civil Engineering). Students entering with an undergraduate degree in architecture follow the 1.5 year + summer 45-hour track. Students entering with a bachelor degree in another discipline enter the 3.5 year 90-hour track. SPC evidence is collected for both tracks. A narrative and summary of the pedagogy and matrix of the SPCs is detailed below.

1.5 year + Summer 45-hour Track

Students who have graduated with a B.S. in Architectural Studies from UL have taken the pre-professional sequence including the comprehensive studio (ARCH 401) and professional practice (ARCH 464). The graduate studio 1.5 year + summer track sequence allows students to pick from topical studios in ARCH 501 exploring small scale and detail-orientated projects. An urban design studio follows in the next semester. The final studio in the sequence is a thesis project for which the student explores individual ideas in architecture. The ARCH 409 and ARCH 464 comprehensive studio sequence is required for students with pre-professional architecture degrees from other institutions.

3.5yr 90-hour Track

The five initial terms of this track are intended to give students equivalent skills to those of students with pre-professional degrees. After the fifth term, 3.5 year track students merge with 1.5 year track students for studios. Additional undergraduate hours may be required in math, physics and/or the civil engineering 335 and 336 sequence.

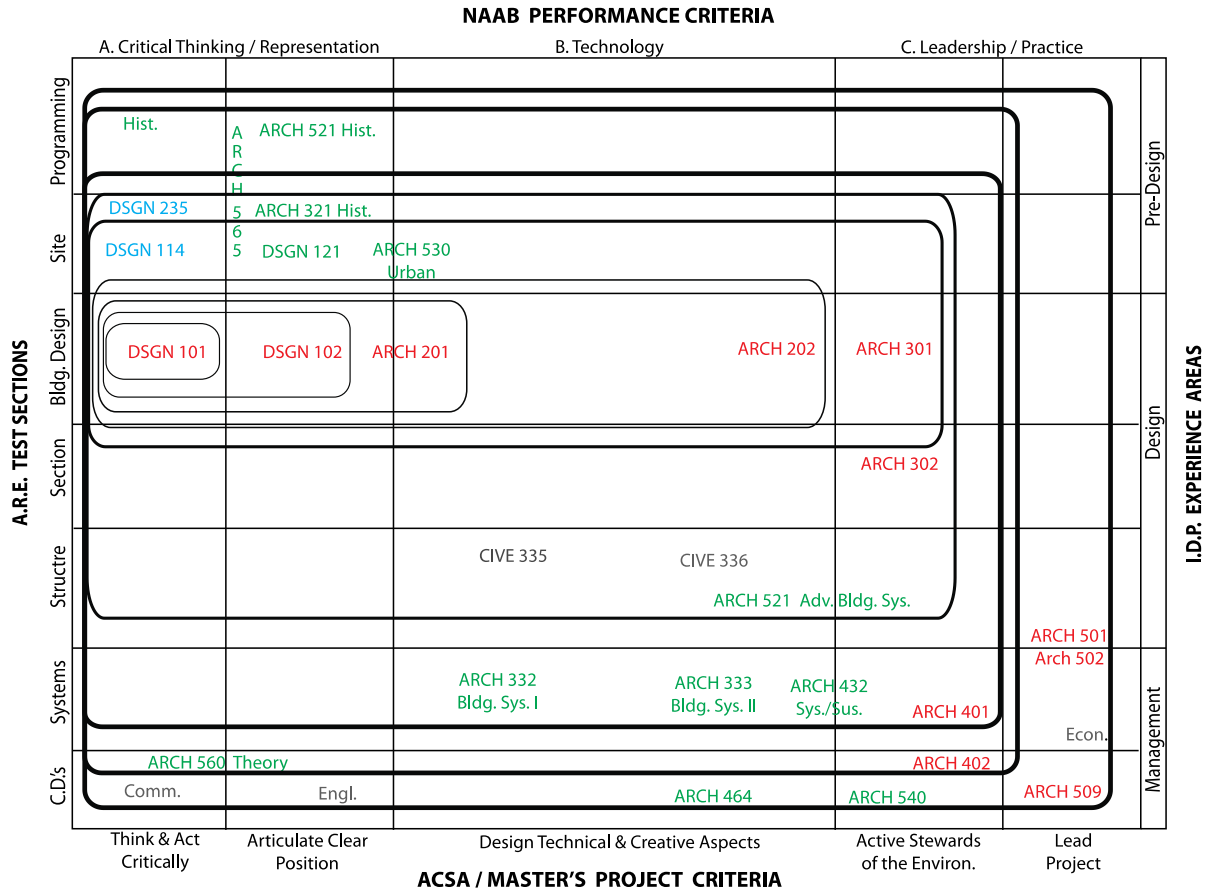
4 + 1.5 CURRICULUM

	Design Studio	Conceptual Framework	Lecture / Lab Courses	Thematic Content
Development / Foundation	DSGN 101			Process
	DSGN 102	Discovery	DSGN 114 Drafting	1st Scaled Design
	ARCH 201		DSGN 121 History DSGN 235 3D Rendering	Site/Context
	ARCH 202			Small Building
Professional	ARCH 301	Evidence/Discovery	ARCH 334 Mat.&Methods ARCH 321 History INDS (ARCH) 342 Research	Medium Building
	ARCH 302		ARCH 432 Bldg. Systems ARCH 331 Environ. Sys.	Large Building
	ARCH 401	Competency	ARCH 441 Sustainability	Comprehensive
	ARCH 402		ARCH 464 Construction Documents	Competition/Topical
Undergrad				
Graduate				
Synthesis/ Professional	ARCH 501 Build. Inst.	Collaborative/ Integrated Mastery	ARCH 532 Adv. Bldg. Sys. ARCH 560 Theory	Integrated Design
	ARCH 502 Community Design Workshop		ARCH 565 Research	Urban
	ARCH 509		ARCH 540 Professional Practice	Masters Project

3.5 MASTER'S CURRICULUM
(for students with non-architecture Bachelors degrees)

	Design Studio	Conceptual Framework	Lecture / Lab Courses	Thematic Content
Development / Foundation	(102) <div>ARCH 403 G</div>	Discovery World of Design		Process
	(201) (301) <div>ARCH 404 G</div>		ARCH 520 History ARCH 534 Sys. of Const. I	1st Scaled Design / Small Bldg.
	(302) <div>ARCH 405 G</div>	Internalize / Attain Competency	ARCH 531 Bldg. Syst ARCH 432 G Sys. of Const. II	Medium Bldg.
Professional	(401) (402) <div>ARCH 409 G</div>	Internalize / Attain Competency	CIVE 335 Structural I	Comprehensive / Large Bldg.
	<div>ARCH 410 G</div>	Individual Mastery	ARCH 464 Const. Docs. CIVE 336 Structural II	Competition / Topical
	<div>ARCH 501</div>	Collaborative Mastery	ARCH 532 Adv. Bldg. Sys. ARCH 560 Theory	Integrated Design
Synthesis	<div>ARCH 502</div>	Integrative / Collaborative Mastery	ARCH 565 Research	Urban
	<div>ARCH 509</div>		ARCH 540 Prof. Practice	Master's Project

Undergraduate Program BS Architectural Studies (124 credit)	Communication
	Design Thinking
	Communication
	Tech Document
	Investigate
	Fundamental Design
	Precedents
	Ordering System
	G. Cult
	Culture Diversity
	Applied Research
	Pre- Design
	Accessibility
	Sustainability
	Site Design
	Life Safety
	Comprehensive
	Financial
	System
	Structural System
	Building Envelope
	Building Service
	Materials
	Collaboration
	Human Behavior
	Client Role
	Project Management
	Management
	Leadership
	Legal
	Ethics
	Responsibility



	A 1	A 2	A 3	A 4	A 5	A 6	A 7	A 8	A 9	A 10	A 11	B 1	B 2	B 3	B 4	B 5	B 6	B 7	B 8	B 9	B 10	B 11	B 12	C 1	C 2	C 3	C 4	C 5	C 6	C 7	C 8	C 9
DSGN 101 Basic																																
DSGN 102 Basic																																
DSGN 114 Drawing																																
DSGN 121 Dsgn Survey																																
DSGN 235 Dsgn & Computer																																
DSGN 450 Mktg/Mgmt																																
CIVE 335 Str Eng I																																
CIVE 336 Str Eng II																																
ARCH 201 Arch Dsgn I																																
ARCH 202 Arch Dsgn II																																
ARCH 301 Arch Dsgn III																																
ARCH 302 Arch Dsgn IV																																
ARCH 321 History Arch																																
ARCH 331 Envmt Systm																																
ARCH 334 Mat & Meth																																
ARCH / INDS 342 Research Methods																																
ARCH 401 Arch Dsgn V																																
ARCH 402 Arch Dsgn VI																																
ARCH 432 Sys Construc																																
ARCH 441 Site & Sustain																																
ARCH 464G Pro Prac / Contract Doc																																
	T	Course listed in 2011-13 Bulletin. Part of Architecture curriculum through Fall 2014, then course is eliminated.																														

B.S. in ARCHITECTURAL STUDIES Student Performance Criteria Matrix

We have modeled the B. S. in Architectural Studies as the first portion of a 4 plus 1.5 plus a summer Masters of Architecture degree. For this reason we include NAAB SPC's in our undergraduate curriculum and syllabi. This allows students who proceed to our 1.5-year + summer M Arch (or other graduate program) to present evidence of learning in those areas.

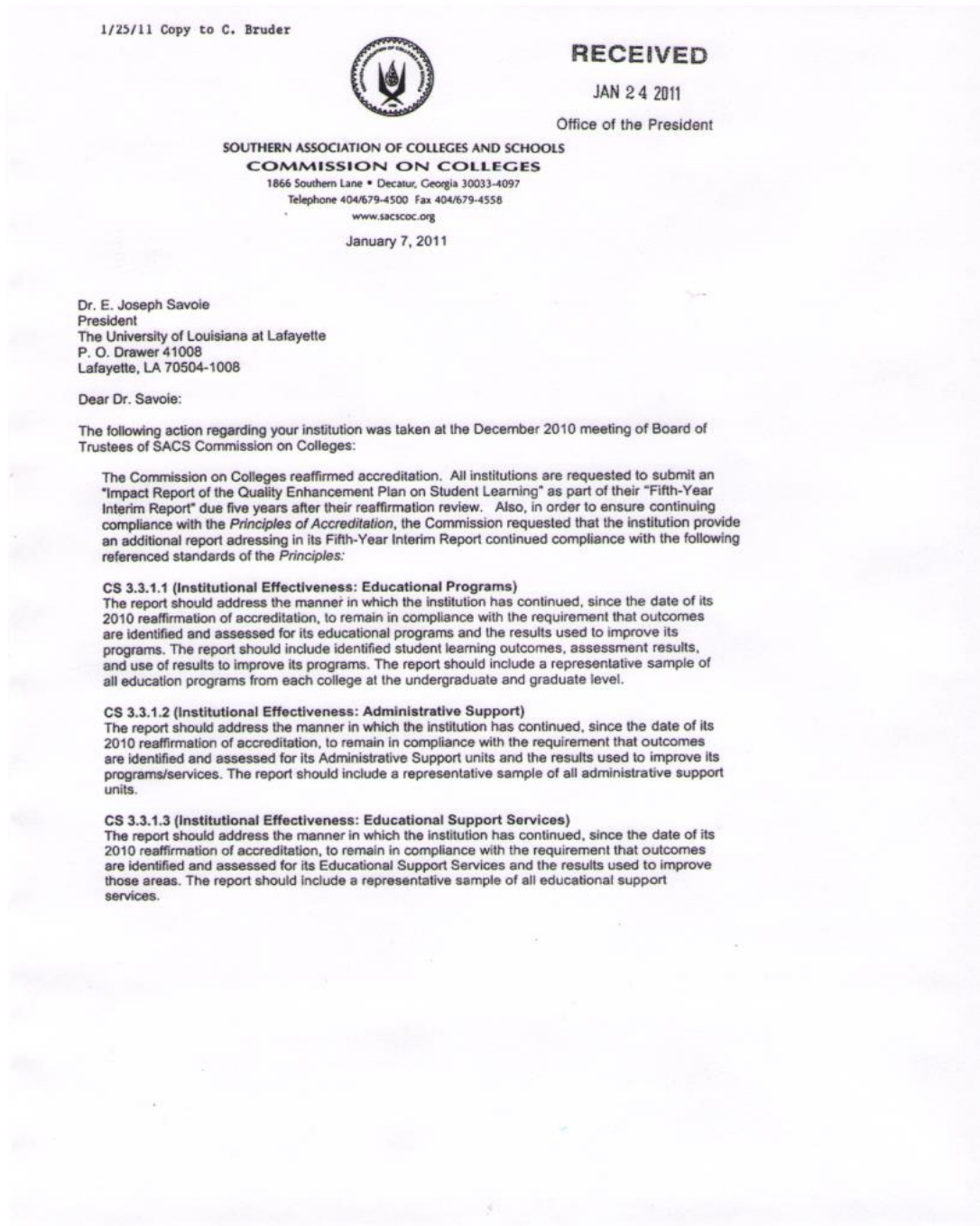
Master of Architecture 45 graduate credits hours 4+1.5+summer track (for students with under-graduate degree in arch)	Communication	Design Thinking	Visual Communication	Tech Document	Investigate	Fundamental Design	Precedents	Ordering System	Cult	Culture Diversity	Applied Research	Pre- Design	Accessibility	Sustainability	Site Design	Life Safety	Comprehensive	Financial	Environmental System	Structural System	Building Envelope	Building Service	Materials	Collaboration	Human Behavior	Client Role	Project Management	Practice Management	Leadership	Legal	Ethics	Responsibility
	A 1	A 2	A 3	A 4	A 5	A 6	A 7	A 8	A 9	A 10	A 11	B 1	B 2	B 3	B 4	B 5	B 6	B 7	B 8	B 9	B 10	B 11	B 12	C 1	C 2	C 3	C 4	C 5	C 6	C 7	C 8	C 9
ARCH 501 Adv Arch I												T																				
ARCH 502 Adv Arch II																																
ARCH 509/599 Thesis																																
ARCH 521 History																																
ARCH 530 Urban Theory																																
ARCH 540 Practice																																
ARCH 560 Theory																																
ARCH 565 Research																																
ARCH 579/632 Adv Topics												T										T										
	T	Courses in transition																														

M. Arch 90 grad. credit hours 3.5 yr. Track 90 grad. credit hours (for students w under-graduate degrees other than architecture)	Communication	Design Thinking	Visual Communication	Tech Document	Investigate	Fundamental Design	Precedents	Ordering System	Cult	Culture Diversity	Applied Research	Pre- Design	Accessibility	Sustainability	Site Design	Life Safety	Comprehensive	Financial	Environmental System	Structural System	Building Envelope	Building Service	Materials	Collaboration	Human Behavior	Client Role	Project Management	Practice Management	Leadership	Legal	Ethics	Responsibility
	A 1	A 2	A 3	A 4	A 5	A 6	A 7	A 8	A 9	A 10	A 11	B 1	B 2	B 3	B 4	B 5	B 6	B 7	B 8	B 9	B 10	B 11	B 12	C 1	C 2	C 3	C 4	C 5	C 6	C 7	C 8	C 9
ARCH 403 Prin Dsgn																																
ARCH 404 Prin Bldg Com																																
ARCH 405 Prin Bldg Dsgn																																
ARCH 409 Arch Dsgn V																																
ARCH 410 Arch Dsgn VI																																
ARCH 432G Bldg Sys III																																
ARCH 441G Site & Sustain																																
ARCH 464G PP/Contr Doc																																
ARCH 520 Hist of Arch I																																
ARCH 531 Bldg Systems																																
ARCH 534 Sys Construct																																
Required undergraduate courses:																																
CIVE 335																																
CIVE 336																																

II.2. Curricular Framework

II.2.1. Regional Accreditation

The APR must include a copy of the most recent letter from the regional accrediting commission/agency regarding the institution's term of accreditation.





Dr. E. Joseph Savoie
January 7, 2011
Page Two

CS 3.3.1.4 (Institutional Effectiveness: Research)

The report should address the manner in which the institution has continued, since the date of its 2010 reaffirmation of accreditation, to remain in compliance with the requirement that outcomes are identified and assessed for its Research (within its educational mission) and the results used to improve in that area. The report should include a representative sample of research activities.

CS 3.3.1.5 (Institutional Effectiveness: Community/Public Service)

The report should address the manner in which the institution has continued, since the date of its 2010 reaffirmation of accreditation, to remain in compliance with the requirement that outcomes are identified and assessed for its community/public service (within its educational mission) and the results used to improve in that area. The report should include identified outcomes, assessment results and use of results to improve in that area. The report should include a representative sample of community/public service activities.

Your institution will be notified approximately 11 months in advance of the due date for your Fifth-Year Interim Report. Directions for completion of the report will be included.

Please submit to your Commission staff member a **one-page** executive summary of your institution's Quality Enhancement Plan. The summary is due **February 15, 2010**, and also should include: (1) the title of your Quality Enhancement Plan, (2) your institution's name, and (3) the name, title, and email address of an individual who can be contacted regarding its development or implementation. This summary will be posted to the Commission's Web site as a resource for other institutions undergoing the reaffirmation process.

Your institution's next reaffirmation will take place in **2020** unless otherwise notified.

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

Sincerely,

Belle S. Wheelan, Ph.D.
President

BSW:ch

cc: Dr. G. Jack Allen

II.2.2. Professional Degrees and Curriculum

The APR must include the following:

- *Title(s) of the degree(s) offered including any pre-requisite degree(s) or other preparatory education and the total number of credits earned for the NAAB-accredited degree or track for completing the NAAB-accredited degree.*
- *An outline, for each accredited degree program offered or track for completing the NAAB-accredited degree, of the curriculum showing the distribution of general studies, required professional courses (including prerequisites), required courses, professional electives, and other electives.*
- *Examples, for each accredited degree offered or track for completing the NAAB-accredited degree, of the minors or concentrations students may elect to pursue.*
- *A list of the minimum number of semester credit hours or the equivalent number of quarter credit hours required for each semester or quarter, respectively.*
- *A list identifying the courses and their credit hours required for professional content and the courses and their credit hours required for general education for each accredited degree program offered or track for completion of the NAAB-accredited degree.*
- *A list of off-campus programs, description of facilities and resources, course requirements, and length of stay.*

Degrees offered:

B.S. in Architectural Studies: 124 credit hours; undergraduate non-accredited program

M Arch: (4+1.5 + summer track) 45 graduate credit hours (following the B.S. Arch Studies degree) – Accredited degree or

(3.5 Track) 90 graduate credits (for students with Bachelors degree in another discipline)

II.2.3. Curriculum Review and Development

The APR must include a description of the composition of the program's curricular review process including membership of any committees or panels charged with responsibility for curriculum assessment, review, and development. This description should also address the role of the curriculum review process relative to long-range planning and self-assessment.

The faculty members of each program cohort serve, review, revise and develop the curriculum within their specific courses and programs. There is a standing SoAD Curriculum Committee that reviews formal proposals for changes or additions to the curriculum. The Curriculum Committee makes recommendations for curricular changes based on the long-range planning goals that have been articulated in our self-assessment retreats and studio reviews.

Current committee members are:

Jean Edwards, Chair (promoted to Assistant Director)
Hector LaSala
Michael McClure (promoted to Associate Dean)
Corey Saft
Ben Bush
Director, SoAD ex-officio

II.3. Evaluation of Preparatory/Pre-professional Education

The APR must include the following:

- *A description of the process by which the preparatory or pre-professional education of students admitted to the accredited program is evaluated. This description should include the process for verifying general education credits, professional credits and, where appropriate, the basis for granting “advanced standing.” These are to be documented in a student’s admissions and advising record (See also I.2.1).*
- *If applicable, SPCs that are expected to have been met in preparatory or pre-professional education are to be documented in the top line of the SPC matrix (see Part II, Section 1.)*

[NOTE: A review of course titles and descriptions in and of itself is not considered sufficient for this activity.]

See January 18, 2010 Explanatory Memorandum from the NAAB for additional information for completing this section of the APR. It is posted at www.naab.org.

The pre-professional education of students entering our accredited program is accomplished in our four-year B.S. in Architectural Studies program. Reviews of undergraduate work include a portfolio review at the end of first year, an architecture faculty review of students’ work at the end of third year, and a review of the comprehensive project in ARCH 401 by the architecture faculty and professionals. Admission to graduate school also requires a minimum score of 287 on the GRE, a grade point average of 3.0 or better, an official transcript, and a portfolio review by all members of the graduate architecture faculty. Greater detail of this process is described in section 1.2.1. Most of our graduate students start their professional program in the first year at the School of Architecture and Design at the University of Louisiana at Lafayette.

A new review process for accepting students from other accredited institutions was put in place in the fall of 2012. In the fourteen-year history of the M Arch program, there have only been seven students from other accredited institutions accepted into the program. All applicants’ transcripts are reviewed by the graduate faculty admissions committee and are reviewed for deficiencies that are then noted in their acceptance letter. Applicant’s portfolios are evaluated to effectively demonstrate the NAAB criteria “A.6. Fundamental Design Skills: Ability to Effectively Use Basic Architectural and Environmental Principles in Design” and “A.9. Historical Tradition and Global Culture.” In addition, students from other accredited institutions are required to take the comprehensive design studio sequence, Architecture 409 and Architecture 464. The admissions committee also verifies that the 3.5-year applicants will complete Civil Engineering 335 and 336 and any pre-requisite math and physics courses needed to be eligible to take the Civil Engineering courses.

II.4. Public Information

Summation

The architecture program provides clear accurate information in its catalog explaining the parameters of an accredited professional degree program. Faculty and students are able to access the NAAB Conditions for Accreditation on the School's website:

http://ullcollegeofthearts.com/soadSoAD/?page_id=166

II.4.1 Statement on NAAB-Accredited Degrees

The following description appears in the University Bulletin 2013-2015 as required on page 36 and the Graduate Bulletin 2012-2014 page 65:

In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted a 6-year, 3-year, or 2-year term of accreditation, depending on the extent of its conformance with established educational standards. Doctor of Architecture and Master of Architecture degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree.

The University of Louisiana at Lafayette School of Architecture and Design offers the following NAAB-accredited degree programs M.Arch (pre-professional degree + 45 credits).

Next accreditation visit for the University of Louisiana at Lafayette School of Architecture and Design is 2014.

II.4.2 Access to NAAB Conditions & Procedures

The most current NAAB Conditions & Procedures are found on the School's website:

http://ullcollegeofthearts.com/soad/?page_id=166

If a student or the public is unable to access the School's Website, hard copies are held in Fletcher Hall's Main Office, Room 129.

II.4.3 Access to Career Development Information

The Professional Practice sequence of courses includes ARCH 464 Construction Documentation, in the final semester of the undergraduate program, and ARCH 540 Architectural Practice, in the final semester of the Graduate program. Both courses include the topic areas of IDP, ARE, and Career Development. Links and/or postings to the IDP Guidelines and ARE Guidelines as well as sample resumes are found on both course Moodle sites. Additionally, every spring semester, the School hosts a career fair where practitioners set up tables and meet with students informally for career development opportunities. Our University Career Services Office helps facilitate this event and supports the efforts of our students to gain employment through resume and interview coaching as well as other resources. http://careerservices.louisiana.edu/about/contact_us.html

II.4.4 Public Access to APRs and VTRs

The most current APR and VTR are found on the School's website:

http://ullcollegeofthearts.com/soad/?page_id=166

If a student or the public is unable to access the School's Website, hard copies are held in Fletcher Hall's Main Office, Room 129. The availability of this information allows for the public to review program strengths as well as any areas that are being improved.

II.4.5 ARE Pass Rates

The APR must include a list of the URLs for the web pages on which the documents and resources described throughout Part II: Section 4 are available. In the event, documents and resources are not available electronically, the program must document how they are stored and made available to students, faculty, staff, parents, and the general public.

This information is found on the National Council of Architectural Registration Board (NCARB) website. The hyperlink discussing ARE Pass Rates per school and per test (<http://www.ncarb.org/ARE/ARE-Pass-Rates/Pass-Rates-by-School/2011-v4.aspx>) can be found on the School of Architecture and Design's website. This information is a valuable tool for students to see and understand the expectations of licensure pass rates. In the event that this information is unavailable electronically, the School's Main Office on the first floor of Fletcher Hall, Room 129, upholds hard copies of the data.

Overall, from 2007 to 2011, the ARE Pass Rates for the School have increased. In fact in five of the seven test sections (six sections, if you include Schematic Design which was not a separate section in 2007) there has been a significant increase:

Test Sections	2007	2011	
Site Design:	60%	71%	
Building Design:	50%	68%	(Schematic Design 75%)
Lateral Forces:	55%	76%	(Structural Systems)
Building Systems:	29%	83%	
Construction Docs:	69%	79%	

Overall Pass Rates	2007	2008	2009	2010	2011
	60%	38%	47%	59%	71%

Part Three. Progress Since Last Site Visit

1. Summary of Responses to the Visiting Team Report March 5, 2008

A. Responses to Conditions Not Met

3. Public Information

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

Met Not Met

☐ ☒

The correct Public Information Statement has been added to the current Undergraduate Bulletin and the information has been corrected on the website at <http://soad.louisiana.edu/programs.html>. NAAB released the program from reporting on this condition in their response to the 2009 Annual Report.

Condition 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

☐ ☒

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 SOAD 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 SOAD 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.”

Narrative for Human Resources:
University Narrative Addressing Human Resources

The University administration, Dean, and Director have worked to address the concern of inadequate human resources through several actions including: additional faculty in architecture and design, additional administrative support in the Dean's Office, and program review and restructuring in the School of Architecture and Design.

In 2009-2010 year, the Dean's Office was expanded with several new positions. After a national search, Dr. Margaret Kennedy-Dygas was appointed as the first Associate Dean. Her job included coordination of a new strategic plan for the College, coordination of new program development, faculty development and college communications. She organized a college faculty retreat to kick off the strategic planning and she chaired an ad-hoc strategic planning faculty council from across the college. She edited the new COA eNewsletter that is an internal instrument to communicate to all COA faculty about faculty achievements and activities as well as upcoming events and deadlines. Dr. Kennedy-Dygas resigned as Associate Dean effective May 2013 and following a successful national search, Professor Michael McClure was selected and appointed to the position, effective August 15, 2013. The Associate Dean is also a member of the COA Leadership Team that meets weekly with the Dean. The Assistant Dean, Lori Crain, continues to coordinate the Student Services Office to serve as the Graduation Coordinator for the COA. She is also our Advising Coordinator and provides advisor training for faculty and staff. A new position for Development was placed in the dean's suite to assist with fund-raising. Her time is shared with others in the University until additional development officers can be hired. Finally, another Administrative Assistant has been hired to assist with workflow and paperwork in the dean's office. Before these positions were created, Directors, department heads, faculty and staff at the departmental level were doing most of these tasks. This has greatly assisted the departments and department heads/directors, including the Director of the SoAD.

In response to the Team's concern of inadequate support for the Director beyond staff support, several actions are in progress. In 2010 the University initiated a campus-wide program review process. This process resulted in the establishment of a faculty Program Review Committee with faculty representation from each College on campus. Each University degree program was reviewed for quality, performance, and fit with the University's mission. As a result of this review, it was determined that the enrollment in the Fashion Design program, which has been in decline for the past five years, had reached a level at which the program was no longer a fit with the University's mission. The Board of Regents of Louisiana approved the phase out and termination of the Fashion Design and Fashion Merchandising programs housed in the SoAD. The phase out of these two programs will be completed by spring 2014. The School lost a staff position due to budget cuts and the reduction of students by approximately 130. The School also lost three faculty positions in the phase out. The Director is now responsible for only three programs - architecture, interior design, and industrial design – each of which has its own faculty coordinator. In the 2012-13 academic year, the Graduate Coordinator was also the Interim Director of the SoAD while the search was conducted for a new Director. In late spring 2013 Professor Thomas Sammons was appointed Director, replacing Professor Robert McKinney who has become Director of Academic Planning and Faculty Development in the Office of the Vice President for Academic Affairs. Professor Jean Edwards has been appointed Assistant Director of the SoAD, effective fall semester 2013, with one course release per year for assuming additional administrative duties in the SoAD. This allows the Director to better administer the architecture program and focus on its development. The University has also reduced the Director's teaching load by two courses, one each semester. Professor Kari Smith has been named Graduate Coordinator to replace Thomas Sammons.

NAAB released the program from reporting on this Condition in their response to the 2011 Annual Report.

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

☐ ☒

Condition 8, Physical Resources, is considered “Not Met” based upon the following: Fletcher Hall houses the SoAD, 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 wood-shop 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. One fine arts printer, several small format color printers and two three-dimensional printers facilitate printing. A professional printing service in the vicinity of the College is the preferred method of printing for students because the school’s 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 members and are of sufficient size.

Fletcher Hall was built in 1976 and is no longer adequate to support the mission of the SoAD.

Fletcher Hall deficiencies include the following:

- The building envelope has deteriorated with roofs, terraces and walls leaking, MEP & fire safety systems are 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 SoAD 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.”

Narrative Addressing Physical Resources

The major renovation project mentioned has been put on hold by the State with a moratorium resulting in no funding for construction of new state-funded facilities. The University administration was successful during the 2009 Legislative Session in having Fletcher Hall put on the State’s Emergency Repairs list and funding was allocated for the project. In August 2009, the following request for proposal was released:

Fletcher Hall Exterior Repairs, Planning and Construction, University of Louisiana at Lafayette (Main Campus), Project No. 19-640-09-01, Part 01.

This project consists of emergency repairs to a 71,000 square foot three-story building constructed in 1976 which currently houses the University Visual Arts and Architecture Departments, and the College of the Arts Dean’s suite. The project will remove the existing deteriorated exterior plaster wall finish system and replace all with a new exterior wall cladding or finish system; provide a cover over the existing three-story courtyard space and conditioning for the entire interior space; replace or repair the existing terrazzo walk flooring; replace the wood ceilings at the second- and third-floor balconies at the courtyard; and other needed repairs to floors, walls, ceilings, lights, doors and other damaged architectural and engineering elements of the building. In addition, the project will include the planning and construction of approximately 10,000 square feet of new conditioned studio space to replace the open decks at the second floor level. In the event asbestos or other hazardous materials are encountered, then testing, abatement and clearances will be by separate contracts between the Owner and qualified entities. The designer shall prepare and submit all required drawings to Facility Planning and Control in Auto-CAD Release 2000 and/or latest Release. Drawings shall follow the format specified in the “Instructions to Designers for Auto-CAD Drawings Submittal.” The funds available for construction are approximately \$3,500,000.00 with a design fee of approximately \$345,205.00. Contract design time is 210 consecutive calendar days; including 70 days review time. Thereafter, liquidated damages in the amount of \$175.00 per day will be assessed. Further information is available from Mr. Douglas Lee – ULS, 1301 N. Third Street, 7th Floor-Claiborne Bldg., Baton Rouge, LA. (225) 342-695

The architect, James Ziler, AIA has completed the schematic design, design development, and construction documents. We are expecting bids in summer 2013 and construction to commence fall 2013. The construction of the new 10,000 square foot renovation and addition will take approximately 12 months. The major portion of this new space will be dedicated to the School of Architecture and Design, in particular the architecture program.

The Community Design Workshop, comprised of graduate and fourth-year architecture studios, was relocated to the University Research Common in Abdalla Hall in January 2011. The relationship between research and the CDW has fostered new opportunities for the Architecture school. In 2012, the Coastal Sustainable Studio also opened an office in Abdalla Hall. The CDW studio and the Coastal Sustainable Studio were upgraded with additional chairs, desks and partitions along with electrical and IT networking to both spaces. These new spaces are an improvement and should become a model for the future renovation to Fletcher Hall.

The University has installed a wireless network in Fletcher Hall, with funds from a Student Technology Grant. This was identified as the best solution to address the weak signal strength. Fletcher Hall has been placed on the priority list by Information Technology to receive funding to renovate its smart classrooms in Rooms 134 and 211.

2. Summary of Responses to Changes in the NAAB Conditions

I.1.1 History and Mission

The previous APR included a narrative of the program's history and mission that is included in Part I.1.1 and now includes the adoption of the University's new mission, vision, and strategic plan that was adopted in February 2009. The School of Architecture and Design updated its Mission, Vision and Values Statements in 2012 when the University's new Strategic Plan was adopted. The updated SoAD history and mission are also found in this Part I.1.1.

I.1.2 Learning Culture and Social Equity

The SOAD has noted that the definition of "studio culture" has been broadened to include all elements of the learning environment, inside and outside of studio, and is now referred to as Learning Culture and Social Equity. Section I.1.2 reflects this change.

I.1.3. Response to the Five Perspectives

Narrative responses to the Five Perspectives are found in Part I.1.2. Along with the University's Strategic Plan, the Five Perspectives formed the basis for the School's long-range plan and our self-assessment.

I.1.4 Long-Range Planning

In response to the addition of the long-range planning section, the SoAD has included an outline of the University's Strategic Plan <<http://www.louisiana.edu/Faculty/Senate/Bruderfiles/Strategic.pdf>> as well as the SoAD's long range plan with a description of its multi-year objectives for continuous program improvement. See section 1.1.4

I.1.5 Self-Assessment Procedures

The SOAD has developed and expanded its self-assessment procedures since the last NAAB visit. The assessment procedure, methods, and criteria are outlined in section I.1.5.

I.3.1 Statistical Reports

The APR verifies the statistical information received from the University of Louisiana Lafayette Office of Institutional Research. This office is also the source for information submitted in the program's Annual Report to NAAB.

I.3.2 Annual Reports

The SoAD Annual Reports 2009-2012 have been sent directly to NAAB. Dr. Carolyn Bruder, the Interim Provost and Vice President for Academic Affairs has certified the information in these reports, and her certification letter is included in the APR in Part I.3.2.

I.3.3 Faculty Credentials

Graphs showing instructional faculty credentials and specific course assignments for academic years 2011-12 and 2012-13 are included in Section I.2.1. A complete list of faculty members and their resumes can be found in Part IV, Item 2. This section seems redundant since the information is called for in other sections.

I.4 Policy Review

The list of required documents to be provided in the team room is included in Part I.4.

II.1 Student Performance -- Educational Realms & Student Performance Criteria

The SoAD has updated this section to reflect changes to the format and has noted the expanded definitions for *Understanding* and *Ability*.

Realm A: Critical Thinking and Representation

The UL Lafayette Architecture program has revised its course content and matrix to indicate course content whose SPCs fall under this new general category, including the revised, combined *SPC A.9: Historical Traditions and Global Culture*, and the new *SPC A.11: Applied Research*.

SPC A.9 is covered by the following classes: ARCH 321 – History of Architecture and ARCH 530 – Urban History. Historical Traditions and Global Culture are also taught in the courses ARCH 540 - Theory of Architecture and ARCH 521 History of Architecture.

SPC A.11 is covered by the following classes: ARCH 509/599 – Architectural Master's Project and ARCH 580 – Advanced Topics. Applied Research is also taught in ARCH 565 Architectural Research and in multiple design studios, [INDS (ARCH) 342 is phasing out of the undergraduate curriculum].

Realm B: Integrating Building Practices, Technical Skills, and Knowledge

The UL Lafayette Architecture program has revised its course content and matrix to indicate course content whose SPCs fall under this new general category.

SPC B.3. Sustainability is covered by the following classes: ARCH 441 – Sites and Sustainability and ARCH 501 – Advanced Architectural Design 1. Sustainability is also taught in multiple design studios and support courses. The SoAD has hired new faculty with a research focus on sustainability. This faculty member has developed a new sustainability course (ARCH 441 – Sites and Sustainability) and integrated sustainability into the existing courses, ARCH 401 – Architectural Design V and ARCH 402 Architectural Design VI.

Realm C: Leadership and Practice

The UL Lafayette Architecture program has revised its course content and matrix to indicate course content whose SPCs fall under this new general category, including the new *SPC C.9: Community and Social Responsibility*.

SPC C.9 is covered by ARCH 501 – Advanced Architectural Design 1 and ARCH 502 – Advanced Architectural Design II.

II.2.3 Curriculum Review and Development

The SoAD has provided a description of the composition of its curricular review process along with a list of committees and their members charged with responsibility for curriculum assessment.

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

The process of evaluating the preparatory and pre-professional education of the students has been streamlined. This is the result of discussions in architecture faculty meetings. The new process was adopted in September 2012, and is described in Section II. 3.

II.4.2 Access to NAAB Conditions and Procedures

The 2009 NAAB Conditions for Accreditation and *The NAAB Procedures for Accreditation* are posted on the SoAD web site: <http://ullcollegeofthearts.com/soad/>

II.4.4 Public Access to APRs and VTRs

The SoAD has provided links to the following documents on one page of the school's website: all *Annual Reports*, all NAAB responses to the *Annual Report*, the final decision letter from the NAAB, the most recent APR, and the final edition of the most recent *Visiting Team Report*, including attachments and addenda. This page can be viewed on the SoAD website at: <http://ullcollegeofthearts.com/soad/>

II.4.5 ARE Pass Rates

The 2011 ARE pass rates for SoAD alumni are published on our website: <http://ullcollegeofthearts.com/soad/>

Part Four: Supplemental Information

1. Course Descriptions
2. Faculty Resumes
3. Visiting Team Report (VTR) from previous visit and Focused Evaluation Team Reports from any subsequent Focused Evaluations.
4. Catalog (or URL for retrieving online catalog and related materials)
5. Response to the Offsite Program Questionnaire
6. Alumni Survey

DSGN 101 - Basic Design I: 3 credits

COURSE DESCRIPTION: Theories of design and their creative application in various media.

Course Goals and Objectives

The intention of this studio is to enable the student to investigate, understand and construct responsive thoughts from real and existing cultural conditions. To accomplish this, students will engage in idea development through investigation - writing, drawing, constructing and verbalizing - to manifest in form their design intentions. Each student will formulate an individual dialogue between personal expression, tectonics and cultural expression reflecting the society in which they live.

NOTE ON OWNERSHIP AND EXHIBITION OF STUDENT WORK:

Accrediting agencies require selective documentation of student-produced coursework. All materials submitted for credit may be retained by the faculty and become property of the School for future use in demonstrating student accomplishments. According to the UL Lafayette College of the Arts Exhibition Policy, student work may be exhibited from time to time as selected by your faculty.

Student Performance Criteria addressed: None

Textbooks/Learning Resources:

The list below represents the basic set of materials required for this course. Assignments may require additional material purchases.

Things to draw with: pencils, pens

Things to draw on: sketchbook

Things to cut with: X-acto or Olfa knife and blades, matte knife, scissors, metal edge cutting board

Things to attach with: push pins (clear or metal only), Elmer's glue, rubber cement, and black metal binder clips

Offered:

Fall Semester and Spring Semester

Faculty Assigned:

Ben Bush, Hector LaSala, Brian Powell, Carl Trimble, Sarah Young

DSGN 102 - Basic Design I: 3 credits

COURSE DESCRIPTION: Theories of design and their creative application in various media.

Course goals and Objectives:

Work: Design is an on-going process in which routine engagements with making provide the basis for pursuing, constructing, advancing, expanding and representing meaningful ideas. Equal emphasis is given to the responsibilities of making, construction of things, and content, the formation and expression of significant thoughts. Consistent generation of thought / writings / visuals / drawings / artifacts is absolutely essential to this labor. *VERY IMPORTANT:* New work is required for each class. This work, regardless of its perceived success, and the achievements immediately preceding new work must be “pinned-up” prior to the start of class. Dedication to the work responsibility, participation in critiques and a commitment to the exploration of an idea through making (process) must be proven prior to receiving faulty permission to participate in the final project.

Attendance: Mental as well as physical presence in the studio is expected. Students are allowed 4 excused or unexcused absences without grade penalty. Late arrivals, early departure and inadequate preparation will count as an absence. 5 or more absences will result in a lowered final grade. A student will receive a final grade of D or F (depending on the status of their work) if they have 9 or more absences. Students are responsible for making up missed work before returning to studio.

Documentation: Along with meeting the specific requirements for each project, students are required to photographically document their work. Students will present twenty (20) quality slides (10 processes, 10 products) in an archival quality slide sleeve. Individual slides must have a typed or hand-lettered label indicating the students name, class, semester and year, instructor's name, and the project title. Ektachrome Tungsten, T160, color slide film (for use with Tungsten light bulbs) is recommended. Lights, tripod and backdrops are available for students who are responsible for their safe use and return. Slides are due with your work at the end of the semester.

NOTE ON OWNERSHIP AND EXHIBITION OF STUDENT WORK:

Accrediting agencies require selective documentation of student-produced coursework. All materials submitted for credit may be retained by the faculty and become property of the School for future use in demonstrating student accomplishments. According to the UL Lafayette College of the Arts Exhibition Policy, student work may be exhibited from time to time as selected by your faculty.

Student Performance Criteria Addressed: None

Textbook/Learning Resources:

Requirements: In addition to project assignments, each student is required to document their work in digital photographs or 35MM slides throughout the semester. A CD with 30 images (300 DPI) and a “thumbnail” photo index. Images should include as much of the process work as the conclusions. Images of project should also be submitted.

Offered:

Summer Semester, Spring Semester

Faculty Assigned:

Hector LaSala, Brian Powell, Andrew Sammataro, Carl Trimble

DSGN 114 – Graphic Communications: 3 credits

Course Description: This course seeks to explore a fundamental understanding of graphic representation and communication through hand drawing. As architects, our primary means of communication is through the visual representation of abstract ideas. These representations are critical to our understanding of the physical nature of our field, and to the investigation of the experiences in the spatial conditions that we create. This course will cover the techniques of understanding and drawing plan, section, elevation, axonometric and perspective. Particular emphasis will be placed on hand-eye coordination, line quality, composition, and attention to detail.

Course Goals and Objectives:

In addition to the lecture/instructional format, there will frequently be individual and group critiques for the purpose of developing students' ideas and techniques.

Through lectures and exercises this course will explore a range of topics intended to develop the communication of ideas through various modes of representation. Exercises will serve as directed learning, allowing for the exploration of a concept through various media.

NOTE ON OWNERSHIP AND EXHIBITION OF STUDENT WORK:

Accrediting agencies require selective documentation of student-produced coursework. All materials submitted for credit may be retained by the faculty and become property of the School for future use in demonstrating student accomplishments. According to the UL Lafayette College of the Arts Exhibition Policy, student work may be exhibited from time to time as selected by your faculty.

Student Performance Criteria addressed: None

Textbooks/Learning Resources:

"Architectural Graphic" by Francis D.K. Ching

Offered:

Summer Semester and Spring Semester

Faculty Assigned:

Ben Bush, Jenny Kivett, Hector LaSala, Ashlie Latiolais

DSGN 121 - Survey of Design: 3 credits

Course Description: Course introduces the products and processes of architectural, industrial and interior design. Content includes elements and principles of design; survey of historical foundations of Western architecture, interior and industrial design; overview of vernacular and non-Western design traditions contributing to contemporary design; and an exploration of issues confronting 21st century designers. (See last page for explanation of Arts Gen Ed Goals and Objectives).

Course Goals and Objectives:

Summarize the defining characteristics of design as a process, as a product, as an art, as a science, as a business. Compare and contrast architectural, interior and industrial design. Summarize the process and the essential elements and principles of design. Recognize the chronological development of Western design.

Recognize vernacular and non-Western design traditions. Match global design precedents with the culture that created them. Identify and explore design challenges confronting 21st c. designers.

Student Performance Criteria Addressed: None

TOPICAL OUTLINE:

Lecture and Discussions	75%
Student Presentations	15%
Exams	10%

Textbook /Learning Resources:

There is no required textbook for this course. Course content includes films shown in-class, and online material available and managed through the Moodle course management system. This material includes:

- Instructor-developed Power-Point presentations
- Links to online video and essay resources
- Unit production assignments
- Group forum discussions

Offered:

Fall Semesters and Spring Semesters

Faculty Assigned:

Brian Powell, Jean Edwards, and Dan Burkett

(One section each year is taught as a hybrid distance-learning course. All other sections are taught as traditional lecture courses.)

DSGN 235 - Design & the Computer: 3 credits

Course Description: This course is an introduction to the computer as a tool for artistic expression, using Adobe Photoshop, Sketchup, & Adobe Illustrator. It will focus on the fundamental concepts of computer graphics, layout, and mostly the conceptual designing of images.

Course Goals and Objectives:

This class is structured along the lines of a studio and should be treated to be an extension of the design studio. You will learn the software used in this class by applying it to a series of projects / assignments. There will be frequent critiques during class to discuss the explorations. The first objective of the class is the understanding of 2-dimensional imagery, image editing, and issues of composition & scale. Along with the computer, you will be working with drawings and physical models. The second half of the course will be exploring 3-dimensional modeling and how you can utilize this as a tool and means of graphical representation.

NOTE ON OWNERSHIP AND EXHIBITION OF STUDENT WORK:

Accrediting agencies require selective documentation of student-produced coursework. All materials submitted for credit may be retained by the faculty and become property of the School for future use in demonstrating student accomplishments. According to the ULL College of the Arts Exhibition Policy, student work may be exhibited from time to time as selected by your faculty.

Student Performance Criteria Addressed: None

Topical Outline:

PHASE 1: 40% of semester. Creating compositions of 2-D imagery. Photomontage + Value Studies + Superimposed imagery.

PHASE 2: 60% of semester. Creating compositions of 3-D imagery. Developing a series of visualizations with the aid of 3-D modeling and Photoshop rendering techniques.

Textbooks/Learning Resources:

Students will need a means of photographing, drawing & sketching utensils in a variety of mediums (pencil, pen, charcoal, conte crayon, paint, etc.), and basic model making tools and materials. A 5gb or higher USB Removable Drive & Blank CD's. Use online program tutorials as necessary.

Offered:

Fall Semesters and Spring Semesters

Faculty Assigned:

Ashlie Latiolais

DSGN 450 – Marketing and Management: 3 credits

Course Description: This course provides a basic introduction to Design business management, marketing strategy, and professional practice. The course focuses on business providing architecture, interior, and industrial design services.

Course Goals and Objectives:

- Role of marketing in design firms, the marketing matrix, and how market environment factors affect business decisions in professional practice
- Use of market segmentation, target-marketing, positioning, and competitive strategies
- Promotional strategies and managing product/service decisions
- The Marketing Plan and its role in a Business Plan
- To practice teamwork and written communication skills

Student Performance Criteria Addressed: None

Topical Outline:

3 Tests	164 points
Syllabus Honor Statement	26 points
Three Marketing Plan Worksheet (50pts ea.)	150 points
Marketing Plan Term Paper	80 points
Promotional Video	<u>80 points</u>
Total Possible Points	500 points

Note: Chapter homework will be also be assigned for participation credit

Textbook/Learning Resources:

MKTG 6.0 by Lamb, Hair, and McDaniel, 2012 (6th Edition), Southwestern; Cengage Learning. New print version with resource website access: ISBN# 113319011. New eBook version with resource website access: ISBN# 1111964262.

- *ARCH Students:* AIA Architect's Essential of Starting, Assessing, and Transitioning a Design Firm, by Piven, Perkins, and Mandel, 2008: Wiley. Print copy – ISBN: 978-0-470-26106-4.
- *INDS Students:* Marketing and Client Relations for Interior Designers, by Knackstedt, 2008, Wiley. Print copy – ISBN#: 978-0-470-26048-7.
- *INDN Students:* Business Plans for Dummies, by Tiffany and Peterson, 2nd edition, 2005, Wiley. Print version ISBN: 978-0-7645-7652-2. eBook version ISBN: 978-1-119-99755-9.

Offered:

Fall Semesters

Faculty Assigned:

Denise John

ARCH 201- Architectural Design: 6 credits

Course Description: Exploration of Graphic Media, the systems that inform architectural composition, basic principles.

Course Goals and Objectives:

To develop a knowledge of and an ability to work with appropriate media to explore the built environment and to imagine alternative environments. The built environment is introduced in terms of: topos (site/place), typos (type/program), techne (tectonic assemblage).

Topos: Investigations through direct experience of actual places to discover a relevant character and a corresponding media that facilitates its exploration. The exploration seeks an initial framing of the cultural, physical, environmental, and/or emotional condition identified relative to place.

Typos: Recognizing architecture, as place making programmatic elements are developed to facilitate a narrative understanding of the role of architecture in place making and form generation.

Techne: Is defined in terms of building assembly and its relationship as facilitator between typos (what is there) and typos (what we want to be there). Explorations occur through readings, discussions and design exercises.

NOTE ON OWNERSHIP AND EXHIBITION OF STUDENT WORK:

Accrediting agencies require selective documentation of student-produced coursework. All materials submitted for credit may be retained by the faculty and become property of the School for future use in demonstrating student accomplishments. According to the UL Lafayette College of the Arts Exhibition Policy, student work may be exhibited from time to time as selected by your faculty.

Student Performance Criteria Addressed: None

TOPICAL OUTLINE:

Design Studio broken into three phases:

Phase I: Site observation and media exploration

Phase II: Introduction to Program and the narrative development of an architectural agenda

Phase III: Introduction to form development through architectural components

TEXTBOOKS/LEARNING RESOURCES

Architectural Graphics, D.K.Ching

Envisioning Architecture, Ian Fraser

In Praise of Shadows, Junichiro Tanizaki

Experiencing Architecture, Steen Eiler Rasmussen

Offered:

Fall Semesters

Faculty Assigned:

Corey Saft, Jenny Kivett, Sarah Young, and Andrew Sammataro

ARCH 202- Architectural Design: 6 credits

COURSE DESCRIPTION: Exploration of Graphic Media, the systems that inform architectural composition, basic principles in the design of buildings, interiors and sites

COURSE GOALS and OBJECTIVES:

To develop a knowledge of and an ability to work within the existing built environment and to imagine alternative environments. The built environment is discussed in terms of: topos (site/place), typos (type/program), techne (tectonic assemblage).

Topos: Investigations through direct experience of actual places to discover an essential character, through an appropriate graphic language, to reveal an underlying order. The exploration seeks to define the cultural, physical, environmental, and emotional responses of a location.

Typos: Through the discussion of “human significance and enduring cultural values” we recognize architecture as place making. Achieving an understanding of programmatic elements occurs through the structural introduction of type and program as a fundamental form generator.

Techne: The study of tectonics is defined by the negotiation between typos (what is there) and typos (what we want to be there) through the language of architectural assemblage. Explorations occur through readings, discussions and design exercises that investigate the ecology of tectonics as an expression of topos and typos and as such the resolution of architectural form.

NOTE ON OWNERSHIP AND EXHIBITION OF STUDENT WORK:

Accrediting agencies require selective documentation of student-produced coursework. All materials submitted for credit may be retained by the faculty and become property of the School for future use in demonstrating student accomplishments. According to the UL Lafayette College of the Arts Exhibition Policy, student work may be exhibited from time to time as selected by your faculty.

Student Performance Criteria Addressed:

A8: Ordering Systems

Topical Outline:

Design Studio broken into three phases:

Phase I: Site Observation and Analysis

Phase II: Program Development and master/ecological planning

Phase III: Tectonic development of large scale models

Textbook/Learning Resource:

Architectural Graphics, D.K.Ching

Envisioning Architecture, Ian Fraser

In Praise of Shadows, Junichiro Tanizaki

Experiencing Architecture, Steen Eiler Rasmussen

Offered:

Summer Semesters and Spring Semesters

Faculty Assigned:

Dan Burkett, Corey Saft, Sarah Young, Geoff Gjertson

ARCH 301- Architecture Design III: 6 credits

Course Description:

This studio will continue development and exploration of design abilities introduced in previous studio courses including design process and development, theoretical and conceptual analysis as well as verbal and visual presentation skills. Project issues will increase in scope and complexity— students will be expected to integrate a variety of skills and knowledge from coursework and sources external to the studio.

Course Goals and Objectives:

The primary objective of this studio is to design a building comprehensively: from initial gestures and constructs to fragment model, wall section and details.

This task entails an understanding of ARCHITECTURE as the synthesis of the issues, concerns and aims identified and explored through these four architectural dimensions.

SITE (80% completion by end of the semester): Issues of adaptation to context as it relates to scale, form and movement is evaluated.

BUILDING (70%): Planning issues such as spatial adjacency, movement & clarity of form are evaluated. Also, issues of fire safety and building codes are expected to be integrated.

PLACE (60%): The programmatic / experiential intentions as manifested spatially through the sensitive use of volume, color, texture, scale, material as it relates to human body and its movement through space are evaluated.

FABRICATION (50%): Technical ability as it pertains to structure, materials and systems is evaluated.

NOTE ON OWNERSHIP AND EXHIBITION OF STUDENT WORK:

Accrediting agencies require selective documentation of student-produced coursework. All materials submitted for credit may be retained by the faculty and become property of the School for future use in demonstrating student accomplishments. According to the UL Lafayette College of the Arts Exhibition Policy, student work may be exhibited from time to time as selected by your faculty.

Student Performance Criteria Addressed: None

Textbooks/Learning Resource:

In addition to project assignments, each student is required to document their work in slides throughout the semester and submit digital files of the above on a CD with acceptable photo resolution and thumbnail indices on the CD cover.

Offered:

Fall Semesters and Spring Semesters

Faculty Assigned:

Dan Burkett, Geoff Gjertson, Hector LaSala, Ashlie Latiolais, Kari Smith

ARCH 302 - ARCHITECTURAL DESIGN IV: 6 credits

Course Description: The studio projects will continue development/exploration of design abilities introduced in previous courses including design process and development, theoretical and conceptual analysis as well as verbal/visual presentation skills. Project issues will increase in scope and complexity integrating a variety of skills and knowledge from coursework and external sources. ARCH 302 is the 2nd professional level of studios and as such, greater individual responsibility for your project is expected.

Course Goals and Objectives:

The studio will develop understanding and skill as ARCHITECTURE is explored through these three educational frameworks: *ARCHITECTURE and THE HUMAN CONDITION*: The pursuit of the critical task of making architecture responsive to the needs and aspirations of our time.

ARCHITECTURE and THE MAKING OF PLACE: The fundamental task of architecture being place-making and the encounters it elicits. *ARCHITECTURE and A LANGUAGE OF BUILDING*: Since architecture is irrefutably bound to the process of making issues of tectonics and ways of making are essential and crucial.

The emphasis of the third-year studio is on: a greater degree of self-direction in design investigations, a more efficient design process, a higher level of technical proficiency, and a wider range of cultural, environmental and social issues identified and addressed through projects.

NOTE ON OWNERSHIP AND EXHIBITION OF STUDENT WORK: Accrediting agencies require selective documentation of student-produced coursework. All materials submitted for credit may be retained by the faculty and become property of the School for future use in demonstrating student accomplishments. According to the UL Lafayette College of the Arts Exhibition Policy, student work may be exhibited from time to time as selected by your faculty.

Student Performance Criteria Addressed: A3. Visual Communication and C2. Human Behavior

Topical Outline:

There will be 2 projects: The first one consists of a digital presentation that documents the Arch 301 project. Those students who were not enrolled in Arch 301 last semester will be assigned a small-scale project. The length of time for both of these assignments will be identical. The grade for this project represents 25% of the final grade. The second project consists of designing and presenting a comprehensive building. This entails a project that addresses these four categories: site, building, place making, and construction. The final semester grade will be determined by the design effort accomplished by the student throughout the semester. The grade of this project represents 75% of the final grade. The primary project of ARCH 302 is a competition that is judged by all architecture faculties. The competition calls for the development and presentation of a comprehensive building design. Each faculty renders a decision of "competent" or "incompetent" in the following categories:

SITE- Issues of adaptation to context (climatic factors, urban scale, etc.) as it relates to scale, form and movement are evaluated.

BUILDING- Planning issues such as spatial adjacency, movement & clarity of form are evaluated. Also, issues of fire safety and building codes are to be integrated into design solution.

PLACE- Sensitive use of form, color, texture, scale, material as it relates to human body and its movement through space are evaluated.

CONSTRUCTION- Technical ability as it pertains to structure, materials and systems is evaluated.

Textbooks/Learning Resource:

In addition to project assignments, students are required to document their work in digital photographs. Each student must submit a CD with 30 images (300 DPI) and a "thumbnail photo" index. Images must include as much of the process work as the conclusions. Project images should be submitted.

Offered:

Spring Semester

Faculty Assigned: Hector LaSala, Geoff Gjertson, Dan Burkett

ARCH 321 History of Architecture: 3 credits

Course Description: Survey of epochs of architecture and urbanism from pre-history to the 19th century.

Course Goals and Objectives:

To learn the basic epochs of architecture history. To understand and study how architecture, culture, and society interact in the pursuit of relevant modes of inquiry that result in built forms. To examine how cultural traditions have manifested themselves in the built form and how social factors influence, motivate, and affect the intentions of our design. The purpose is to engage the student in intense learning. To advance the student's individual intellectual ability to bridge connections between historical aspects of society, culture, region, technology in the making of architecture.

Student Performance Criteria Addressed: A9. History, Tradition, G., and Culture; A10. Culture Diversity

Topical Outline:

Attendance	10%
Notes/Sketchbook/Group Time Line	30%
Exams	(60%)
Exam Part 1	18%
Exam Part 2	18%
Comp Final Exam	24%
<hr/> Total	<hr/> 100%

Textbooks/Learning Resources:

A History of Architecture, Setting and Rituals, 2nd Edition, Kostof and Spiro

Offered:

Fall Semester

Faculty Assigned:

Michael McClure

ARCH 331 - ENVIRONMENTAL SYSTEMS: 3 credits

Course Description: The purpose of this class is to expose students to the effects of the following phenomena upon the architectural environment.

Light Sound Temperature Electricity Human Water Needs

Additionally, the class will explore historical, current, and exploratory methods for addressing the need for human comfort. The primary importance of this course is to understand that architecture is one of the major forces behind global demand for energy. Between the energy used to make the materials we use, the energy to transport it to the job site and the energy to run the buildings, 65% of the energy used in this country is for architecture. No design project should be given that does not address energy. Half of the energy use can be addressed just by good environmental design. This should be a natural part of any design process.

Course Goals and Objectives:

1. Develop an **understanding of the concepts** of light, sound, and temperature as form generators for environmental design.
2. Learn about **building performance** through field exercises & case studies.
3. Provide awareness of the physics of light, sound, and temperature and **the role of physics and physiology** in the manipulation of light, sound and temperature.
4. Expose students to **analysis** of light, sound, and thermal conditions including lighting design calculations, 3-D light modeling, building case studies, and field investigations.
5. Explore how the **human water needs** affect architectural environments.
6. Develop and understanding of and ability to create comprehensive **electrical systems** for buildings.
7. Develop strategies that **reduce energy demand** for the life of a building.

Student Performance Criteria Addressed: B11. Building Service

Topical Outline:

90 - 100	A	2 Tests	40%
80 - 89	B	2 Projects	40%
70 - 79	C	FINAL	20%*
60 - 69	D	Extra points	TBD
0 - 59	F	<i>*percentages are approximate and subject to change</i>	

Textbooks/Learning Resources:

Resources: Lectures; Class Handouts;

Textbook: *Heating, Cooling and Light* by Norbert Lechner, Wiley; Supplementary Textbook:

Mechanical and Electrical Equipment for Buildings, By McGuiness, Stein, Reynolds, Wiley

Publishers

Offered:

Fall Semesters and Spring Semesters

Faculty Assigned:

Brian Powell and Jean Edwards

ARCH 334 - Materials and Methods: 3 credits

Course Description: “Critical study of principle building materials. Focused consideration will be given to the impact these materials have upon the expressive potential of the built environment.”

Course Goals and Objectives: The course is intended to enable each student the ability to:

- Develop an understanding of the constructional composition of an architectural expression. The objective is to mature technical competency as the prerequisite to a more refined poetic/innovative/phenomenological expression of architecture.
- Develop an appreciation for advancing hypothesizes through a vigorous design process including: precedent research, critical investigation, clarification, synthesis of information, and analysis and reflection.

Student Performance Criteria Addressed: B.12. Building Materials and Assemblies: Understanding of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.

Topical Outline:

Subject area		# of classes
%		
Building Service Systems		
• Stairs, Lifts	1.11	5.00%
Building Materials and Assemblies: Material Modules & Elements		
3. Masonry	3.44	14.00%
4. Concrete	3.44	14.00%
5. Timber	4.44	20.00%
6. Steel	4.11	20.00%
7. Insulation	0.61	3.00%
8. Glass	0.61	3.00%
9. Foundation	2.11	10.00%
10. Building Envelope	0.5	2.50%
11. Openings	0.61	3.00%
12. Floor	0.5	2.50%
13. Roof	0.61	3.00%

Textbooks/Learning Resources

Deplazes, [Andrea](#). *Constructing Architecture: Materials, Processes, Structures, a Handbook*. (Basel, Boston, Berlin: Birkhäuser, 2008).

Offered:

Fall Semesters

Faculty Assigned:

Dan Burkett

ARCH 342 - Research Methods: 3 credits

Couse Description: Research methods, programming and inquiry into precedents focused on relationship between human behavior and built environment including collaboration, environmental and accessibility issues used in formulating design assessment criteria.

Course Goals and Objectives:

- Identify and conduct a systematic inquiry into a design problem
- Collect and evaluate data using appropriate research methods
- Define a client-driven, user-centered design problem
- Conduct and present precedent studies to inform the design program
- Program a design project addressing the defined problem
- Apply relevant classifications and codes to a design problem
- Produce an organized programming document formulating the assessment criteria for a studio design project

Student Performance Criteria Addressed: B1 Pre-Design

Topical Outline:

Literature Search	(20% of final grade)
Data Diagrams	(20% of final grade)
Code Search	(20% of final grade)
Precedent Search / Presentation	(20% of final grade)
Final Program Document	(20% of final grade)

Textbooks/Learning Resource:

Cherry, Edith: *Programming for Design: From Theory to Practice*
Ching, F. & Winkel, S. *Building Codes Illustrated*, 4th ed.
Duerk, Donna. *Architectural Programming: Information Management for Design*
Kopec, DAK, Sinclair, E., & Matthes, B. *Evidence-based Design*
Nussbaumer, L. *Evidence-based Design for Interior Designers*
Robinson, L. and Parman, A. *Research-Inspired Design*

Offered:

Fall Semesters

Faculty Assigned:

Dan Burkett, Geoff Gjertson, Hector LaSala, and Jean Edwards

ARCH 401- Architectural Design V: 6 credits

Course Description: Application of issues in architectural design leading to comprehensive building design.

Course Goals and Objectives: A design laboratory in which students and faculty explore the nature of problems and potentials with which architecture is concerned, and experimentally develop methods and processes through which existing urban contexts are transformed into new conditions by means of strategic interventions in a variety of scales. The design studio also will interface with the development of construction documents. Students will be involved in exercises intended to expand the ability to represent, illustrate and explain design situations. Students also will complete assignments involving problem investigation, identification and the translation process from information to a design or visual statement. Dialogue is primarily based on group discussions and presentations, which try to lead the student to critical positions about his/her work and that of his/her studio participants.

NOTE ON OWNERSHIP AND EXHIBITION OF STUDENT WORK:

Accrediting agencies require selective documentation of student-produced coursework. All materials submitted for credit may be retained by the faculty and become property of the School for future use in demonstrating student accomplishments. According to the ULL College of the Arts Exhibition Policy, student work may be exhibited from time to time as selected by your faculty.

Student Performance Criteria Addressed: B5. Life Safety and B6. Comprehensive

Topical Outline:

The final grade for the course is based on the following:

In-class work projects:	25 percent
Project Review 01:	15 percent
Project Review 02:	15 percent
Project Review 03:	15 percent
Final Presentation:	20 percent
Documentation:*	10 percent

* Final project must be documented on a CD. This includes AutoCad drawings, plans, sections, detail, perspective, pictures, models, etc.

Project/Presentations not submitted on the assigned date/time will be excluded from the evaluation and graded with an "F".

Textbook/Learning Resources:

Building Construction Illustrated by Francis Ching

Offered:

Fall Semesters

Faculty Assigned:

Geoff Gjertson, Kari Smith, Tom Sammons

ARCH 402: Architectural Design VI: 6 credits

Course Description: This course is the conclusion of the undergraduate architectural studio sequence. The required design processes and associated investigations of this studio seek to explore and expand a working understanding of ecology, culture, reclamation, urbanism and infrastructure as they inform architectural interventions.

Course Goals and Objectives:

- To facilitate the rigorous and critical development of students' positions and values in relation to topics covered.
- To cultivate a process oriented work environment where knowledge is gained from experimentation and iteration.
- To instill a desire to continually develop new insights and new ways of seeing and understanding the places we inhabit.
- To facilitate the refinement of graphic abilities, particularly generative diagramming.
- To develop new points of entry into students' work by invoking the assistance of colleagues, scholars and community partners in an interchange of ideas, information and insight.
- To explore the possibilities of an open ended or dynamic/temporal approach to design by developing an understanding of a sites' history as well as the successive transformations of it over time.
- To sharpen mental agility by working at two intensely different scales simultaneously.

NOTE ON OWNERSHIP AND EXHIBITION OF STUDENT WORK:

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Student Performance Criteria Addressed:

A6. Sustainability: *Fundamental Design*

A8. Ordering Systems

B4. Site Design

Topical Outline:

Subject area	Classes spent on subject	%
B.3 Sustainability		
○ Con-nect: Con-text (Project 01)	6	16%
○ Competition (Project 02)	15	40%
B.4 Site Design	17	44%

Textbooks/Learning Resources:

No textbook is required for this course. However, there will be multiple readings that will be posted on our UL Moodle Website that are required.

Offered:

Spring Semesters

Faculty Assigned:

Geoff Gjertson, Kari Smith, Michael McClure

ARCH 432 - System of Construction: 3 credits

Course Description: Properties and prospects of various systems of construction, including interior finishes and exterior cladding assemblies. Focus will be given to the integration of these systems.

Course Goals & Objectives:

- Learn key ideas of systems of construction presented in course activities and readings
- Form insightful and logical connections between technical information and key ideas
- Develop professional work habits; active, ethical, meet deadlines, and professional communication with faculty and students
- Explain project phases and methods of project delivery
- Understand impact of codes and regulations on the selection of materials, and systems
- Produce technically precise drawings, successfully integrate and identify key materials in the assembly, reasoned connections of how details relate to the whole building design
- Clearly articulate principles and themes demonstrating an understanding of the inherent characteristics and performance of building materials and assemblies
- Apply understanding of materials in design of building envelope systems
- Advance deep and logical understanding of the link between environmental impact and building construction

Student Performance Criterion/a addressed: B12. Materials

Topical Outline:

Practice and project management: phases, delivery methods (5%), Codes and regulations: building codes, life safety, ADAAG, ramp, stair (15%), Principals: theory, design, selection, integration, technical documentation (30%), Materials and technology: building envelope; cladding, masonry, metals, wood, and concrete; membranes; windows and doors; finishes (35%), Environmental issues: sustainable design, life-cycle assessment, new material technologies (5%)

Textbooks/Learning Resources:

Mehta, Madan, Scarborough, Walter, and Diane Armpriest. *Building Construction: Principles, Materials, and Systems*. Upper Saddle River, New Jersey: Pearson Prentice Hall, 2009. Deplazes, Andrea Ed. *Constructing Architecture: Materials, Processes, Structures, A Handbook*. Boston: Birkhäuser, 2005. Frascari, Marco. *The Tell the Tale Detail*. Pdf on Moodle site.

Offered:

Spring Semesters

Faculty Assigned:

Kari Smith

ARCH 441- Sites and Sustainable Design: 3 credits

Course Description:

This course teaches characteristics that factor into the design of a project including the principles of sustainability to conserve natural and built resources in the design of buildings and communities.

Course Goals and Objectives:

- To *engage* student in active learning of sustainable design strategies and systems through project-based approaches.

- To *advance* students' conceptual and experiential understanding of sustainability.

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Student Performance Criteria Addressed: B2. Accessibility; B3. Sustainability: *Ability* to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency; B8. Environmental Systems: *Understanding* the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, day lighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.

Topical Outline:

Subject area	Classes spent on subject	%
Sustainability		
• Life Cycle Inventory (Project 01)	7	25%
• LEED Documentation (Project 02)	14	50%
• Sustainable Sites		
• Water Efficiency		
• Energy and Atmosphere		
• Materials and Resources		
• Indoor Environmental Quality		
• Innovation in Design		
• Regional Priority		
• Green Rating Systems Debate (Project 03)	2	7%
Environmental Systems	5	18%

Textbooks/Learning Resources:

There are no required texts for this course. However, it is recommended that students reference:

- Lechner, Norbert. *Heating, Cooling, Lighting: Sustainable Design Methods for Architects* (John Wiley & Sons, Inc. 2009).
- Brown G.Z. And Mark DeKay. *Sun, Wind & Light* (John Wiley & Sons, Inc. 2001).

Offered:

Fall Semesters

Faculty Assigned:

Kari Smith

ARCH 464 - Construction Documents: 3 credits

Course Description:

Detailed case studies in construction documentation, drafting/documentation conventions, contracts, building codes, accessibility issues, building economics, life safety systems, bidding and negotiations and construction administration.

Course Goals and Objectives:

1. The course utilizes each student's individual design project from studio as an actual case study.
2. Students will produce a small set of construction documents.
3. REVIT Building Information modeling software will be used.
4. Outline Specifications to be prepared by students.
5. Lecture: the bidding process, negotiations including value engineering, cost estimating and life-cycle costs, contracts, life safety and other building codes.
6. Site observation by way of field trips and other construction administration will be explored.
7. Students should be well aware of the issues facing them in the workplace and on the A.R.E. with regard to these issues.

NOTE ON OWNERSHIP AND EXHIBITION OF STUDENT WORK:

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Student Performance Criteria Addressed:

A4. Technical Documentation; B5. Life Safety; B6. Comprehensive Design; B7. Financial Considerations; B10. Building Envelope Systems; B11. Building Service Systems; C4. Project Management; C7. Legal

Topical Outline:

Technical Documentation (BIM & Specifications) 70%
Bidding & Negotiations 5%
Financial Considerations (cost estimating, life-cycle cost) 10%
Building Codes (IBC, life safety, and accessibility) 5%
Construction Administration 10%

Textbook/Learning Resource:

A Manual of Construction Documentation, Glenn E. Wiggins, AIA, Whitney Library of Design
Professional Practice: A Guide to Turning Designs into Buildings, Paul Segal, AIA. WW Norton & Co.
REVIT Handouts and Readings

Offered:

Fall Semesters

Faculty Assigned:

Kari Smith

ARCH 501 - Advanced Architectural Design: 6 credits

Course Description: Synthesis of human interaction with the environment. Comprehensive architectural design of complex building types involving integration of cultural factors, programming, conceptual issues, construction technology, and cost estimations.

Course Goals and Objectives:

Criteria for evaluation include rigor of investigation, critical thinking, design exploration, and architectural responsiveness. In addition to the NAAB Criteria required as a minimum for the course, each student will establish goals and requirements for their individual projects, which they will be evaluated by. Also, the project must engage the environment in a way that dramatically reduces or eliminates the need for fossil fuel.

NOTE ON OWNERSHIP AND EXHIBITION OF STUDENT WORK:

Accrediting agencies require selective documentation of student-produced coursework. All materials submitted for credit may be retained by the faculty and become property of the School for future use in demonstrating student accomplishments. According to the ULL College of the Arts Exhibition Policy, student work may be exhibited from time to time as selected by your faculty.

Student Performance Criteria Addressed:

A2. Design Thinking; A4. Technical Documentation; A6. Fundamental Design Skills; B2. Accessibility; B3. Sustainability; B4. Site Design; B5. Life Safety; B7. Financial Considerations; C1. Collaboration; C3. Client Role in Architecture; C6 Leadership; C9 Responsibility.

Topical Outline:

FALL DESIGN COMPETITION: 4 weeks, 27%

RESEARCH & SCHEMATIC DESIGN: 4 weeks, 27% (Individual)

DESIGN DEVELOPMENT & TECHNICAL DOCUMENTATION: 6 weeks, 40% (Collaborative Teams)

DESIGN REVIEWS: 1 week, 6%

Textbooks/Learning Resources:

Historical, technical, and construction data; mechanical, electrical, and structural engineering consultants; building material manufacturers, building contractors, and field/site visits.

Offered:

Fall Semesters

Faculty Assigned:

Dan Burkett, Michael McClure, Geoff Gjertson, and Kari Smith

Architecture 502 – Adv. Architectural Design II: 6 credits

Course Description: Integration of real-world constraints in the design process, design of complex buildings, urban design and aesthetics, scale, form and space.

Course Goals and Objectives:

A design laboratory in which student and faculty explore the nature of problems and potentials with which architecture is concerned and experimentally develop methods and processes through which existing urban contexts are transformed into new conditions by means of strategic interventions in a variety of scales. This studio will be organized into teams for the semester. Each team is responsible for research, analytical design and presentation work. 502 Studio is integrated with Community Design Workshop Studio; a joint studio between Lafayette Consolidated Government and University of Louisiana at Lafayette School of Architecture.

NOTE ON OWNERSHIP AND EXHIBITION OF STUDENT WORK:

Accrediting agencies require selective documentation of student-produced coursework. All materials submitted for credit may be retained by the faculty and become property of the School for future use in demonstrating student accomplishments. According to the UL Lafayette College of the Arts Exhibition Policy, student work may be exhibited from time to time as selected by your faculty.

Student Performance Criteria Addressed: A7. Precedents; C1. Collaboration; C6. Leadership; C8. Ethics; and C9 Responsibility

Topical Outline:

The final grade for the course will be based on mid-term evaluation, discussion of grades and progress within the class.

Weekly Reviews	10%
Review # 1/Analysis	15%
Conceptual Review	15%
Mid-term Review	15%
Final Review	20%
CD Documentation	10%
Charrettes/Final Presentation	15%

**** This is a service-learning studio ****

The student is responsible to keep all assignments and exercises ready for a semester work presentation at the end of the spring term (including slide documentation: 20 slides/student).

Textbooks/Learning Resource:

The student is responsible for keeping all assignments and exercises ready for a semester work presentation at the end of the spring term (including slide documentation: 20 slides/per).

Offered:

Spring Semester

Faculty Assigned:

Tom Sammons

ARCH 509/599 - Master's Project: 6 credits

Course Description: Individual investigation of architectural issues and theories developed with faculty and consultants.

Course Goals and Objectives:

The student's academic investigation comes to fruition through the Master's Project. The faculty perceives the terminal project as the definitive act that delineates for the student the initial and intentional grounding of a particular direction in their work within the discipline of architecture. Sufficient research is expected and necessary to support the development of relevant issues that includes an analysis in detail of the socio-cultural, aesthetic, pragmatic, and technical design factors that influence architecture.

The presentation of the architectural work is the student's opportunity to clearly present the complexity of the project to the Master's Project team in a professional manner. The presentation is to be graphically and verbally articulate and complete. The student is to demonstrate the ability to discuss their architectural positions and evaluate the relevant issues.

In addition to the NAAB Student Performance Criteria required as a minimum for the course, each student will establish goals and requirements for their individual Master's Projects that they will be evaluated by. All projects must act responsibly towards the environment. Final acceptance of your Master's Project will be based on this issue as well. Students must fulfill at least the minimum agreed upon requirements for their books.

NOTE ON OWNERSHIP AND EXHIBITION OF STUDENT WORK:

Accrediting agencies require selective documentation of student-produced coursework. All materials submitted for credit may be retained by the faculty and become property of the School for future use in demonstrating student accomplishments. According to the UL Lafayette College of the Arts Exhibition Policy, student work may be exhibited from time to time as selected by your faculty.

Student Performance Criteria Addressed: **A. 2. Design 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 alternative outcomes against relevant criteria and standards.* **A.3. Visual Communication Skills:** *Ability to use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.* **A.5. Investigative Skills:** *Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.* **A.11. Applied Research:** *Understanding the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.* **C. 2. Human Behavior:** *Understanding of the relationship between human behavior, the natural environment and the design of the built environment.*

Topical Outline:

PHASE 01: 15% of semester. *Position, Site, Program and Team Scholarship*

PHASE 02: 22% of semester: *+ Materials and Scheme*

PHASE 03: 15% of semester: *+ + Systems and Code*

PHASE 04: 26% of semester: *+ + + Detail*

PHASE 05: 22% of semester: *+ + + + Presentation Production*

Textbooks/Learning Resources: No textbook is required for this course. Text(s) must address the practical and theoretical underpinnings of your proposed architectural research as a minimum. Text(s) are based on the student's bibliography developed in ARCH 565

Offered:

Fall Semester

Faculty Assigned:

Dan Burkett, Michael McClure, and Geoff Gjertson

ARCH 521- Modern Architecture History: 3 credits

Course Description: Advanced seminar in architectural history from modernism to the present.

Course Goals and Objectives:

- To learn the major figures of modernist architectural history and the cultural context in which they practiced.
- To understand and study how architecture, culture, and society interact in the pursuit of built form.
- To examine how cultural traditions have manifested themselves in built form and how social factors influence, motivate, and affect the intentions of design.

Student Performance Criteria Addressed: None

Topical Outline:

+/- 20% - Exam 1 - Early Modern Architecture

+/- 20% - Exam 2 - International Style to Mid-Century Modern Architecture

+/- 20% - Final Exam - Post-Modern Architecture to Present

+/- 20% - Analysis of Modern Architecture: Modern building analyzed through drawing and conceptual diagramming

+/- 20% - Contemporary Architect Monograph: Paper relating themes brought up in class to a practicing architect of the student's choice, looking at the architect's oeuvre up until the present. Class presentations.

Textbook/Learning Resources:

Required Text:

Modern Architecture Since 1900, *3rd edition*, William J. Curtis

Additional References:

Modern Architecture: A Critical History, *3rd edition*, Kenneth Frampton

The Details of Modern Architecture, Volume 1, Edward R. Ford

The Details of Modern Architecture, Volume 2, 1928 to 1988, Edward R. Ford

Offered:

Spring Semesters

Faculty Assigned:

Sarah Young

ARCH 530 - History and Theory of Urban Design: 3 credits

Course Description: This course will examine the principles, fundamentals and character of urbanism and civic design. Emphasis also will be placed on the relationship between architecture and its role in urbanism. The class will be broken into three distinct areas to study: 1) theory of the city, 2) history of the urban form, and 3) case study of cities.

Course Goals and Objectives: The primary objective of this course is to provide an understanding of the city, its form and its evolution. In addition, this course will take the position that a practical relationship with the material provides a foundation for its use in the Fifth year urban design studio in both the fall and spring semesters. This course is viewed as the foundation for the UL Lafayette Community Design Workshop.

Format: The lecture format of this course will accommodate lectures, projects, presentations, exercises, quizzes, tests, writings, readings and discussions. Lectures and readings with discussion will occur regularly. Tests will cover all material presented in class, including student presentations, or assigned readings. No projects or papers will be accepted after deadlines, as more than enough time will be provided for completion of work. Do not procrastinate. A series of handouts will clarify weekly agendas and assignments.

Student Performance Criteria Addressed: A9 Historical Traditions and Global Culture:

Understanding of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.

Topical Outline:

PHASE 1: 20% of Semester: READING THE CITY

PHASE 2: 24% of Semester: URBAN ELEMENTS: SPACE, STREETS, BLOCK, NEIGHBORHOOD

PHASE 3: 20% of Semester: THE EVOLUTION OF THE GRID

PHASE 4: 12% of Semester: NON-WESTERN TRADITIONS

PHASE 5: 4% of Semester: GARDENS, PARKS, and LANDSCAPES

PHASE 6: 8% of Semester: THE POWER AND MAGNIFICENCE OF THE LINE

PHASE 7: 12% of semester: MODERNISM AND THE CONTEMPORARY CITY

TEXTBOOKS / LEARNING RESOURCES:

The City Shaped: Urban Patterns and Meanings through History by Spiro Kostof

Additional reading assignments are located on Moodle

Supplemental Reading: History of Urban Form by A.J. Morris

Offered:

Fall Semester and Spring Semester

Faculty Assigned:

Tom Sammons

ARCH 540 - Architectural Practice: 3 credits

Course Description: The course presents the fundamentals of architectural practices through case studies, readings and discussion. Topics include but are not limited to: management, contract services and administration, and professional ethics and relationships.

Course Goals and Objectives:

The objectives are a theoretical and practical grounding in issues of contemporary architectural practice, which will allow each student to engage in the profession and make, informed career decisions. The course utilizes readings, discussions, visits to architect's offices and case studies/ projects as means of experiencing, analyzing and assessing course content.

Student Performance Criteria Addressed: C.3. Client Role in Architecture, C.4. Project Management, C.5. Practice Management, C.7. Legal Responsibilities, and C.8. Ethics and Professional Judgment.

Topical Outline:

TOPICS FROM AIA STUDENT HANDBOOK OF PROFESSIONAL PRACTICE: 9 weeks, 60%

AIA CASE STUDIES: 4 weeks, 27%

GUEST PRACTITIONERS: 2 weeks, 13%

Textbooks/Learning Resource:

The Architecture Student's Handbook of Professional Practice.

Fourteenth Edition. John Wiley and Sons. 2009. ISBN 978-0-470-08869-2

Offered:

Fall Semester

Faculty Assigned:

Geoff Gjertson

ARCH 560 - Architectural Theory: 3 Credits

Course Description: Discussions based on readings of 20th century authors with a focus on theoretical writings related to the discipline of architecture. The semester will begin with an overview of philosophical movements from the Enlightenment to the 20th century. Various additional projects will compliment the discussions.

Course Goals and Objectives:

1. To develop a familiarity with the larger philosophical and cultural discussions that frame 20th century writing, specifically theoretical writings, related to architecture
2. To develop a familiarity with the authors, primary categories and primary lines of argument that have developed through the 20th century and that have informed and/or been informed by the discipline of architecture
3. To become proficient at analyzing written arguments and discussing the strengths and weaknesses of written arguments

Student Performance Criteria Addressed:

A1. Communication Skills: Ability to read, write, speak and listen effectively.

Topical Outline:

Modern Narratives

A general review of the following individuals and major schools of thought:

Cartesianism, Empiricism, Kant, Romanticism,
Kierkegaard, Nietzsche, Camus, Heidegger, Sartre

No original texts will be read

Post-Modern Narratives:

A careful reading of primary sources covering:

Modernism, Structuralism, Post-structuralism, Phenomenology, and various other conditions of Post-modern thought

Evolving Narratives:

A careful reading of primary sources covering:

Issues of feminism and ecology as well as other contemporary ethical and political agendas

Textbooks/Learning Resources:

- Leach, Neil, ed.. Rethinking Architecture; A Reader in Cultural Theory. 1997. London: Routledge, 2002.
- Foster, Hal, ed.. The Anti-Aesthetic: Essays on Postmodern Culture. 1983. Seattle, WA: Bay Press, 1995.
- Frampton, Kenneth. Studies in Tectonic Culture: The Poetics of Construction in Nineteenth and Twentieth Century Architecture. 1995. ed. John Cava, Cambridge, MA, MIT Press, 1996.
- Kearney, Richard. The Wake of Imagination, Toward a Post-Modern Culture. 1988. London: Routledge, 2001.
- Leach, Neil, ed.. Rethinking Architecture; A Reader in Cultural Theory. 1997. London: Routledge, 2002.
- Additional readings provided as PDFs

Offered:

Spring Semesters

Faculty Assigned:

Corey Saft

ARCH 565 - Architectural Research: 3 credits

Course Description: Comprehensive survey of research methods. Case studies include analysis of activities, spatial relationships, systems criteria, and determination of significant design issues, goals, and concepts.

Course Goals and Objectives:

The development and production of a Master's Project Program Document including: writing, research, collected data, and graphic research.

The development and production of a rigorous proposition about architecture

The testing of this proposition through collection and dissemination of data regarding Site, Code, Use, and Precedent.

Preparation and presentation of this document for review at prescribed points during the semester

This course is student centered. You are required to be reading, thinking, and making for every class.

Every class you should have reactions to your past ideas and additional new ideas to move the project forward. This course is a formal investigation into YOUR ideas about what architecture could or should be. Think. Act. React.

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Student A1. Communication; A5. Investigate; A7. Precedents; A10 Culture Diversity; Pre-Design;

Topical Outline:

PHASE 1: 25% of semester. Position + Project: Reflection on position and project, Identification of the field of possibilities. *5 page Position Paper and a 5 minute PowerPoint*

PHASE 2: 50% of semester. Project + Position: Research of the field of possibilities, Project definition, Data collection. The collection, analysis, and production in book form of relevant site, code, use, and precedent information.

PHASE 3: 25% of semester. Format the position and the project, Identification of critical developments
Document: Formatted Preliminary thesis document.

Textbooks/Learning Resource:

Booth, Colomb Williams, The Craft of Research

Borden, Iain and Ray, Katerina Ruedi. *The Dissertation, An Architecture Student's Handbook, University of Louisiana at Lafayette, Guidelines for the Preparation of Theses and Dissertations, 1st Edition*

University of Louisiana at Lafayette, School of Architecture and Design: previous thesis documents:
Butts, Fowler, Baker, Roberts, Stewart, Kelly, et al.

Offered:

Fall Semester

Faculty Assigned:

Michael McClure

ARCH 580/532 - Advanced Topics in Architecture: 3 Credits

Course Description: Critical discussions on a range of architectural issues

Course Goals and Objectives:

- A familiarity with a range of materials and processes related to the practice and production of contemporary architecture
- First hand experience with CAD/CAM, particularly CNC environments and rapid prototyping technologies
- A developed position on sustainability, expressed through the ability to design and develop construction systems linking fabrication techniques to architectural form
- Develop a full- scale installation demonstrating our investigations

NOTE ON OWNERSHIP AND EXHIBITION OF STUDENT WORK:

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Student Performance Criteria Addressed: A11. Applied Research; B8. Environmental System; and B10. Building Envelope

Topical Outline:

Class Participation	30%
Project 1	10%
Project 2	20%
Final Project	30%
Various Class Experiments	10%

Offered:

Spring Semester

Faculty Assigned:

Corey Saft

Architecture 599 - Master's Project: 6 credits

Course Description: Individual investigation of architectural issues and theories developed with faculty and consultants.

Course Goals and Objectives:

In addition to the NAAB Perspectives required as a minimum for the course, each student will establish goals and requirements for their individual Master's Projects, which they will be evaluated by. Also, the project must engage the environment in a way that dramatically reduces or eliminates the need for fossil fuel (evidence must be presented.) Final acceptance of your Master's Project will be based on this issue as well. Students enrolled in ARCH 599 must fulfill the requirements of the university Graduate School for their written (red) Thesis document. ARCH 509 students must fulfill at least the minimum agreed upon requirements for their (gray) books.

NOTE ON OWNERSHIP AND EXHIBITION OF STUDENT WORK:

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Student Performance Criteria Addressed: A2. Design Thinking; A3. Visual Communication; A5. Investigate; A11. Applied Research; C2

Topical Outline:

Your master's project although unconventional will follow a similar format to traditional projects in terms of having two intermediate and one final review with your committee and you will include individual documentation with a signed committee approval sheet (to be located at the end of the overall document.) In this course you are responsible for your chapter of the overall comprehensive document. The shared sections of the document will be required coursework for ARCH 540 Professional Practice. The previous master's project completed by your colleague will be a model for your presentations and document, Just as she added a "made" component to her project (a website and film) you will be required to include a made component whether it be a master plan, detail, material test mock-up, etc.

Offered:

Fall Semesters

Faculty Assigned:

Corey Saft

CIVE 335 – Structural Engineering I: 3 credits

Course Description: Mathematical and graphical analysis of structural systems; moment and shear diagrams; stresses and strains in structural members; stability, equilibrium, and deformation of structural systems; long-span structural systems

Course Goals and Objectives:

In accordance with the mission of the University of Louisiana, the College of Engineering and the Department of Civil Engineering, the program's educational objectives are to produce graduates who:

- Are immediately employable as a Civil Engineering Intern or prepared to continue in a graduate or professional program
- Can achieve and maintain status as a Professional Engineer, and participate in professional engineering organizations and/or other professional activities
- Are effective civil engineers and understand their responsibility to their profession and community

Student Performance Criteria Addressed: None

Offered:

Fall Semesters

Faculty Assigned:

Ray Desormeaux

CIVE 336 – Structural Engineering II: 3 credits

Course Description: Analysis and design of structural members, connections, and frames in wood and steel; application of codes and construction practices; earthquake and other lateral forces; stability of structural systems.

Course Goals and Objectives:

In accordance with the mission of the University of Louisiana, the College of Engineering and the Department of Civil Engineering, the program's educational objectives are to produce graduates who:

- Are immediately employable as a Civil Engineering Intern or prepared to continue in a graduate or professional program
- Can achieve and maintain status as a Professional Engineer, and participate in professional engineering organizations and/or other professional activities
- Are effective civil engineers and understand their responsibility to their profession and community

Student Performance Criteria Addressed: None

Offered:

Spring Semesters

Faculty Assigned:

Ray Desormeaux

2. Faculty Resumes

Full-time:

Professors

Tom Sammons, Director
Jean Edwards, Assistant Director
Geoff Gjertson
Hector LaSala
Michael McClure, (promoted to Associate Dean)
Brian Powell

Associate Professors

Corey Saft

Assistant Professors

Ben Bush
Dan Burkett
Denise John
Jennifer Kivett
Kiwana McClung (beginning Fall 2013)
Onezieme Mouton (2007-2013)
Kari Smith
Carl Trimble (2008-2013)

Instructors

Ashlie Latiolais
Andrew Sammataro
Sarah Young

Part-time

Joel Breaux (before 12/13 academic year)
Ray Desormeaux

Name: Tom Sammons, Professor

Courses Taught:

ARCH 401 Arch Design 1	ARCH 402 Arch Design 3
ARCH 413 Interns in Arch	ARCH 480G Topics in Arch
ARCH 502 Advance Arch Design 2	ARCH 521 History of Arch
ARCH 530 Urban Theory	ARCH 595 Internship
ARCH 597 Individual Study	ARCH 598 Individual Study
DSGN 311 Special Projects	DSGN 480 Topics in Design

Educational Credentials:

Bachelor of Architecture, University of Kentucky, 1982
Master of Architecture, Cornell University, 1987

Teaching Experience:

1986-1989 Assistant Professor, University of Florida
1989-1984 Assistant Professor, Clemson University
1994-present, Professor, University of Louisiana at Lafayette

Professional Experience:

1982-1983 Intern, Horizon Architecture, Lexington, KY
1983-1984 Intern, Hammel McKinney, Lexington KY
1985-1985 Intern, Richardson Architecture, Ithaca, NY
1990-1991 Project Manager, Eason & Earl Architecture, Greenville SC
1991-1992 Project Manager, Jacks & Craig Architecture
1992-1994 Project Manager, Eason & Earl Architecture, Greenville SC
2000-2001 Urban Designer, Architecture Southwest,
2001-2006 Urban Designer, Lafayette Consolidated Government, Lafayette LA
2006-2009 Urban Design, Lynn Guidry Architecture, Lafayette LA
2012-present, Urban Design, Lynn Guidry Architecture, Lafayette LA

Professional Memberships:

Vice-Chair of the MPO Advisory Committee for the Lafayette Consolidated Government Lafayette
Urban Designer for the planning division of the Lafayette Consolidated Government
Louisiana Recovery Authority as a Task Force Member for Infrastructure and Transportation
Lafayette Chamber of Commerce Executive Board investigating Smart Growth
Professor Sammons is also a member of the DLU Board (Downtown Lafayette Unlimited)

Selected Publications and Recent Research:

LINC Designation Neighborhood #7; Cameron: Redeveloping and rebuilding a small Louisianan town destroyed by Hurricane Rita; Washington Streetscape Proposal; Johnson Street: Challenging the strip; The Master Plan for Jackson Parish: Urban design for small towns; Opelousas: Urban Design for small town; Carencro: Urban Design for small town; Lafayette I-49 Connector Project

Experience and Qualifications:

Tenured Professor; currently possesses 28 years of teaching experience with over 30 years' experience in part-time professional practice; Professor Sammons currently holds the title of Interim Director for the School of Architecture and Design; he also currently holds the title Director of the Community Design Workshop. The CDW has completed 87 projects in its tenure, and the total amount of grants has exceeded \$3 million. Professor Sammons was named Distinguished Professor for the University of Louisiana at Lafayette in 2005 and is Chairman of Campus Planning Committee. He holds the Contractors Educational Trust Fund/BORSF Professor in Art and Architecture Chair. He was also awarded a Fulbright Hays Fellowship for study in China in 2004.

Name: Jean Edwards, Professor, Assistant Director, SoAD

ARCH / INDS 342 Research Methods	INDS 301 3rd Year Interior Dsgn Studio
DSGN 121 Survey of Design	INDS 402 4th Year Interior Dsgn Studio
INDS 422 G History of Interior Design	INDS 499 Concept & Portfolio Devel.

Educational Credentials:

MFA, Interior Environments, Virginia Commonwealth University, Richmond, VA 1988
MFA, Painting, Virginia Commonwealth University, Richmond, VA 1977
BA, Fine Arts, Wilson College, Chambersburg, PA 1968

Teaching Experience:

2009-present Professor of Interior Design
1995-2009 Associate Professor, School of Architecture & Design, UL Lafayette; Tenured 1997
Coordinator of Interior Design Program – 2004 to 2007
Assistant to the Dean, College of the Arts – Summer 2003
1987-1995 Winthrop University, Rock Hill, SC, Department of Art & Design
Assistant Professor of Art and Design; Interior Design
1986-87 Indiana University of Pennsylvania, Indiana, PA, Consumer Services Department
Instructor of Interior Design – one-year sabbatical replacement
1979-1982 Randolph-Macon College, Ashland, VA
Artist-in-Residence – three-year restricted appointment
1977-78 Western Illinois University, Macomb, IL, Art Department
Assistant Professor of Art – one-year sabbatical replacement

Professional Memberships:

2010 IDEC Presidential Merit Award – Abstract Review Coordinator from 2008-2010.
2008-present IDEC Council of Fellows
2008-present National Writing Project
2005 IDEC Board of Directors; Regional Chair Liaison
2003 IDEC Presidential Merit Award – Juried Design Competition Coordinator from 1999-2003
2002-2004 IDEC Southwest Regional Chair
1988-present Interior Design Educators Council (IDEC)

Selected Publications and Recent Research:

Japan Studies Institute Fellowship; June 10 -23, 2013.
IDEC presentations: *The Environment as 'Third Educator': Examining the Reggio-Emilia Approach for Application in 21st Century Classroom Design*; Baltimore, MD; March 2012
***Teaching Hand Sketching and Color Rendering: An Art-full Approach*; Denver, CO; March 2011**
***The Maison de Verre: Modernism and the Parisian Urban Hôtel*; Atlanta, GA; March 2010**
IDEC Symposia: 2010. *Looking into the Modern Interior*, Atlanta. Presented *The Maison de Verre: In the Tradition of the Parisian Urban Townhouse*; March 2010.
2008: *Raison d'Etre: Crafting a Historical Narrative of the Evolution of Interior Design*, Montreal, Canada. Presented *La Maison de Verre: Negotiating a Modern Domesticity*; March 2008.
2008 Edwards, M. Jean and Gjertson, W. Geoff. *La Maison de Verre: Negotiating a Modern Domesticity*. Journal of Interior Design. Vol. 34, No. 2, pp. 15-37.

Experience and Qualification:

Professor Edwards has taught at this university for the last 18 years. She currently teaches a foundation level design survey course and an upper level research methods course to both interior design and architecture students. She also teaches interior design history and studio. The interior design history course can be taken for graduate credit. Her research, presented at numerous conferences, has focused on interiors history and studio pedagogy.

Name: W. Geoff Gjertson, Professor

Courses Taught:

ARCH 342 Precedents and Programming
ARCH 509G: Arch Master's Project Studio
ARCH 540G: Architectural Practice
ARCH 302 Third Year Arch. Design Studio
ARCH/DSGN 311 & 411 Special Projects
ARCH 402 Arch. Design III w/ Bldg. Inst. Design/Build Option
DSGN 380 Hands on Steel
ARCH 401 Fourth Year Arch. Design Studio
ARCH 321 History and Theory of Technology
ARCH 201 Second Year Arch. Design Studio
ARCH 101 First Year Design Studio

ARCH 501 Graduate: Adv Arch Design
ARCH 599G: Arch Thesis Studio
ARCH 480/ 482 Building Institute
ARCH 597 / 598G: Special Projects
ARCH 100 Dsgn Survey, Guest Lecturer
ARCH 464 Construction Documentation
ARCH 463 Professional Practice
ARCH 301 3rd yr. Arch. Design Studio
ARCH 202 2nd yr. Arch. Design Studio
ARCH 102 First Year Design Studio

Educational Credentials:

Master of Architecture, 1992 - Rice University, Houston, Texas
Bachelor of Science in Design, 1989 - Arizona State University, Tempe, Arizona

Teaching Experience:

2012- present , Professor - University of Louisiana at Lafayette
2007 – present - Co-Director of the Building Institute, Graduate Faculty, 2003-present.
Lafayette Coca-Cola/BORSF Professor in Architecture

Professional Experience:

Sole-Proprietor, W. Geoff Gjertson, AIA– Parasol design. Lafayette, La., August 2000-present.
Commercial and residential design. Licensed Architect in Louisiana #4665
Holly and Smith Architects, Hammond, La., May 1995 to August 2000. Project Architect, Project Manager.
Projects: Public Schools, University Buildings, Health/Fitness, Institutional, Commercial, Recreational and Residential.
Exemplary Projects: Columbia Theatre and Rolling Residence– see awards.

Selected Publications and Recent Research:

Thinking While Doing: Connecting Insight to Innovations in the Construction Sector. Canadian Partnership Grant, shortlists, number 8 or 100, awarded \$20,000. Entire Grant: \$2.2 million.
Solar Decathlon 2009. *BeauSoleil Louisiana Solar House* Proposal. Sponsored by the Dept. of Energy. PI: Gjertson, Co-PI: Powell, Smith, Burkett. Awarded: \$100,000.00. Jan. 2008.
2010: Dr. Ray P. Authement Excellence in Teaching Award-One of two in university awarded.
Popular Mechanics Magazine. Selected as one of 14 Best New Technologies for Greener Homes.
<http://www.popularmechanics.com/home/improvement/energy-efficient/4350127>. Awarded April 2010.

Experience and Qualifications:

He currently teaches Professional Practice courses as well as third and graduate level Architectural Design. He is the co-director of the Building Institute, a "hands-on" design/build program which serves the community by having students collaborate with contractors to build market-rate, sustainably-designed homes in at-risk neighborhoods. Three houses so far have followed in the footsteps of the BeauSoleil Louisiana Solar Home, an award-winning 2009 Solar Decathlon house. He is currently working on book about the projects and the socio-cultural effects of design/build on a community. Professor Gjertson has practiced architecture since 1994 and is licensed in the state of Louisiana. His private practice work such as the Golden Residence and previous work with Holly and Smith Architects such as the Columbia Theatre, Rolling Residence and the SLU Classroom Building have won several state and regional awards. His work has been published in professional and academic Journals such as Architectural Record, the Journal of Architectural Education, the Journal of Interior Design, and the Association of Collegiate Schools of Architecture proceedings. Awarded the Ray P. Authement Excellence in Teaching Award in 2010 and is currently the Lafayette Coca-Cola/BORSF Endowed Professor of Architecture.

Name: Hector LaSala, Professor

Courses Taught:

Arch 301 Foundations of Architectural Design 3
Arch 302 Architectural Design 1
Arch 342 Paradigms of Design 3
Arch 598 Individual Study
Arch 599 Thesis Research and Thesis
DSGN 101 Basic Design 1
DSGN 102 Basic Design 2
DSGN 114 Design Communication
DSGN 311 Special Projects

Educational Credentials:

Master of Architecture
Texas A & M University, 1976
Bachelor of Architecture
University of Louisiana, 1973

Teaching Experience:

Member of the Graduate Faculty, University of Louisiana at Lafayette, 2002 to Present, Professor
University of Louisiana at Lafayette, 1998 to Present, Associate Professor
University of Louisiana at Lafayette, 1983 to 1998, Visiting Professor
Virginia Polytechnic Institute and State University, 1983, Assistant Professor
University of Louisiana at Lafayette, 1976 to 1983, Instructor
Texas A & M University, 1975 to 1976

Professional Experience:

Hal Perkins, AIA, Lafayette, LA 1974 to 1978
SHWC, Architects, Dallas, TX 1973

Professional Memberships:

2013-2007 Slemco-Board of Regents Endowed Professorship in the Arts
Fall 2009 UL's Graduate School Commencement Address
2009 Gold Medal Award from the Independent Design Awards
Awarded a Place at the 2009 Walter Wagner Forum
2008 Architectural Biennale Lecture, San Salvador, El Salvador
2008 University of Louisiana Distinguished Professor Award
2007 Oliver-Sigur Humanitarian Service Award

Publications and Recent Research:

Common Sense: Published Results of Rebuild Louisiana, (Gjertson, LaSala, McClure, and Saft) 2006
Up to Speed, Julia Mandel. Metropolis Magazine. 2006
Fabricating a Pedagogy While Mending Tears. (LaSala, Gjertson) 2006
Improvisation. ACSA Southwest Regional Proceedings. (Saft, LaSala, McClure and Gjertson) 2005
Accelerated Fabrication: A Catalytic Agent Within a Community of Caring (LaSala, Gjertson). M.I.T. Press, Boston Massachusetts, May 2005.
FABRICation: Digital Improvisation. Gjertson, LaSala. National Acadia/AIA Fabrication Conference

Experience and Qualifications:

Professor LaSala has taught for over 30 years. Actively worked on various residential and small commercial designs, museum exhibits, sets for theatrical productions, and design competitions part-time for the last 30 years.

Name: Michael A. McClure, Professor

Courses Taught:

ARCH 221 History of Architecture	ARCH 409 Architectural Design 7
ARCH 410 Architectural Thesis	ARCH 474 Graduate European Architecture Seminar
ARCH 501 Advanced Arch Design Studio	ARCH 502 Advanced Arch Design Studio 2

Educational Credentials:

Masters in Architecture, May 1996, G.S.A.P., Columbia University, New York, N.Y.

Bachelor of Arts in Architecture, May 1991, Washington University, St. Louis, MO

Teaching Experience:

2001 - present University of Louisiana at Lafayette, Lafayette LA, SoAD, Professor, Grad Faculty
Fall 2000 Louisiana State University, Landscape Architecture, Baton Rouge LA, Asst Adjunct Professor

1999 - 2001 Louisiana State University, School of Architecture, Baton Rouge LA, Asst Adjunct Professor

1999-2001 Tulane University, New Orleans LA, School Of Architecture, Assistant Adjunct Professor

1998 - 1999 Pratt Institute, Brooklyn New York, School Of Architecture, Assistant Adjunct Professor

Professional Experience:

1996 – present Partner, Emery *McClure* architecture LLC, Baton Rouge, LA

1998 – 1999 Project manager, Robert A. M. Stern Architects, New York, N.Y.

2010 – present Associate Editor, d3 Journal

2010 Invited Juror, d3 International Competition, 'Housing Tomorrow'

2007-2008 Member, Louisiana Architectural Selection Board

2011, 2012 Site Director, UL Lafayette, Paris Study Abroad

Professional Memberships:

2011 University of Louisiana at Lafayette Distinguished Professor

2010 Gloria Fiero Friends of the Humanities Lecture

2010 Louisiana Southwest Merit Award, American Institute of Architects

2010 National Service Award, Association of Collegiate Schools of Architecture

2008 Gorham P. Stevens Rome Prize for Architecture, American Academy in Rome

Selected Publications and Recent Research:

2012 "*nuova Ostia antica*." d3:dialog>assemble, International journal of architecture and design, New York. co-authored with Ursula Emery McClure.

2008 "*Luxury of Languor*." Writing Urbanism: A Design Reader. Douglas Kelbaugh and Kit Krankel McCullough eds. Washington DC: ACSA Press, co-authored with Ursula Emery McClure

PUBLICATIONS by others of Research Design Work and Citations

2010, Ryker, Lori. "*studiEAUX Wetland Workshop*" Journal of Architectural Education, Volume 64, Issue 1, pages 121-128, September 2010.

Experience and Qualifications:

Professor McClure has 17 years of teaching experience, and has practiced architecture for 19 years. He has published regionally and nationally on issues of design education. His built commissioned work with Emerymcclure Architecture, LLC has been published in a wide range of periodicals from Architectural Record the popular press of Dwell Magazine and Southern Living and received awards from the local, state, and regional A.I.A. The firm's writings have been published nationally and internationally. It was included in the book *Writing Urbanisms: A Design Reader*, and was included as part of the 2006 Venice Biennale.

Name: Robert McKinney, Professor

Courses Taught:

**ARCH 432 Systems of Construction
ARCH 476 Louisiana Architecture
ARCH 479 Historic Architectural Documentation
ARCH 580 Advanced Topics: Historic Preservation**

Educational Credentials:

B.Arch., University of Louisiana Lafayette, 1988; Columbus, Indiana, Summer Institute, Ball State University, 1988; M.ARCH., Virginia Tech, 1989

Teaching Experience:

Instructor 1989-1990, Assistant Professor 1990-1996, Associate Professor 1996-2001, Professor 2001-present; University of Louisiana at Lafayette

Professional Experience:

**Director, Academic Planning and Faculty Development 2012-present; University of Louisiana at Lafayette
Interim Director 1998-1999, Coordinator 1999-2001, Director 2001-2012 School of Architecture and Design;
Intern, BRR, New Iberia, LA 1993-1996; Intern, Architects Southwest, Lafayette, LA 1997;
Consultant, Fabian Patin and Associates, Lafayette, LA 2000**

Licenses/Registration:

Louisiana, NCARB Certificate

Selected Publications and Recent Research:

- **National Endowment for the Humanities, Summer Research Institute; *Mesoamerica and the Southwest: A New History for an Ancient Land*, 2012**
- **Pl. Lafayette Hardware Store, Lafayette, Louisiana. Historic American Building Survey, Louisiana Department of Culture, Recreation and Tourism. 2011-2012**
- **Pl. Charles E. Peterson Prize, Honorable Mention, Historic American Building Survey, *Academy of Sacred Heart-Chapel*, Grand Coteau, LA, 2009**

Professional Memberships:

The American Institute of Architects, Society of Architectural Historians, Louisiana State Board of Architectural Examiners, NCARB Internship Committee

Name: Brian Powell, Professor

Courses Taught:

ARCH 331 Environmental Systems	DSGN 101 Basic Design I
DSGN 102 Basic Design II	INDS 302 Interior Design Studio IV
INDS 331 Lighting Design for Interiors	INDS 362 Human Factors
INDS 401 Inter Design Studio V	INDS 402 Interior Design Studio VI

Educational Credentials:

Louisiana Technical University, MFA Interior Design, College of Art Sciences, 1987
Louisiana State University, BFA Painting, School of Environmental Design, 1978

Teaching Experience:

2007 – present, University of Louisiana at Lafayette, Professor and Coordinator of Interior Design
2000 – 2007, University of Louisiana at Lafayette, Associate Professor
1997 – 2000, University of Southwestern Louisiana, Assistant Professor
1989 – 1996, University of Southwestern Louisiana, Assistant Professor
1984 – 1986, Louisiana Technical University, Graduate Instructor

Professional Experience:

1987-1989, C-Store Services, Designer/Draftsman, Designed 22 Convenience Stores and Fast Food Restaurants in North LA

License/Registration:

2010 – present, State of Louisiana, Licensed Interior Designer, #1367
1994 – 2013, NCIDQ (National Interior Designer Certification) # 11902

Selected Publications and Recent Research:

Creating Tomorrow's Socially Responsible Student Today, Interior Design Educators Association Conference, Waco, TX, October 2007
Building Hope: Service Learning in the Design Studio, Western Social Science Association Conference, Calgary, April 2007
Edward Wormely: Designer with a Global Perspective, Interior Design Educators Council Southwest Regional Conference, Norman, OK, November 2006
Educator Teaching Educators: Green Design, Sustainable Design Task Force, Interior Design Educators Council; Annual International Conference, Scottsdale, AZ, March 2006
Bridging the Gap: Generations in the Classroom, Interior Design Educators Council Southwest Regional Conference, Shreveport, LA, October 2005
Questioning Students' Beliefs about the Design Disciplines, 21st National Conference on the Beginning Design Student, San Antonio, TX, February 2005

Professional Memberships:

1994 – present IDEC, Interior Design Educators Council, Professional Member
2011 - IDEC, Board of Directors, Director of Service
2009 – 2010 IDEC, Board of Directors, Director of Memberships
2006 – 2008 IDEC, Regional Chair Liaison

Experience and Qualifications:

Brian Powell is a Professor and serves as the Interior Design Program Coordinator. He has taught at this university for 24 years and is both NCIDQ certified (1994) and a Louisiana State Licensed (2010) interior designer. Professor Powell teaches foundation level design and upper level interior design and has taught the building systems course to both interior design and architecture students for 20 years. Professor Powell is an active member of IDEC, having served various positions on its board of directors. Professor Powell was a Beau Soleil Louisiana Solar Home team member and participated in the on site construction of the home for the 2010 Solar Decathlon.

Name: Corey Saft, Associate Professor

Courses Taught:

ARCH 201 Foundations of Arch Design 1	Arch 202 Foundations of Arch Design 2
ARCH 214 Paradigms of Design 1	ARCH 222 Paradigms of Design 2
ARCH 471 Field Analysis	ARCH 474 European Arch Seminar
ARCH 555 Digital Architecture	ARCH 560 Theory in Architecture
ARCH 580 Advanced Topics in Arch	ARCH 598 Individual Study
DSGN 102 Basic Design 2	DSGN 311 Special Projects
DSGN 471 Field Analysis	DSGN 474 Field History and Theory

Educational Credentials:

- Urban Land Institute, Real Estate Development Certificate, 2013
- University of Oregon, MArch, Eugene, OR, 1996-99, Thesis Advisor: H. Davis
- University of Rochester, BA, Rochester, NY, 1991; Bachelor of Arts in Religion, cum laude; Certificate in Asian Studies, with distinction

Teaching Experience:

University of Louisiana at Lafayette, Lafayette, LA, Associate Professor, 2009 - present
Southern University, Baton Rouge, LA; Assistant Professor, tenure-track, 2001-2002
University of Oregon, Eugene, Adjunct Professor, 2000

Professional Experience:

SaftArchitecture, Principal; 2001-present, Lafayette, LA Design and research firm focused on high performance single and multi-family housing.

LEED-Neighborhood Development certified

Enterprise Green Communities certified

Professional Memberships:

Association of Collegiate Schools of Architecture Board of Directors, 2011-present,
Southwest Regional Director

Lafayette Parish School System's Citizen's Oversight Committee, 2010-present

Lafayette Housing Advisory Committee (HAC), 2009-2010

DesignByMany challenge: Passive House for New Orleans 2011

ENVIRONMENTAL PRACTICE, 2011

Name: Benjamin Bush, Assistant Professor

Courses Taught:

INDN 301 Junior Year Design studio
INDN 302 Junior Year Design studio/ Junior Thesis
INDN 305 Digital Communication: Rhino 3D
INDN 306 Digital Prototyping: Laser Cutter, 3D Printer, 3 axis, 2.5 axis
INDN 485 Industrial Design Sketching
DSGN 101 Freshman Year Design Fundamentals
DSGN 114 Design Comm.: Technical, Perspective, and Freehand drawing
DSGN 311 Special Problems: Development of Sustainable Smart Phone
DSGN 376 Architecture Portfolio: Design Media
INDS 365 Human Factors

Educational Credentials:

Auburn University: Masters of Industrial Design; December 2009, Magna Cum Laude
Bachelor of Industrial Design, May 2008, Summa Cum Laude, Cumulative GPA 3.76

Teaching Experience:

University of Louisiana at Lafayette, August 2010- Present

Assistant Professor of Industrial Design

Responsible for teaching undergraduate and special problem courses; advising undergraduate students, developing and implementing new courses, increasing rapid prototyping capabilities, and co-teaching design fundamentals courses.

Auburn University, Fall 2008- December 2009

Graduate Teaching Assistant

Responsible for assistant teaching, grading, and presentations. Took attendance and assisted students with projects and course concepts. Photography and Computer Design Communication.

February 2009- May 2009

Studying Abroad Ireland Studio Graduate Teaching Assistant

Responsible for creating design fundamentals exercises for undergrad students.

Also in charge of maintaining student safety after school hours.

Professional Experience:

Montgomery Marketing Outdoor, June 2008- June 2011, *Product Design*

Designed and fabricated tents and cots for military use.

Precision Medical Solutions (Montgomery, Alabama)

September 2010- May 2011

Prototype Development

Examined patent material, discussed design flaws and solutions, fabricated functional prototype.

Professional Memberships:

Industrial Design Society of America Member

2010- Present

Design for America Advisor

2011- 2012

Experience and Qualifications:

Industrial Design Society of America member. I currently possess 6 years of teaching experience and 8 years experience operating various rapid prototyping machinery. I have also been recognized nationally for multiple design projects and have worked with a vast array of clientele. Most specifically in the areas of biomechanics and human factors.

Name: Dan Burkett, Assistant Professor

Courses Taught:

ARCH 201 Fundamentals of Architectural Design I
ARCH 202 Fundamentals of Architectural Design II
ARCH 214 Graphic Communications
ARCH 301 Fundamentals of Architectural Design III
ARCH 302 Architectural Design I
ARCH 342 Precedents & Programming
ARCH 501 Advanced Architectural Design
ARCH 509 Thesis Research and Thesis/Masters project
DSGN 101 Design Fundamentals I
DSGN 121 Survey of Design
ARCH 334 Materials and Methods
DSGN 379 Methodologies of Industrial Design.

Educational Credentials:

Rice University , Houston, TX, Fall 2002 – Spring 2005, Masters of Architecture
Arizona State University, Phoenix, AZ, Spring 1998 – Spring 2001,
Bachelor of Science in Design

Teaching Experience:

Assistant Professor, School of Architecture & Design, University of Louisiana at Lafayette.
Fall 2008 – Present. Courses: ARCH201 Fundamentals of Architectural Design I, ARCH202 Fundamentals of Architectural Design II, ARCH342 Precedents & Programming. ARCH501 Advanced Architectural Design. ARCH509 Thesis Research and Thesis/Masters project. DSGN121 Survey of Design. ARCH334 Materials and Methods. DSGN379 Methodologies of Industrial Design.
Instructor, School of Architecture & Design, University of Louisiana at Lafayette.
Fall 2007 – Spring 2008. Courses: DSGN101 Design Fundamentals I, ARCH301 Fundamentals of Architectural Design III, ARCH302 Architectural Design I, ARCH342 Precedents & Programming, ARCH214 Graphic Communications.

Professional Experience:

OWLDR; Partner, November 2007 – Present, Grand Coteau, LA
Kirksey Architecture; Architectural Intern, March 2006 – Aug 2007, Houston, TX

Professional Memberships:

Human Resource Committee, School of Architecture and Design,
University of Louisiana at Lafayette January 2012 – Present.
Communications Committee, School of Architecture and Design,
University of Louisiana at Lafayette January 2012 – Present.
Association of Collegiate Schools of Architecture Faculty Counselor,
University of Louisiana at Lafayette, January 2011 – Present.

Name: Denise John, Assistant Professor

Courses: Taught:

DSGN 100 Introduction to Design	DSGN 450 Design Marketing &
DSGN 480 Design Marketing & Management	FASH 260 Merchandising and Buying
FASH 360 Merchandise Planning and Control	FASH 370 Fashion Merchandising
FASH 462 Global Textiles and Apparel	MKTG 345 Principles of Marketing
MKTG 345 Principles of Marketing	MKTG 497/597 Directed Independent
UNIV 100 Cajun Connection	

Educational Credentials:

Ph.D. 2003, Business Administration, Louisiana State University
M.S. 1994, Marketing, Louisiana State University
B.S. 1992, Marketing, Louisiana State University

Teaching Experience:

2008-present Assistant Professor – SoAD, College of the Arts, University of Louisiana at Lafayette, LA
2006- 2007 Assistant Professor of Marketing, Department of Business, Lasell College, Newton, MA
2005-2006 Visiting Assistant Professor, Sawyer School of Management, Suffolk University, Boston, MA
2001 Adjunct Instructor, Graduate School of Management, Clark University, Worcester, MA
2000 Adjunct Instructor, Graduate & Continuing Education, Framingham State College, Framingham, MA
1996-1997 Instructor, E.J. Ourso College of Business, Louisiana State University, Baton Rouge, LA
1993-1996 Research Assistant, Louisiana State University, Baton Rouge, LA

Professional Experience:

Marketing and Communications Consultant, Spring 2008 – Spring 2010, BeauSoleil Louisiana Solar Home, DOE 2009 Solar Decathlon, University of Louisiana at Lafayette, LA
Mary Kay Cosmetics, Consultant to Senior Sales Director; Direct Marketing, Sales and Service
Philadelphia Life Insurance, Baton Rouge, LA; Southwest Regional Administrator
National Canal-Villerie Supermarket, Lafayette, LA; Manager and Florist, Floral Department
A & P Supermarket, Lafayette, LA; Manager and Florist, Floral Department
Les Amis Florist and Gifts, Lafayette, LA; Assistant Wedding Consultant and Licensed Florist
Lafleur's Florist and Gifts, Lafayette, LA; Florist – Sales and Service
(then) U.S. Congressman John Breaux, Lafayette, LA; Administrative Assistant

Selected Publications and Recent Research:

John, Jeannie Denise, David P. Stevens, and Joby John (2013), "A Proposed Defection Management System for Retention of At-Risk Customers," *Academy of Business Research Journal*, forthcoming.
Hong-You Ha, J. Denise John, Joby John, and Nam-Yun Kim (2013), "The Critical Role of Marketers Information Provision in Temporal Changes of Expectations and Attitudes," *Journal of Consumer Marketing*, 30 (Summer/Fall), forthcoming.
J. Denise John, Joby John, and David Baker (2011) "Control and Participation at the Service Encounter: A Cultural Value-Based Perspective," *International Journal of Business and Social Science*, 2 (22), December, pp. 7-14.
John, J. Denise and Abhijit Biswas (2006), "Customer Participation and Control in the Service Encounter: A Review," in *Enhancing Knowledge Development in Marketing*, D. Grewal, M. Levy, and R. Krishnan eds., Vol. 17, Chicago, IL: American Marketing Association, pp. 49-50.

Experience and Qualifications:

Denise is a member of Beta Gamma Sigma and Mu Kappa Tau Honor Societies and served as a core faculty team member of UL's BeauSoleil Solar Home entry into the 2009 Solar Decathlon. Her research is published in several proceedings, and the *International Journal of Business and Social Science*, *Academy of Business Research Journal*, and the *Journal of Consumer Marketing*. Her research interests include the marketing of services and consumer behavior in the design fields. She currently teaches courses in design service marketing, principles of marketing, and the Cajun Connection first-year experience.

Name: Jenny Kivett, Assistant Professor

Courses Taught:

Arch 201 Architectural Design
Arch 479 HABS
DSGN 101 Basic Design
DSGN 102 Basic Design 2
DSGN 114 Design Communications
DSGN 311 Special Projects

Educational Credentials:

Master of Architecture, University of Kansas, 2008
Bachelor of Arts, Architecture Studies, University of Kansas, 2003

Teaching Experience:

University of Louisiana, Historic Preservation Grant, HABS, 2012-2013
Design|Build Small Works Installation, Children's Shelter of Acadiana, 2012
Mississippi State University, *Lecturer* 2011-2012
Faculty Recognition Award, College of Arch. Art and Design, 2011
Faculty Editor, BarnWorks Annual Publication, 2012
Visiting Assistant Professor 2010-2011, Artist Incentive Grant Recipient, Mississippi State University,
2010. Design|Build Summer Studio, Small Works Installation
University of Kansas, *Adjunct Professor* 2008, Graduate Design Studio
Teaching Assistant 2002-2007, Foundation Design Studios, Electives, History of Urban Design
Duke University, *Instructor*, 2006, Talent Identification Program

Professional Experience:

Studio 804 Inc., Lawrence, KS.
Projects Coordinator, Residential and Commercial Design|Build, 2008-2010
LEED Platinum Certification
Greenhouse Evergreen Award, eco-structure, 2011
Design Team Member, Greensburg Arts Center, 2007-2008
Venice Architecture Biennale presenter, 2008
LEED Platinum Certification
Honor Award, Wood Design and Building, 2008
Rockhill and Associates, Lecompton, KS.
Intern, Various Residential Projects, 2007
Nalbach + Nalbach Gesellschaft von Architekten MBH, Berlin, Germany
Summer studio participant, 2007
Boice Radle Rae Architects, Kansas City, KS
Project Team Member, Commercial Retail Projects, 2003

Experience and Qualifications:

Jenny Kenne Kivett. My areas of expertise are sustainability, design/build, and foundation design. I received my Master's of Architecture from the University of Kansas, where I also participated in and worked for the design build program, Studio 804. During this time, I was involved in teaching responsibilities and design projects receiving significant awards, including The NCARB Prize, the AIA Education Honor Award, The Wood Design Award, and LEED Platinum Certification, among others. Beyond this work, I have taught in the foundation design studios of the graduate program at the University of Kansas and at Mississippi State University's School of Architecture. I have five years of teaching experience and three years of professional practice, and my work has been presented in many national and international venues, including Architectural Record, Detail Magazine, Metropolis, and the 2008 Venice Architecture Biennale.

Name: Kiwana McClung, Assistant Professor

Courses Taught:

ARCH 202 Architecture Design II

ARCH 301 Architecture III

DSGN 101 Basic Design I

DSGN 102 Basic Design II

Educational Credentials:

Louisiana State University and A&M College, Baton Rouge, LA

Master of Architecture

May 2012

Southern University and A&M College, Baton Rouge, LA

Bachelor of Arts and Humanities in Visual Arts

May 2008

Teaching Experience:

06/12 – present, Intern Architect, Coleman Partners Architects, LLC. Baton Rouge, LA

05/08 – 01/2012, Library Technician, E Baton Rouge Parish Library, Baton Rouge LA

SU 2007, Arts Program Instructor, East Baton Rouge Parish Library, Baton Rouge LA

Professional Memberships:

LSU NOMAS

LSU School of Architecture Director's Advisory Committee, 2009 - 2010

Name: Mouton, Assistant Professor

Courses Taught:

DSGN 101 Basic Design I	DSGN 114 Design Communication
ARCH 201 Architecture	DSGN 377 Portfolio
ARCH 502 Adv. Architectural Design II	ARCH 214 Architectural Graphics
ARCH 509 Masters Project	ARCH 580 Advanced Topics in
ARCH 401 Architectural Design II	Architecture

Educational Credentials:

Rice University, Master of Architecture 2001
Louisiana State University, Bachelor of Fine Arts, Sculpture, 1992
Ecole Nationale de la Photographie, Aries, France, 1995-1996
University of Louisiana at Lafayette, Post Graduate Studies, 1995

Teaching/Work Experience:

2006-2011, University of Louisiana at Lafayette, Assistant Professor and Studio Instructor
2001, 2003-2006, University of Houston, Adjunct Professor and Studio Instructor
2001-Present, Streva Design and Build Studio, Owner/Designer, Houston, TX
2001-2003 Natalye Appel and Associate Architectures, Houston, TX

Experience and Qualifications:

Historic Building Renovation & Historic Theater Renovation, Abbeville, LA. Research in Design/Build; Urban Design; and Community Design and Non-Profit Development. He has presented various papers on these subjects and experience in written and practicing design/build.

Name: Kari Smith, Assistant Professor

Courses Taught:

ARCH 401 Architectural Design V	ARCH 402 Architectural Design VI
ARCH 509 Master's Project	ARCH 334 Materials and Methods
ARCH 432 Systems of Construction	ARCH 441 Sites and Sustainable Design
ARCH 311 Special Projects	ARCH 597 and 598 Individual Study.
UNIV 100 First Year Seminar Cajun Connection	
ARCH 580 Architectural Field Theory: Meztizo Modernism, Mexico City	
DSGN 471 Field Drawing, Mexico City	

Educational Credentials:

2005-Rice University, Houston, Texas, Master of Architecture, Thesis Title: Active Agents; Student Initiated Paradigm Shifts in Architectural Education, Director: Nana Last, Committee: Robert Mangurian, Mary-Ann Ray, Max Underwood
2001- Arizona State University, Tempe, Arizona, Bachelor of Science and Design with a Major in Architectural Studies
1995- 1997 Roger Williams University, Bristol, Rhode Island

Teaching Experience:

Fall 2007- Present, School of Architecture and Design, University of Louisiana, Lafayette, Lafayette, Louisiana, Assistant Professor
Fall 2005, Visiting Assistant Professor
Spring 2006, School of Architecture, Prairie View A&M University, Prairie View Texas
Spring 2012-Present, Coastal Sustainability Studio, Associate Director, Sponsored Research Program, University of Louisiana at Lafayette, Lafayette, Louisiana

Professional Experience:

Summer 2012- Associate Director, Coastal Community Resilience Studio
Present Sponsored Research Program, University of Louisiana at Lafayette, Lafayette, LA
August 2007 Partner, owldr, LLC. Lafayette, LA
Smith Residence, Millerton NY; Holland Residence, Arnaudville, LA; Hernandez Residence, Grand Coteau, LA, Hernandez Guest House, Grand Coteau, LA
January 2007 Intern, FARO Studio. Houston, TX
December 2006 Intern: contract work, TAFT Architects. Houston, Texas
Duplex Apartments, Row Houses Community Development Corporation, Houston, Texas
November 2006 Intern: contract work, Nonya Grenader. FAIA, and Fosdick Residence Houston, Texas
April 2001 Associate, Gould Evans Associates, L.C. Phoenix, Arizona
Steve Eller Dance Theater, University of Arizona, Tuscan, Arizona
AIA Headquarters Competition, New York, New York
May 1999 Intern, Daniel Libeskind. Berlin, Germany
Studio Weil, Port d'Andratx, Mallorca, Spain
Contemporary Jewish Museum Com

Experience and Qualifications:

Education culminated with a Master of Architecture from Rice University. I have taught for over six years during which time I have continued to practice professionally. Prior to forming my professional practice I interned in the United States and in Berlin, Germany. As an intern and as a partner in my design practice I have collaborated on projects which have been referred and been recognized through publication and by architectural awards. I am a LEED Accredited Professional and Associate Director of the Coastal Community Design Studio.

Name: Carl Trimble, Assistant Professor

Courses Taught:

ARCH 301 Architecture 3
ARCH 302 Architectural Design 1
ARCH 401 Architectural Design 5
ARCH 464 Construction Documents
ARCH 540 Architectural Practices
DSGN 101 Basic Design 1
DSGN 102 Basic Design 2
DSNG 114 Design Communication
DSGN 311 Architectural Graphics

Educational Credentials:

B.A Architectural Science 1968, Tuskegee Institute, Tuskegee, AL
B.A Architectural Science (6yr Degree/Masters Equivalent) 1973, Tuskegee Institute, Tuskegee, AL
MS Urban Community Development 1976, Georgia State University, Atlanta, GA

Teaching Experience:

2008- present, University of Louisiana at Lafayette, teaching 1st yr. Foundation Design Studio, Freehand Drawings, Digital Media, 3rd yr. Design Studio, Pro Practice/Working Drawing, and 2nd yr. Design Studio.
2007 – 2008, Tuskegee University, Adjunct Professor, taught Urban Design Studio, Soils and Foundation, Building Construction.

Professional Experience:

1973-1978 Architectural Draftsman/Intern, Wise Simpson & Aiken Architects, Atlanta, GA
Architectural Draftsman/Intern, Heery & Heery, Atlanta, GA
Architectural Draftsman/Intern, J. W. Robinson, Atlanta, GA
Architectural Draftsman/Intern, FABRAP/Miller, Atlanta, GA
1978-1979 Project Manager, Heery Ramco Prager, Cleveland, OH
1979-1983 Construction Liaison, Woodruff Library Architects, Atlanta, GA
1983-2007 Private Practice (President), Carl Trimble Architects, Atlanta, GA

Professional Memberships:

President on the Atlanta Chapter of NOMA

Selected Publications and Recent Research:

Grady Hospital, \$230 Million Project, Atlanta, GA
Stouffers Hotel, 400 Rooms, Atlanta, GA
Delta Airlines, Tech Operations Center/Aircraft Maintenance Expansion, Atlanta, GA
Federal Express, Air to Ground 230,000 sq. ft. renovation, Atlanta, GA
North Springs MARTA station, Atlanta, GA
Over 50 New Homes and Renovations, Georgia
Multi-Year Contract with HUD, Renovated over 5,000 Apartment Units, Southeastern U.S.
Atlanta Housing Authority, Renovated Public Housing, Atlanta, GA
Birmingham Housing Authority, Renovated Public Housing, Birmingham, AL
Atlanta Public School Board, designed schools, Atlanta, GA

Name: Ashlie Latiolais, ET Instructor

Courses Taught:

ARCH 301 Architecture Studio 3
ARCH 464 Professional Practice & Contract Documents
ARCH 502 Architecture Studio 2
DSNG 114 Design Communication
DSGN235 Design and the Computer

Educational Credentials:

University of Louisiana at Lafayette
Masters of Architecture
December 2007

University of Louisiana at Lafayette
Bachelor of Science in Architectural Studies
May 2006

Teaching Experience:

ULL School of Architecture & Design: Instructor
J.L. Fletcher Hall, August 2012 – present

Professional Experience:

Holden Architects: Project Architect
358 Third Street, Baton Rouge, Louisiana 70801
January 2009 – March 2012

Abell + Crozier Architects: Intern Architect
115 East Main Street, Lafayette, Louisiana 70501
January 2008 – December 2008
April 2012 – August 2012

Professional Memberships:

Habitat for Humanity Lafayette, Board Member, October 2012 to present
American Institute of Architects, January 2008 to present
National Council of Architectural Registration Boards, January 2011 to present
American Institute of Architects, Baton Rouge Membership Committee, January 2010 - December 2011

Experience and Qualifications:

Registered Architect and member of the American Institute of Architects and National Council of Architectural Registration Boards. I currently possess 2 years of teaching experience with 6 years experience in professional practice. I also am a Board member for the Lafayette Chapter of Habitat for Humanity.

Name: Andrew Sammataro, Lecturer

Courses Taught:

Perspective Drawing
Freehand Drawing
ARCH 201 Architecture Design 1
DSGN 102 Basic Design
DSGN 311 Humanitarian Design
INDS 201 Interior Design 1
INDS 202 Interior Design 2
INDS 321 Furniture, Finishes, and Equipment

Educational Credentials:

University of Virginia, Bachelor of Architecture, Charlottesville, VA
Ecole Americaine Des Beaux Arts, Fontainebleau, France, Diplome D'Architecture
Harvard University Graduate School, Master of Landscape Design, Cambridge, MA

Teaching Experience:

2008-present, Lecturer, School of Architecture and Design, University of Louisiana at Lafayette
1992-2007, Adjunct Professor of Interior Design, Louisiana State University, Baton Rouge, LA
1983-1992, Rhode Island School of Design, Providence, RI
1987-1988, Department Head; Interior Architect, Rhode Island School of Design, Providence, RI
1974-1975, University of Virginia, Charlottesville, VA
1973-1974, Kingston Polytechnic, Oxford England
1972-1974, Oxford Polytechnic, Oxford, England
1970-1972, University of Virginia, Charlottesville, VA

Professional Experience:

1974-present Andrew Sammataro Associate, Boston, MA
 Interior Design and Planning; firm focusing on hospitality, housing and renovations

 Higgins, Ney and Partners, Chelsea, England
 Interior Design and Development

 Sasaki, Dawson and Demay Associates, Inc., Watertown, MA
 Project Design and Architecture

 Hugh, Stubbins, and Associates Architects, Cambridge, MA
 Project Design and Architecture

Name: Sarah Young, Instructor

Courses Taught:

DSGN 101 Basic Design I
ARCH 201 Architectural Design I
DSGN 376 Portfolio

Educational Credentials:

University of Louisiana at Lafayette, Lafayette, LA
May 2012 - M. Arch – 4.0 GPA
Dec 2009 - B. Arch – magna cum laude

Teaching Experience:

Fall 2012 – Current - Instructor at University of Louisiana at Lafayette
July 2012 – Current – Part-time architectural design at Saft Architecture
Spring 2012 - Instructor at Louisiana State University, ARCH 1002
Fall 2010 - Winter 2011 - Teaching Assistantship at University of Louisiana at Lafayette
Fall 2006 - Spring 2010 - Part-time architectural design at Strevia LLC

Professional Memberships:

May 2012 – Master's Thesis - *Ritual Building: Drawing Attention to the Human Condition of Mortality Through Funerary Architecture and Ritual*

Experience and Qualifications:

I currently possess two and a half years of teaching experience gained through a teaching assistantship and in my current position as an instructor. During the last six years, I have gained professional experience in residential design, office design, and urban planning. I am also an active participant in a local organization that seeks to strengthen the creative economy through public events and competitions.

Name: Joel Breaux, Instructor (Part time)

Courses Taught:

ARCH 301 Foundations of Architecture	ARCH 201 Foundations of Architecture Design I
DSGN 101 Basic Design I	DSGN 114 Design Communication
DSGN 311 Special Projects –Architectural Graphics	
DSGN 379 Methodologies of Industrial Design	

Educational Credentials:

Bachelor of Science in Architecture, 1991 – University of Southwestern Louisiana

Teaching Experience:

2006–Present, Instructor, University of Louisiana at Lafayette

Professional Experience:

2006-Present, Instructor, University of Louisiana at Lafayette
1998-Present, BRO Designs/dba
1991-1996, Ampersand

Experience and Qualifications:

He has hands on experience in design/build. His own practice concentrates on art installations, most notably LA airport and large corporate clients. Focusing on art installation with social and cultural concerns.

Name: E. Raymond DesOrmeaux, Professor

Courses Taught:

CIVE 335

CIVE 336

Teaching Experience:

Adjunct Instructor– Civil Engineering - University of Louisiana at Lafayette 2006 – present

Teaching Assignments:

Structural Engineering for Architects CIVE 335 & CIVE 336

Construction Engineering for Senior Civil Eng'r CIVE 480

Senior Civil Engineering Capstone Design CIVE 442

Lectures/Speaking Engagements:

Commencement Address University of Louisiana, College of Engineering 1996, 2005, 2010

Guest Speaker UL College of Engineering – Awards Convocation 1998

Guest Speaker Louisiana Engineering Society UL Seniors Banquet 1991-95-96-07

Guest Lecturer UL College of Engineering 1975 - 2005

Professional Experience:

President E. R. DesOrmeaux, Inc., General Contractor – Construction Manager 1972 – Present

Chief Operating Officer LeTriomphe Golf & Country Club 1987-1990

Executive Vice President SSI, Inc. 1 969-1972 Chief Field Engineer Domingue

Szabo & Associates, 1963-1969

Consulting Engineers

Adjunct Instructor Civil Engineering University of Louisiana at Lafayette 2005 - current

Professional Memberships:

American Society of Civil Engineers Member 1963 – current

Fellow 1986

Life Member 2003

Louisiana Section ASCE

President 2007-08

President Elect 2006

Vice-President 2005-06

Secretary/Treasurer 2005

Region 5 – ASCE

Governor - Region 5 2008 - 2014

(LA, Miss., Ala., GA., Fla.)

National Society of Professional Engineers 1966 - current

Louisiana Engineering Society 1964 – current

Lafayette Chapter President - LES 1973

3. Visiting Team Report (VTR) from 2008

University of Louisiana at Lafayette

Dr. E. Joseph Savoie, President

Dr. Steve Landry, Provost

Gordon H. Brooks II, FAIA, Dean, College of the Arts

Robert McKinney, AIA, Director, School of Architecture and Design

Visit March 2-5, 2008

Part II

(Narrative Report) is the narrative report in which a program responds to the most recent Visiting Team Report (VTR). The narrative must address Section 1.4 Conditions Not Met and Section 1.5 Causes of Concern of the VTR. Part II also includes a description of changes to the program that may be of interest to subsequent visiting teams or to the NAAB. In addition, this part is linked to other questions in Part I for which a narrative may be required. If a program had zero "not mets" in the most recent VTR or was "cleared of future reporting" in subsequent annual reports, no report is required in Part II.

From most recent VTR March 5, 2008:

1.4. Conditions/Criteria Not Met

For each Condition/Criterion Not Met, please include the Team Comments from the last site visit along with narrative from program on

Visiting Team Report March 5, 2008

Conditions/Criteria Not Met

3. Public Information

6. Human Resources

8. Physical Resources

Visiting Team Report March 5, 2008

3. Public Information

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

Met Not Met

☐ ☒

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."

University Narrative Addressing 3. Public Information

The correct Public Information Statement has been added to the current Undergraduate Bulletin and the information has been corrected on the websites. The current undergraduate catalog may be found <http://bulletin.louisiana.edu/UN/84/Bulletin2009.pdf>. The correct information can be found on the SoAD website <http://SoAD.louisiana.edu/programs.html>.

Visiting Team Report March 5, 2008

6. Human Resources

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

Met Not Met

☐ ☒

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 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 advise 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 have 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.”

University Narrative Addressing Human Resources

The School of Architecture and Design received a total of three additional faculty lines beginning with the 2008-2009 year. One line was targeted for a minority hire in architecture and the other two lines teach courses in the architecture curriculum as well as courses in other programs within the School. The first line, which is a tenure-track line, an architect with over 30 years of practice experience and previous adjunct teaching experience was hired. The second line is at the rank of Lecturer. This faculty is also a licensed architect with over 30 years of professional experience and 14 years of academic experience teaching architecture and interior design. He teaches courses in architecture and interior design. The third new line is an assistant professor in the architecture program with a PhD in Business who teaches courses on marketing and management principles for architecture and other curriculums in the program. This responds to a curriculum change made a few years ago which added a requirement for a marketing or management elective to all of the curriculums in the School. As the changes were implemented, it became clear that to take full advantage of the requirement for students to learn the connection between marketing, management and the architecture and design fields, it was beneficial to offer specially designed courses which this new line permits. This position has also fostered collaboration between the College of Business and the School of Architecture and Design.

These new faculty lines have addressed the issue of faculty service loads and student faculty ratios in the studios. Particularly at the first-year level, the above new faculty have enabled additional sections with more appropriate enrollment levels for studio courses. This change at the first -year level has reduced the program's overall studio student to faculty ratio to 1:15.4.

The Director initiated a study of elective courses and discovered that 50% of the students were completing the requirements for architecture electives through special project courses that all faculty were teaching as overloads. As a result, fewer special project courses are being offered to encourage students to register for elective courses that are typically part of the normal teaching load. The goal is to develop elective courses in areas of student interest. Our aim is to better serve the student while reducing the number of special project courses which will minimize faculty teaching overloads while giving faculty opportunities to pursue specific interests as part of their normal teaching load. In fall 2009, a new course elective on Louisiana Architecture is being taught, and in spring 2010 a new elective course on BIM is scheduled.

Faculty have had an opportunity to take sabbaticals. Associate Professor Michael McClure received a Rome Prize and the University funded a sabbatical for the 2008-2009 year. Currently, due to funding reductions, sabbaticals across campus for 2009-2010 have not been granted. The University is working to continue its summer Sabbatical program for faculty.

Within the past year, several of the faculty continue to take the Architecture Registration Exam and Associate Professor Corey Saft successfully completed the ARE in the 2008-2009 year. Three other faculty have initiated their IDP record, and anticipate beginning to take the ARE shortly. It has been identified that an existing University program to provide Summer Research Grants for faculty during their tenure-track period may be used to provide support to faculty who are preparing for the ARE. The School continues to encourage faculty to pursue licensure to foster and increased understanding of the profession.

For the 2009-2010 year, the Dean's Office has expanded by several new positions. After a national search, Dr. Margaret Kennedy-Dygas was appointed as the first Associate Dean. Her job includes coordination of a new strategic plan for the College, coordination of new program development, faculty development and College communications. She organized a College faculty retreat to kick off the strategic planning and she chairs an ad-hoc strategic planning faculty council from across the college. She is editor of the new COA eNewsletter which is an internal instrument to communicate to all COA

faculty about faculty achievements and activities as well as upcoming events and deadlines. She is also a member of the COA Leadership Team that meets weekly with the Dean. The Assistant Dean, Lori Crain, continues to coordinate the Student Services Office as well as serving as our Graduation Coordinator for the COA. She is also our Advising Coordinator for the COA and provides training for faculty and staff. A new position for Development was placed in the dean's suite to assist with fund-raising. Her time is shared with others in the University until additional development officers can be hired. Finally, another Administrative Assistant has been hired to assist with workflow and paperwork in the dean's office. Before these positions were created, most of these tasks, if they were being accomplished, were being done by faculty and staff at the departmental level. This has greatly assisted the departments and department heads/directors, including the Director of the SoAD. The Director has initiated a series of task forces in fall 2009 including one on Governance of the School with the goals of increasing faculty and student participation.

Visiting Team Report March 5, 2008

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

☐ ☒

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 wood-shop 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's 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:

1. The building envelope has deteriorated with roofs, terraces and walls leaking, MEP & fire safety systems are in dire need of update, as well as acoustic and lighting deficiencies.
2. There is a shortage of classrooms, making the scheduling of courses a challenge every semester.

3. 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.

4. Second and third year class studios are similarly very crowded and not conducive towards an acceptable learning environment.

5. Fourth-year studio is also situated in less than acceptable design space with overcrowded conditions.

5. 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."

University Narrative Addressing Physical Resources

The major renovation project mentioned has been put on hold by the State with a moratorium resulting in no funding for construction of new state-funded facilities. This fall the Dean's suite was renovated to provide office space for the new Associate Dean, new Development Director, new administrative assistant, conference room and faculty offices for new Visual Arts Faculty. The University administration was successful during the 2009 Legislative Session in having Fletcher Hall put on the State's Emergency Repairs list and funding was allocated for the project. In August 2009, the following RFP was released:

Fletcher Hall Exterior Repairs, Planning and Construction, University of Louisiana at Lafayette (Main Campus), Project No. 19-640-09-01, Part 01. This project consists of emergency repairs to a 71,000 square foot three-story building constructed in 1976 which currently houses the University Arts and Architecture Department. The project will remove the existing deteriorated exterior plaster wall finish system and replace all with a new exterior wall cladding or finish system; providing a cover over the existing three story courtyard space and conditioning for the entire interior space, replace or repair the existing terrazzo walk flooring, replace the wood ceilings at the three floor balconies at the courtyard and other needed repairs to floors, walls, ceilings, lights, doors and other damaged architectural and engineering elements of the building. In addition, the project will include the planning and construction of approximately 10,000 square feet of new conditioned studio space to replace the open decks at the second floor level. In the event asbestos or other hazardous materials are encountered, then testing, abatement and clearances will be by separate contracts between the Owner and qualified entities. The designer shall prepare and submit all required drawings to Facility Planning and Control in Auto-CAD Release 2000 and/or latest Release. Drawings shall follow the format specified in the "Instructions to Designers for Auto-CAD Drawings Submittal". The funds available for construction are approximately \$3,500,000.00 with a fee of approximately \$345,205.00. Contract design time is 210 consecutive calendar days; including 70 days review time. Thereafter, liquidated damages in the amount of \$175.00 per day will be assessed. Further information is available from Mr. Douglas Lee - ULS, 1201 N. Third Street, 7th Floor -Claiborne Bldg., Baton Rouge, LA. (225) 342-6950.

An architect has been selected, James Ziler, AIA and currently the project is in contract negotiations between the architect and state. Although this project is smaller in scope than the "major addition" previously planned, it will directly address the first and fifth bullets in the VTR regarding the deterioration of the building envelope, and the fifth-year classes housed off campus. As stated in the RFP, the project will add approximately 10,000 square feet. A major portion of this new space will be dedicated to the School of Architecture and Design, and specifically the architecture program.

The Rosa Parks project by Lafayette Consolidated Government will start construction in Spring 2010, and it will be necessary to relocate the 30 students housed downtown back to the University. Once the above project is complete, it will provide new studio space to house the fifth year (graduate classes) students. In the meantime, the program is working with the administration to identify space on campus to relocate the courses for the start of the spring 2010 semester.

The program administrator continues to work with the dean and the administration to identify solutions to the overcrowding identified in the first-fourth-year studios and the shortage of classroom spaces. Faculty and students are currently studying the existing studios as a course project to determine if there are ways to reorganize the studios to better provide work and storage spaces. The program is currently working on a Student Technology Enhancement Program Grant proposal for a University-installed wireless network in Fletcher Hall, which has been identified as the best solution to address the weak signal strength.

1.5. Causes of Concern

For each Condition/Criterion Not Met, please include the Team Comments from the last site visit along with narrative from program on

Visiting Team Report March 5, 2008

"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."

University Narrative

The University administration did fund and conduct a search, and a new minority faculty was hired for the 2008-2009 year. As a licensed architect with 30 plus years of practice experience, he teaches the professional practice courses and third-year design studio. He has proven to make valuable contributions to the architecture faculty. In, addition the faculty are working to develop a strategy and policy to promote equity amongst the faculty. This is one of the issues currently being addressed by the School's new Governance Task Force.

Changes in Program since last NAAB visit

Curricular Changes

As previously stated, the program is developing its offering of elective courses, adding courses in marketing and management principles for architects and designers, Louisiana Architecture History, and building information modeling.

The program is also making adjustments to the focus of some studios based on the success of its entry in the 2009 Solar Decathlon. The University's entry, Team BeauSoleil, won first place in Market Viability and won the Peoples Choice Award. The design/build studio option offered in the last semester of fourth-year

architecture is being moved to the first semester of the graduate program ARCH 501 and continue to focus on issues of regionalism and sustainability. This allows for design/build to become one of the research focuses of the program and a concentration at the graduate level to develop and expand the graduate program. This also allows ARCH 402 to focus on competitions incorporating what was gained from research for the Rome Prize.

The Solar Decathlon project has raised the level of understanding of sustainable issues through out the program, University, and Community. Prior to the solar decathlon a new course, ARCH 441 Site and Sustainable, replaced a previous course ARCH 222 Paradigms of Architecture II. As the change phased in this course has been offered as an elective and for fall 2009 was a required course. In addition, the faculty have been actively integrating issues of sustainability throughout the curriculum.

Finances

Due to State Legislative budget shortfalls the University did initiate budget reductions mid-year for 2008-2009 and again in 2009-2010 AY. The results have been no merit raises for faculty for 2009-2010, a 10% budget cut to non-personal budgets including the School's operating budgets, and one vacated line was frozen. Faculty receiving Professorships have had the stipends reduced. Overall thus far, the cuts have not impacted the program's ability to meet the needs of students and faculty,

As one of four publicly funded architecture programs in Louisiana, the Board of Regents is reviewing all architecture programs in the state to determine the feasibility of maintaining four publicly funded programs. This issue is also being reviewed by the Governor's Commission on Higher Education which is currently studying the allocation of graduate programs within the state.

Faculty

The faculty continues to perform at an amazing level. Associate Professor Michael McClure received the Rome Prize for 2008-2009 and completed a one-year sabbatical in Rome, Italy. Associate Professor Geoff Gjertson lead a team of faculty, including Assistant Professors Kari Smith, Dan Burkett, and Denise John from architecture, and Professor Brian Powell of the Interior Design Department and students in a very successful entry in the 2009 Solar Decathlon. Professor Robert McKinney and students received a 2009 Peterson Prize Honorable Mention for a project documented for the Historic American Building Survey. Professor Hector LaSala and Associate Professor Corey Saft were selected to present a paper at the AIA Walter Wagner Forum.

4. Catalog URL

The 2011-2013 UL Lafayette Bulletin may be found at the following link:

<http://bulletin.louisiana.edu/UN/FINAL/2011-2013UGBulletin.pdf>

The 2013-2015 UL Lafayette Bulletin may be found at the following Link:

<http://academicaffairs.louisiana.edu/sites/academicaffairs/files/2013-2015catalog.pdf>

5. Response to the Offsite Program Questionnaire: Not Applicable

6. Alumni Survey

During the 2013 Spring Semester Geoff Gjertson conducted a survey of the Alumni Members. These are the current calculations for that survey.

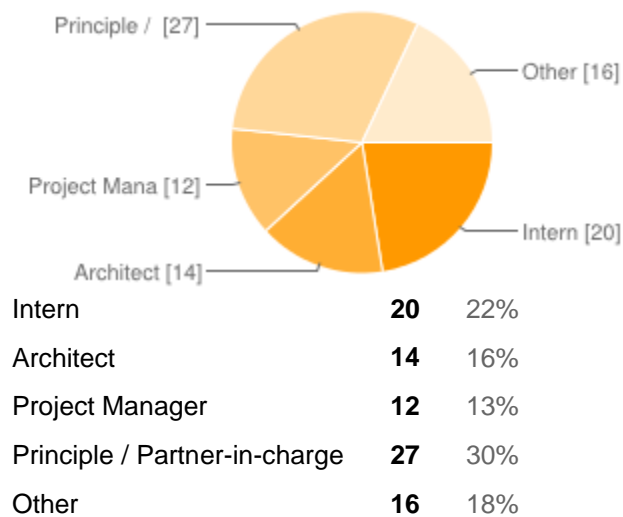
Below is the link to Google's website where the survey was conducted:

<https://docs.google.com/forms/d/194pMSsQyqI9hCnWhDFMtaguFrzIjTjTc2G-R616DvOs/viewanalytics>

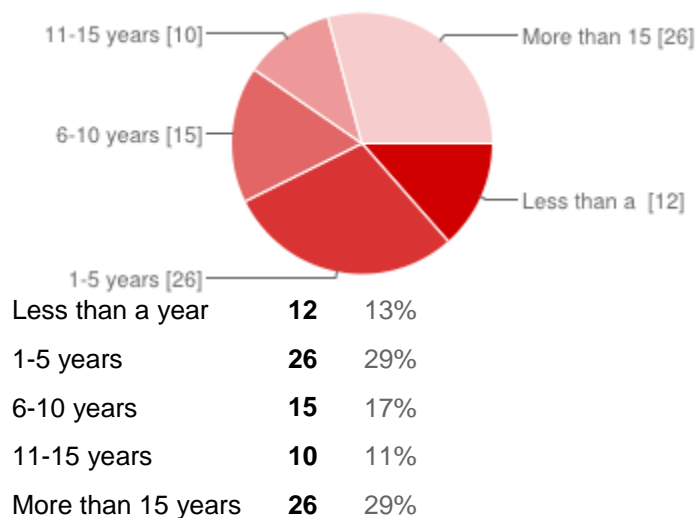
In which field do you work?

Architecture	76	71%
Engineering	5	5%
Construction	9	8%
Interior Design	5	5%
Other	12	11%

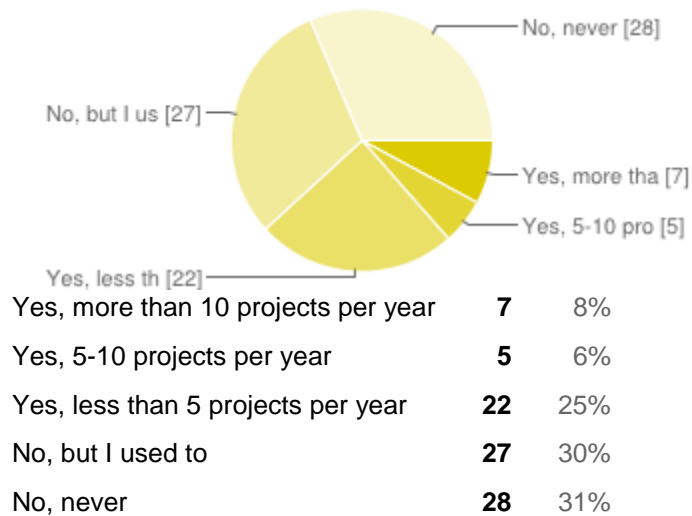
What is your job/position title?



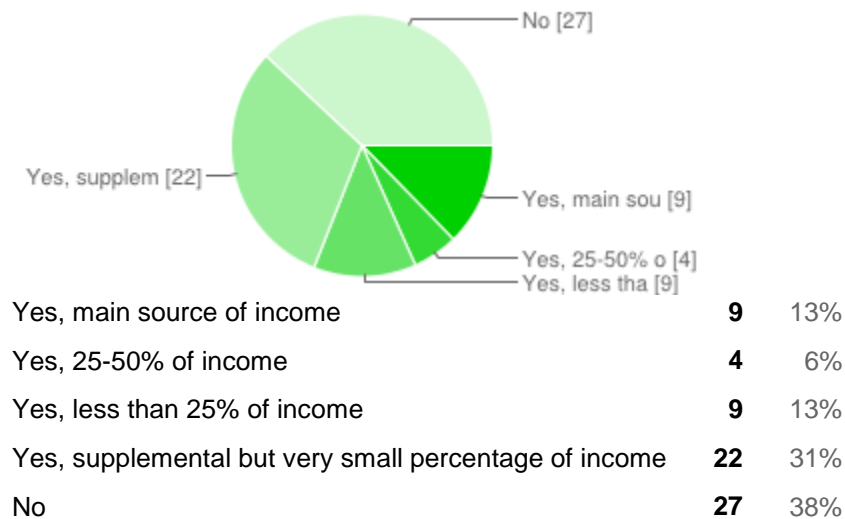
How many years have you held your title?



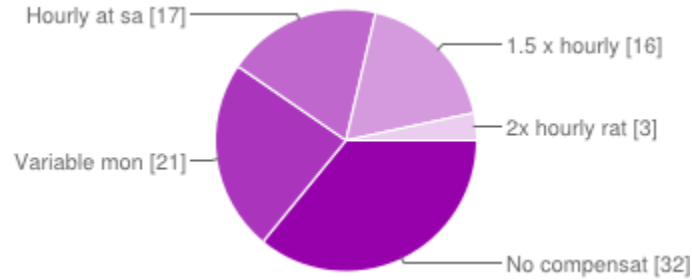
Do you do "freelance" architectural work?



If yes, is it your main source of income or only supplemental?



How does your firm compensate for overtime?



No compensation	32	36%
Variable monetary bonus at end of year	21	24%
Hourly at same rate as salary	17	19%
1.5 x hourly rate	16	18%
2x hourly rate or more	3	3%

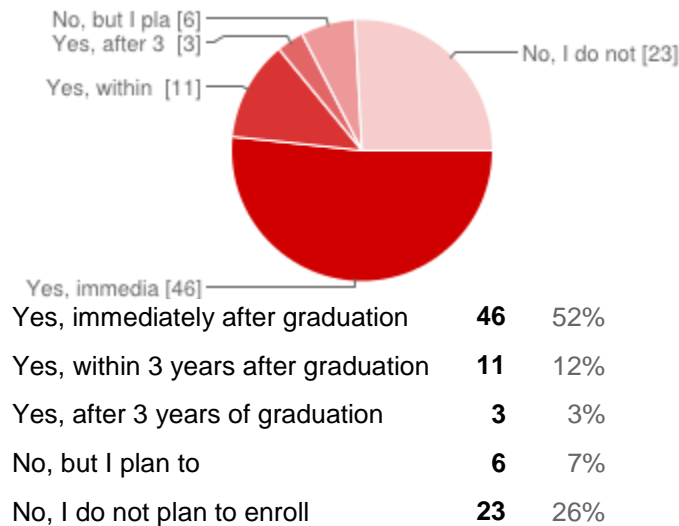
List your benefits (check all that apply):

Medical insurance	60	16%
Dental insurance	35	9%
Vision insurance	28	7%
Life insurance	36	9%
Disability insurance	28	7%
Retirement plan	53	14%
Profit sharing	27	7%
Professional dues	49	13%
Continuing education	48	13%
Other	18	5%

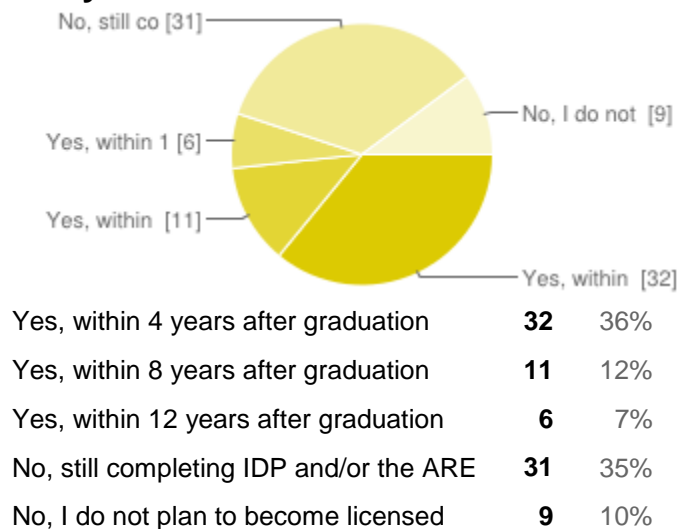
What is your firm's primary client base? (check all that apply)

Residential	34	18%
Retail / Hospitality	34	18%
Institutional / Healthcare	44	24%
Renovation / Preservation	35	19%
Other	40	21%

Are you enrolled or did you participate in the IDP?



Are you a licensed architect?



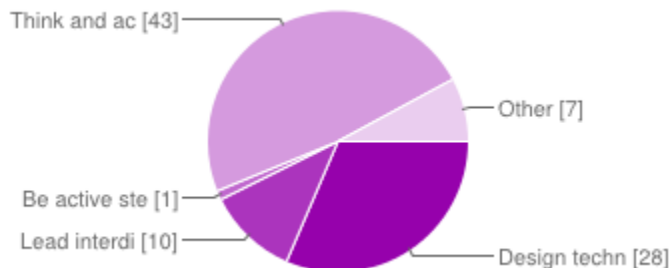
If not planning to become licensed, then why?

In general, architects are arrogant bastards who think they know more than they actually do. • I am approaching architecture from a sociological/environmental stance, does not require licensing I don't feel it is necessary at this point in my career. • I am a mother and don't have time for the effort required, and benefits of being licensed don't make it worth the effort. • To change the world N/A Not many architects I'd work for in Lafayette. • Not wanting to move, either. • License would not benefit my position; I don't plan on opening my own firm as a fully licensed architect, and I think that experience can get me just as far in my field. • Retiring, don't need to be called an architect • No need for the job I want to perform. • Do not plan to return to career field after military service is complete. • IDP did not accept 10 years of my work; it was then I decided to focus on design/build teaching residential and consulting.

Which skills that you learned at UL Lafayette were/are most beneficial to your career? (check all that apply)

Pre-design (programming, site design, etc.)	47	25%
Design (critical thinking, evidenced-based design, design software utilization, etc.)	77	42%
Project Management (contracts, admin., site observation, etc.)	25	14%
Practice Management (business, leadership, and service)	24	13%
Other	12	6%

Which methodologies or research methods learned at UL Lafayette were/are most beneficial to your career?



Design technical and creative aspects of building projects in appropriate media	28	31%
Lead interdisciplinary design projects ethically, collaboratively, and responsibly	10	11%
Be active stewards of the environment	1	1%
Think and act critically and articulate a clear position	43	48%
Other	7	8%

Have you been a volunteer for the School of Architecture & Design in any other capacity? (check all that apply)

Comprehensive Project Reviews (4th Yr.)	27	20%
Thesis committees	17	12%
Guest lecturer for courses	15	11%
Participated in Case Study project	3	2%
Opened my office for students	13	9%
Donated materials or funding	19	14%
Other	43	31%

I am interested in volunteering. Please contact me at:

almoliere@archbm.com • fpatin@fabianpatin.com • jennie@fusionarchitecture.com • It's Liv. I'm always willing to help. 469-767-5035 • c_j_blake_62@yahoo.com 281.920.0477 • brianr@kirksey.com or 7138509600 depends on task: 337-898-8782 • Bayardo.selva@cre8houston.com you know where to find me 949-698-1401 • Yes 301.588.1500 jfrisco@stellar.net Comprehensive project review 337-7393519 • ashleybelldavis@gmail.com • sla0471@gmail.com • ron@scaironomartinez.com • ledegeyter@lafayettela.gov • Businesstimekelly@gmail.com • Wriekjr@yahoo.com 9795836915 504-250-8707 1025 Green Lane • Brianr@kirksey.com thesis, speaker • Connorton.a@gmail.com

What year was/were your degree(s) completed? (Check all that apply)

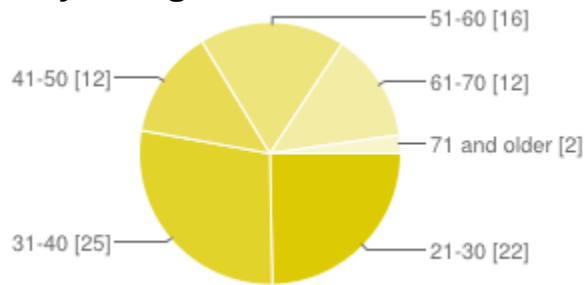
1960 and before	0	0%
1961-1970	6	6%
1971-1980	13	14%
1981-1990	15	16%
1991-2000	14	15%
2001-2010	27	29%
2011 or later	18	19%

What is your gender?



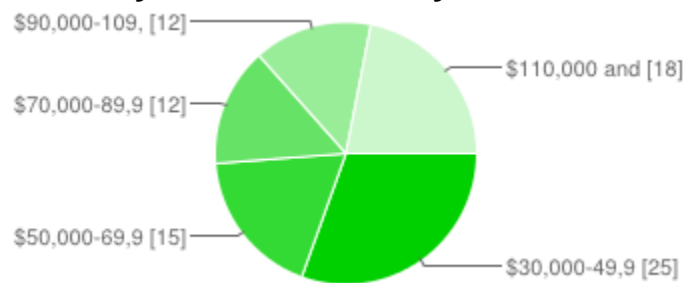
Male	74	83%
Female	15	17%

What is your age?



21-30	22	25%
31-40	25	28%
41-50	12	13%
51-60	16	18%
61-70	12	13%
71 and older	2	2%

What is your annual salary?

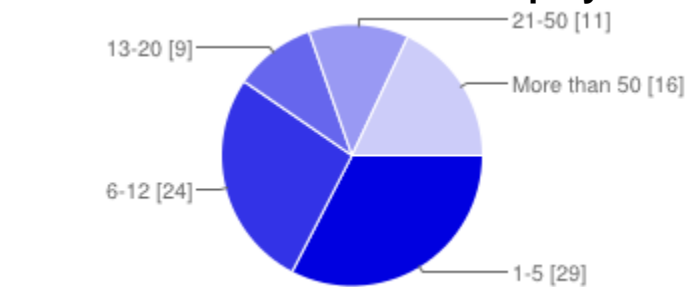


\$30,000-49,999	25	30%
\$50,000-69,999	15	18%
\$70,000-89,999	12	15%
\$90,000-109,999	12	15%
\$110,000 and above	18	22%

Where is your office located?

Lafayette, LA	27	30%
Baton Rouge, LA	4	4%
New Orleans, LA	11	12%
Other	49	54%

What is the total number of employees in your office?



1-5	29	33%
6-12	24	27%
13-20	9	10%
21-50	11	12%
More than 50	16	18%