ARCHITECTURAL PROGRAM REPORT

A Report Submitted to the National Architectural Accreditation Board for Review of the Bachelor of Architecture and Master of Architecture Programs

LOUISIANA STATE UNIVERSITY
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COLLEGE OF ART AND DESIGN
David Cronrath, Dean

SCHOOL OF ARCHITECTURE
Tom Sofranko, Interim Director

BATON ROUGE
2006
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SECTION 1

INTRODUCTION TO THE PROGRAM

1.1 HISTORY AND DESCRIPTION OF THE INSTITUTION
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1.1 History and Description of the Institution

Louisiana State University and Agricultural and Mechanical College is located in Baton Rouge, the capital of the State of Louisiana. Prior to hurricanes Katrina and Rita, the Baton Rouge Parish had a population of 411,417 (2005); however, with the influx of displaced residents of New Orleans and other parts of the State the total population is estimated to have grown by 17,000 to 30,000 people. The City is a significant inland port, and is a major petrochemical center. Located in the southern portion of the state, Baton Rouge is significantly influenced by the geographical, climatic, and cultural characteristics of the region. New Orleans is one of the most distinctive American urban areas and is approximately 80 miles southeast of Baton Rouge. Less than an hour's drive north is the gently rolling hills of the antebellum country of the Feliciana parishes. The fabled French-Louisiana country of bayous, marshes, and lakes is about an hour's drive to the southwest.

The University is situated on more than 2,000 acres of land on the southern edge of the city, with its western border at the Mississippi River. The University's more than 250 principal buildings are grouped on a 650-acre plateau that constitutes the main part of campus. The original plan for the present campus was begun in 1920 by the Olmsted Brothers and was completed by Theodore Link of St. Louis. While the institution's origin dates back to 1853, it has occupied the current site since April 30, 1926. Early campus buildings, classrooms, and administrative offices are grouped around a series of quadrangles and connected by colonnaded passageways. The architecture reflects the domestic style of northern Italy (tan stucco walls, red-tiled roofs) popularized by the Italian Renaissance master architect Andrea Palladio. St. Louis architect, Theodore Link, designed all of the original campus buildings.

LSU is designated by the Louisiana Board of Regents as the only comprehensive university in the state. The comprehensiveness is recognized nationally by LSU's classification by the Carnegie Commission as a Research University I - one of 45 public and 25 private universities in the nation to be so designated - and by its unusual status as one of only 25 universities in the nation designated as both a land-grant and sea-grant institution. Its instructional programs include approximately 250 curricula leading to undergraduate and graduate/professional degrees. Degrees in medicine, veterinary medicine, and law are offered from the respective LSU professional schools. The Baton Rouge Campus had 24,196 undergraduate students, and 3,975 graduate and professional students enrolled during the spring 2006 semester. In addition there are 1,280 faculty and 3,824 staff to serve the campus community.

As part of the Campus Jubilee Year, a celebration of the first 75 years of the University on the present campus, the University contracted the internationally acclaimed planning firm Smith Group/JJR to create a master plan for the growth and development of the campus into the next century. This master plan is in its initial stages of implementation.

In 2002 the Chancellor, Dr. Mark Emmert, identified the re-affirmation of LSU's flagship status as the university's planning focus. The Honorable Sean O'Keefe assumed the office of Chancellor of Louisiana State University and A&M College on February 21, 2005. Prior to his appointment as LSU's seventh chancellor, O'Keefe established a distinguished career in higher education and United States government service. Chancellor O'Keefe continues to lead the campus on a path to achieve national academic leadership while directing the University's resources on the issues that face contemporary society at all scales -- locally, nationally, and globally.
1.2 INSTITUTIONAL MISSION

The mission of Louisiana State University is the generation, preservation, dissemination, and application of knowledge and cultivation of the arts for the benefit of the people of the state, the nation, and the global community.

PREAMBLE TO THE UNIVERSITY PLANNING DOCUMENT, RELEASE 2.0

We believe that LSU can best accomplish its mission by providing the people of Louisiana with access to academic excellence. As Louisiana's flagship research institution, Louisiana State University and A&M College must be a leader in the intellectual, cultural, social, and economic advancement of the state. LSU must attract the brightest students from Louisiana and around the nation in order to develop talented, productive, responsible citizens. LSU must be a source of new knowledge, innovation, and cutting-edge technologies.

With appropriate support, LSU will continue to rise among the leading public research universities in the nation; LSU will model the highest aspirations of higher education as a learner centered, faculty and staff supportive, research intensive, diverse university, with a commitment to public service; and LSU will be a leader of education in Louisiana, with special emphasis on partnerships aimed at the improvement of K-12 education.

We affirm that:
- LSU is a distinctive institution with special opportunities: we must make the most of these attributes—for example, the unique culture and history of our state, our strategic relation to the Caribbean and to Central and South America, and our resource-rich wetlands and coasts.
- LSU is a public institution: we must provide access to excellence and we must be accountable, always showing that LSU has used its resources wisely and efficiently.
- LSU is committed in practice and by policy to equal rights for all, to providing a learning environment and a workplace free of intolerance, discrimination, and any form of harassment or violence, whether by virtue of religion, race, national origin, gender, or any other of the attributes that create the rich diversity of our LSU community.
- Planning and assessment are continuous and essential processes: we must know where we are heading and how to gauge our progress.
- Shared governance is a fundamental principle: we must work as a team, with full respect for dialogue and due process.

The University is not the momentary mix of its students, faculty, and staff, nor is it a particular place. Rather, it is a complex, fluid network of changing relations that extend far beyond our immediate community and the borders of our campus. To stay abreast of a rapidly changing world, LSU must be flexible, bold, and imaginative. At the same time, it is essential for the economic and social well-being of Louisiana that LSU hold steadfastly to a vision: to be a leading research university, challenging undergraduate and graduate students to achieve the highest levels of intellectual and personal development.

VISION

To be a leading research university, challenging undergraduate and graduate students to achieve the highest levels of intellectual and personal development.
LSU’s National Flagship Agenda

National Flagship Action Agenda: 2003-2010
Since its beginnings in 1860, LSU’s history has been a story of growth and transformation. As the flagship institution for the state, LSU has long been recognized for a rich intellectual environment and distinctive educational programs that are rooted in the unique culture, history, and geography of Louisiana.

The National Flagship Agenda is a seven-year plan to bring LSU to a new level of excellence. It focuses on action steps that increase research and scholarly productivity and the quality and competitiveness of our graduate and undergraduate students. The outcomes are designed to place LSU in a position to compete on all levels with the finest public universities in the country. As a national flagship institution, LSU will advance knowledge and intellectual inquiry by promoting groundbreaking research; produce enlightened citizens by fostering critical thinking, ethical reflection, historical understanding, and cultural appreciation; enhance Louisiana by converting scientific and technological discoveries into new products and processes, by preparing an informed and creative labor force, and by applying university resources to solve economic, environmental, and educational challenges. The Flagship web-site may be accessed at: http://appl003.lsu.edu/acadaff/flagship.nsf/index

Achieving the National Flagship Agenda will require an increase in resources from a variety of sources—federal, state, and private. LSU needs faculty and supporting staffs comparable to its peers, start-up funds for establishing research centers and programs, competitive undergraduate scholarships and graduate student stipends, new and renovated space for research laboratories, student housing, and faculty offices, and incentives, rewards, and increased support budgets that promote and sustain faculty and student productivity.

The Agenda recognizes that, as a public institution, LSU must be accountable and accessible, always demonstrating that it has used its resources wisely and efficiently. Shared governance is a fundamental principle: we must work as a team, with full respect for dialogue and due process.

Objectives of the National Flagship Agenda

Objective 1. Increase research productivity in support of long-term economic development

Actions:
1. Add a minimum of 150 faculty members, provide for appropriate support staff, and compensate all faculty and staff competitively with LSU peers.
2. Increase graduate assistants by 50%, and double the number of post-doctorate positions.
3. Increase laboratory space by 50% for strategic growth in targeted areas to support increases in federal research productivity.
4. Increase annual library collections and access to scholarly material by 50%.
5. Strengthen technology infrastructure as outlined in the IT Master Plan.
6. Eliminate barriers to securing resources for productive research.
7. Support PK-16+ teacher reform and underlying research.

Outcomes:
- Funding from federal grants and contracts will be doubled.
- Information technology, biotechnology research, and other targeted initiatives will be recognized as national centers of excellence.
• LSU will achieve research excellence in highly-competitive areas that are essential, special to Louisiana, cutting-edge technology, or specialty areas.
• Continuous growth in patents, copyrights, and other forms of intellectual property.

Objective 2. Increase number and quality of graduate students and programs

**Actions:**
1. Increase total number of high quality graduate students, particularly in doctoral fields that complement research strengths and in key areas of leadership and development for the state.
2. Continue to increase diversity of graduate students and faculty.
3. Increase quality and competitiveness of graduate programs through targeted investments and systematic program review.

**Outcomes:**
• The number of graduate assistantships will increase by 50% (tied to Objective 1), and the graduate student population will comprise 20% of student enrollment.
• Graduate students will represent a diverse population of highly competitive students.
• Graduate faculty will be increased, strengthened and more diverse.
• Targeted programs will achieve national prominence.

Objective 3. Increase quality of undergraduate students and programs

**Actions:**
1. Increase undergraduate admission standards and move to a more competitive and holistic admissions model. Strategically recruit and retain top students.
2. Increase recruitment, orientation, and retention efforts for transfer students.
3. Provide a broad array of nationally-competitive undergraduate degree programs through systematic review and targeted investments.
4. Provide innovative learning experiences that complement and enhance academic programs including international, multi-cultural, and interdisciplinary programs.

**Outcomes:**
• The LSU student population will be highly competitive with peers (freshman profile of 3.6 overall high school grade-point average and average 26 ACT/1200SAT, freshman-to-sophomore retention rate 88-90%, 5-year graduation rate of 55%, and 6-year graduation rate of 64%).
• The percentage of enrolled transfer students will double.
• Students will be highly competitive in the job market or admitted to top graduate programs.
• Students will satisfy key learning outcomes of being able to communicate ideas and information; plan, organize and evaluate projects; work in teams and with diverse populations and constituencies; apply mathematical concepts and problem solving techniques; and use technology appropriate to their fields.
Objective 4. Improve quality of campus life

Actions:
1. Increase effectiveness of programs and services that support student, faculty, staff and administrator success.
2. Increase diversity and inclusiveness of LSU, with increased emphasis on recruiting and retaining minority and women students and faculty, providing a workplace free of intolerance or discrimination.
3. Increase the quality of the working, learning, and living environment.

Outcomes:
- LSU will receive national recognition as an innovative and competitive working/learning environment for outstanding students, faculty, and staff.
- LSU will have a more diverse and inclusive community, increasing the population of minority and women students, faculty, and staff and increasing under-represented populations in upper administrative and faculty ranks.
- New and renovated facilities, including residential halls, classroom/laboratory spaces, recreational spaces, and landscaping will be funded in strategic areas and in concurrence with the Facilities Master Plan.

Objective 5. Assess LSU’s progress and communicate achievements

Actions:
1. Systematically and objectively monitor LSU’s progress and address the key areas of concern.
2. Make a concerted effort to nominate students, faculty, and staff for national awards.
3. Identify and continuously update primary sources of information regarding student, faculty, and staff achievements.
4. Identify and invest in opportunities to inform national organizations and news sources on LSU’s progress.

Outcomes:
- LSU will update its progress and reassess investments based on its progress in achieving objectives.
- LSU will increase the number of informed and supportive constituencies at the local, state, and national levels.
- LSU will receive national recognition for accomplishments in key publications and rankings.

Objective 6. Increase funding sources to support Objectives 1-5

Action:
1. Increase federal, state, and private dollars used for campus renovations and new building initiatives.
2. Increase state general fund direct support.
3. Create targeted revenue streams for research from state and federal funds.
4. Raise private funds to support undergraduate scholarships, graduate student stipends, and key academic initiatives.
5. Maintain tuition and student-paid fees, as well as available need-based aid and merit scholarships, at appropriate and competitive levels.
1.3 **Program History**

The LSU program in architecture was founded by O. J. Baker in 1947 as a four-year curriculum in architectural engineering offered by the Department of Architecture in the College of Engineering. This program was housed in Atkinson Hall. In 1951, the program was changed to a five-year professional curriculum with the first degrees awarded in the spring of 1960. In 1962, the professional program was accredited, and the Department of Architecture became a part of the newly formed School of Environmental Design. Also included in the School at that time were the Departments of Landscape Architecture and Fine Arts.

In 1971 William McMinn became the new department head for the School. He served until 1974 when Fount Smothers replaced him. In 1979, the School of Environmental Design was renamed the College of Design and included the newly re-organized Schools of Architecture, Landscape Architecture, and Art. At this time the interior design program was part of the School of Architecture. Interior Design would emerge as its own department in 1990. During this period the architecture program was housed in Hill Memorial Hall.

The School of Architecture moved back to reoccupy Atkinson Hall, prominently situated on the Main Quadrangle, in 1979.

In 1981 A. Peters Opperman became the new director of the School replacing Fount Smothers. Professor Opperman launched the graduate program, the Master of Science in Architecture. This post-professional program was dedicated to advancing the state of architectural research. Professor Opperman served until 1987 when Chris Theis was selected by the faculty to lead the School.

Professor Theis set about re-building the faculty after several retirements. He hired Wayne Attoe as graduate program coordinator and under Wayne’s leadership the graduate program flourished. Professor Theis also initiated the creation of the Foundation for Architectural Education to supplement the resources for the School. He used these funds, plus funds obtained from the Louisiana Education Quality Support Fund, to improve and expand computer equipment and establish the Office of Community Preservation. He led the School to its fourth straight five-year term of accreditation from the National Architectural Accreditation Board. Finally, during his tenure the School re-designed its undergraduate curriculum in 1989 to integrate the general education core that was adopted by the University Faculty Senate.

In August 1994 Robert Zwirn became the sixth director of the School. He served in that capacity until August 1999 when Interim Director Chris Theis replaced him. During Director Zwirn’s term the School made significant advances in community outreach establishing relationships with communities in downtown Baton Rouge, mid-City (under the leadership of Andrew Baque), and in New Orleans (under the leadership of Allison Anderson). During this time the School also worked with the office of Speaker of the House, Honorable Hunt Downer, on restoration of the Pentagon Barracks in downtown Baton Rouge (Bill Brockway was faculty-in-charge). It was also in this period that Professor Emeritus Bob Heck was named an ACSA Distinguished Professor.

In 1996 the School once again began the process of re-designing the curriculum for the undergraduate program. The pedagogical foundations laid during this effort are reflected in the curriculum of 2003.

Changes in the undergraduate program were followed by a major shift in the graduate program. In 1998 the Board of Regents changed the degree of the graduate program from a Master in Science in Architecture to the professional Master of Architecture degree. In 2000 the first Master of Architecture class was admitted. The MArch was granted its three-year candidacy term by NAAB in June 1994.
An evaluation of the School’s productivity from the mid-90’s to the present can be measured by the number of juried shows, presented papers, external funding, and faculty travel that was greater than the cumulative totals of all previous years since the School’s founding.

In 2000 David Cronrath became the seventh director of the School. In his initial year in office the School achieved a full-term accreditation for the Bachelor’s program and the team reviewed the Master’s program, in candidacy status. Also in 2000, the School began a strategic planning process that has been updated each year. As part of the process of planning the School initiated a series of student outcome assessments to guide policies and aid in planning for change.

Other activities undertaken by the faculty was an effort to define learning objectives for each studio course in the curriculum – both undergraduate and graduate, the design of new bylaws, and implementation of faculty development strategies for junior faculty. The faculty has recently devised and is implementing a new evaluation system, and is also investigating a nomenclature change.

In 2001 the College changed its name to the College of Art and Design to better recognize the fine arts program and its distinction from the other professional programs in the college.

In the spring of 2004, Dean Ortner stepped down and David Cronrath was appointed Interim Dean (in fall ’05 he was regularized as Dean) and Tom Sofranko took over as Interim Director of the School. Frank Bosworth, Ph.D. served as the eighth director of the School for the academic year 2005-06. He stepped down in August 2006, and Tom Sofranko agreed to serve as Interim Director.
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1.4 Program Mission

PREAMBLE

The School of Architecture at Louisiana State University believes the rich cultural heritage and physical setting of Louisiana and the Lower Mississippi Delta region provide an invaluable resource for the study of architecture. It is our belief the investigation of this shifting and fluid context will result in the construction of frameworks useful for the study of architectural issues that can have both local and global import. Accordingly, we view our most valuable resource to be our context. By making this resource central to all our endeavors we will realize an avenue for the School to lead Louisiana and set an example for all schools of architecture.

VISION

To lead Louisiana and set an example for all schools of architecture in contributing to the understanding, creation and conservation of the built environment.

MISSION

To generate, preserve, disseminate and apply the knowledge of our profession through education, research, creative work and service.

To generate knowledge: The School of Architecture believes knowledge is a value-laden commodity. Therefore, within the School who generates knowledge is as important a concern as what knowledge is generated. Our mission dictates that the production of knowledge be an activity for the entire community – faculty and students, graduates and undergraduates.

Our goal is to continually redefine the potentialities of architecture and address the problems that beset the contemporary practice of architecture. We will accomplish this goal by establishing new relationships with practitioners and the public. We will use this partnership to inform our understanding of architecture, and as a consequence, expand our definition of architecture. This goal involves the discovery, integration, application, and teaching of architectural ideas and knowledge to a wide and diverse audience.

To preserve knowledge: If inquiry is to be advanced, the School of Architecture has a responsibility to preserve the knowledge within the profession. To meet its responsibility the School should preserve and make available reference materials for students and the profession, significant documents of research interest for scholars, and architectural materials for public exhibition.

To disseminate knowledge: The primary function of the School of Architecture is the education of students to assume leadership roles in the profession of architecture. In the broadest sense this requires the development of abilities to research the issues facing a changing profession and formulate future directions.

Within the context of a curriculum, learning about architecture is best accomplished through an exploration of design. Design thinking prepares one to participate in an increasingly complex world, one that requires interdisciplinary and collaborative team relationships. Through a thorough understanding of the process of design a graduate of the School of Architecture will be prepared to conduct inquiry into a multitude of issues, both inside and outside of the profession, and contribute to an expanded vision of architecture. Teaching how to think is more important than teaching what to think.

This challenge requires the School to expand the definition of architectural education and the audiences to be served.
Within the context of contemporary higher education, studio-based architectural education can serve as a model for those interested in hands-on, active learning. To fulfill this role the School must be a leader in educational innovation and academic outreach.

*To apply knowledge:* The School of Architecture intends to build upon its long-standing tradition of community service as a means to explore and expand the contributions made by architects to society. As academics and professionals we embrace our societal responsibility and welcome leadership roles in maintaining ethical and just behavior as it relates to the environment.
1.5 PROGRAM SELF-ASSESSMENT

Current Status
In 2003 the School did a competitive analysis of its peers. This task became the background for the School to revisit its plans and strategic thinking – a process that is part of an ongoing strategic planning effort. In 2006, the students, faculty and curriculum stand out as the strengths of the School. The difficulties faced by the School are primarily resources and the condition of the facilities. However, it is heartening to find through the assessment process that improvement in these problematic areas although slow, has been consistent. With patience, our strategic plan and action agendas are bearing fruit even in the most difficult areas.

Resources
Funding to cover operating expenses, faculty travel, lecture series, and other experiences has been slowly improving. With more concentrated efforts and clearer definition of roles between the School and the College, more alumni and patron funding is arriving. Conversely, there are problems in other areas that prove to be more difficult barriers. In 2003 the School recognized that more resources for graduate student support were needed. Although modest increases can be seen, without enough support this program still struggles to achieve a reputation similar to programs at peer institutions. Quite a few impressive applicants have signed elsewhere due to lack of financial support. Finally, as described more fully in the following section, University and School budget problems have kept facility improvements at a minimum.

Facilities
The facilities of the School are inadequate when compared with the School's peers. The lack of quality facilities and non-conformance with contemporary codes (especially ADA) has a negative impact on the quality of students and faculty that can be recruited (particularly to the graduate program), the learning environment offered to students, and the very educational interchange between faculty and students. Specifically, the problems created by a lack of adequate project review spaces, exhibition spaces, inadequate restrooms, and no student lounge hampers the teaching-learning environment. Classes continue to meet in corridors when large pin-up areas are required.

Some improvement in this area can be seen in the acquisition and renovation of basement spaces. Long promised, approximately 2/3 of the basement of Atkinson Hall was turned over to for School of Architecture use. The School in cooperation with the University renovated several spaces for studios, offices and storage. This scenario is not uncommon – space is made available, but the capital to adequately renovate is not part of the exchange.

In recent Capital Outlay Plans for the campus, the renovation of Atkinson Hall remains a number 2 priority. Although this near top status has taken considerable time to achieve, action can be deceptively slow. Capital outlay requires extraordinary external support in order to be enacted in a timely manner.

Diversity
The School continues to put forth great effort to increase student and teacher diversity. Success in attracting a broad range of applicants to available positions has been hard fought and remains an area of concern. Student recruitment efforts have expanded to many more regional locations. Our minority enrollments, while at some of their highest levels ever, still need to improve. One sign of improvement may be seen in the students’ creation of a NOMAS chapter. Faculty recruitment strategies are showing potential and as the University’s National Flagship Agenda focuses more attention here, we are continuing to work to increase our diversity.

Positive Steps
The strengths of the program: students, faculty, and curriculum form a solid core which fuels the advancement of the program regardless of facility and fiscal concerns. We are continually reviewing
stronger and stronger applicants, we are finding more ways to add value to a strong curriculum, and faculty funded research, creative activity and publishing are all moving in many exciting directions. It might be a lofty expectation, but these strengths are so crucial to architecture education that we believe once our facilities and funding are up to the same level as our peers, we will jump up the ratings.

Students
Implementation of selective undergraduate admissions was barely off the ground in 2001. In 2006 we find ourselves attracting the best and brightest in Louisiana and looking farther a field. Our recruitment efforts can best be described as; “looking in our own backyard and across the street.” Through a summer high school program we are helping kids begin to realize a dream. Through renewed efforts and budgeting, we are spending more time recruiting “off the beaten path.” With confidence inspired by a strong curriculum and ample classroom success we are charting more recruitment trips beyond our State borders. We find some cause for concern here too. There is concern that we have reached an academic glass ceiling. Assessment has shown us that ACT scores are beginning to level off. Without enough scholarships, the highest performing applicants are signing elsewhere. Similarly amongst the graduate program applicants, the top performers do not receive enough financial assistance to be interested.

Faculty
Although a recent tenure-track resignation has left us with a few more visiting professors than usual, we have an excellent range of experience, age, and interest among our full-time faculty. In research and creative activity we have received some very impressive grants from HUD, the Getty Foundation, and the Vinyl Institute. We have developed an excellent design journal and published a recent book. We have been to the Middle East, and our own south coast to render assistance and contribute expertise. And our faculty has received local, regional and international awards for their design work. We also recognize that starting salaries need to increase to equal our regional peers and continue to attract the best and brightest.

Curriculum
The core curricula of both undergraduate and graduate programs have been getting stronger since the last two visits. We have reviewed our learning objectives and worked with our learning and testing center (CELT) to improve our classroom acumen. What is truly exciting are the many ways that we add value to the curriculum. The students have designed and built houses. They have taken courses outside the University in the offices of architects, engineers, and fire marshals. They have played key rolls in the renewal of forgotten neighborhoods, and have traveled to many more as part of the mandatory field-trips..

Maintaining a Vision for 2010
From 2001 to 2003, the School made major updates to their strategic plan. Now that the parameters of almost every objective have been described, we are evaluating and benchmarking our progress. In 2007 and 2008 it will once again be time to re-evaluate and update the objectives. To maintain the vision of the School’s strategic plan the faculty meet on a yearly basis to review progress.
The major changes to the strategic plan for the School are an outgrowth of the ideas and priorities of the faculty and students. In rank order they are:

**Strategic Goals**

**Strategic Goal 1.0:** Develop a curriculum that produces high-quality professional architects and lifelong learners.

**Strategic Goal 2.0:** Develop programs that promote exploration and creativity in support of a changing profession.

**Strategic Goal 3.0:** Develop facilities that foster quality architectural learning.

**Strategic Goal 4.0:** Foster the development of a diverse community of faculty and students.

**Strategic Goal 5.0:** Aggressively pursue the application of information technology to architectural issues.

**Strategic Goal 6.0:** Cultivate the School's available resources to support the scholarship of discovery, integration, application, and teaching.

**Strategic Directions and Objectives**

**Strategic Direction 1:** To create a challenging curriculum that surpasses accreditation standards and meets the demands of a changing profession.

(Assessment measures: Accredited Program; Professional Licensure Scores; Alumni Survey)

**Objective 1.1:** Improve student's verbal (written and speech) communication skills.

**Actions:** Develop relationship between freshman English and first-year design; establish writing intensive courses in the curriculum that provide feedback on student writing.

**Outcomes:** An improvement in student writing in the comprehensive project program statement; writing sample as a component of the third-year gate; improved retention rate in first year.

**Progress:** ARCH 5005 certified by the Communication Across the Curriculum Initiative (CxC at [http://appl003.lsu.edu/acadaff/cxcweb.nsf/index](http://appl003.lsu.edu/acadaff/cxcweb.nsf/index)) as communication intensive. ARCH 2006, ARCH 4007 and ARCH 4062 will be certified next. Plans are being established so that an interested student can graduate as a “high-level” communicator.

**Objective 1.2:** Enhance student competence in the process of design.

**Actions:** Administer a critical thinking examination to measure skills.

**Outcomes:** Establish baseline data in academic year 2003-04.

**Progress:** Three years of incoming and outgoing student data has been collected. An adequate sample will require more data. Additional finances are required before testing can continue.

**Objective 1.3:** Organize curriculum to develop a greater technical competence and promote greater integration of building technologies in studio.

**Actions:** Increase out-of-classroom experiences and look for opportunities for students to lay their hands on material.

**Outcomes:** Performance increase measured by test scores in ARCH 3007 and ARCH 3008.

**Progress:** Through Service Learning Projects, students in ARCH 4001, ARCH 4002 and ARCH 5002 have been getting first-hand experience in community design and building design. Hurricane Katrina has created many demolition, design and construction needs.
Objective 1.4: Provide extraordinary learning experiences within the confines of the curriculum.

Actions: Develop semester abroad program; develop exchange programs; implement field trips in second, third, and fourth years; undergraduate teaching assistantships for first-year design studio as part of undergraduate research and teaching program.

Outcomes: Improvement in critical thinking skills; increased admission standards; increase in out-of-state enrollment.

Progress: Recurring field-trips established. On average, seven students participate in the Washington Alexandria Consortium each year. A nearly regular recurring series of winter break, spring intercession, and summer, Italian travel and study opportunities has started to increase the desire on the part of the students, but the logistics of an entire semester abroad have not been solved.

Objective 1.5: Increase options for student-directed learning through interdisciplinary and collaborative efforts.

Actions: Develop program in Urban/Community Design with Landscape Architecture, Geography, Environmental Studies, etc.; develop options for minors for architecture students in the fine arts, construction management, community design, finance and marketing, etc.

Outcomes: Student retention to increase by 20%; greater satisfaction in alumni survey and annual student survey.

Progress: Urban/Community Design Program is in progress and completion of minors by students at time of graduation have increased. While the minor is being put in place, the potential for the awarding of a certificate in the program is being investigated.

Objective 1.6: Provide students hands-on experiences with communities pursuing social and physical improvement.

Actions: Intensify service learning activities; develop program in Urban/Community Design with Landscape Architecture, Geography, Environmental Studies, etc.

Outcomes: Each graduating student has an experience working in a community context.

Progress: ARCH 5004, 4001, ARCH 7006 (occasionally ARCH 4002 and ARCH 4062) regularly require students to engage directly with communities and neighborhoods – requiring both design and construction investigations as well as interaction with owners, residents and stakeholders.

Objective 1.7: Develop a graduate program curriculum that meets NAAB criteria for accreditation.

Actions: Integrate graduate students into the School’s activities; identify learning objectives for all studio courses.


Progress: MArch received initial three year accreditation term – summer 2004.

Objective 1.8: Study changing the first professional degree for all programs to the Master of Architecture.

Actions: Formulate committee to study impacts of changing to a 4+ masters program


Progress: Graduate and Undergraduate Curriculum Committees have combined their efforts to study problem. Latest update by committee was spring 2006.
**Strategic Direction 2:** To improve student advising and services to ease the transitions from high school to college and from college through internship to leadership role as a registered architect.  (Assessment measures: Retention/Graduation Rates)

**Objective 2.1:** Develop student leadership training and experiences.  
**Actions:** Increase AIAS participation in University leadership programs; develop a leadership advisory group for students.  
**Outcomes:** AIAS member elected to a national office by 2005.  
**Progress:** AIAS president and vice-president have received support to attend Grassroots for the past six years.  Architecture students created the first LSU chapter of NOMAS in 2005 – 5ht-year student and chapter president, Nicole Brannon serving as National Representative.

**Objective 2.2:** Foster the mentoring of students.  
**Actions:** Continue to develop the AIA – student mentorship program; continue to encourage the “mini-me” student-to-student mentoring program founded by AIAS.  
**Outcomes:** 50% of all students desiring an architect-mentor will have a contact by 2004.  
**Progress:** “Mini-me” continues to be successful every year.

**Objective 2.3:** Enhance job placement opportunities for students.  
**Actions:** Design and implement an active job placement process through the IDP Officer.  
**Outcomes:** Increase in employment opportunities for students.  
**Progress:** The regional architecture market has recently undergone dramatic change.  Hurricane Katrina recovery projections indicate a shortage of architects for all the necessary reconstruction, and in 2006 LSU did not graduate enough interns for the positions available.  For students interested in relocating, the past six years have seen greater communication and interaction with alumni as well as those firms that actively recruit.  Through design recruitment days as well as offices visiting the School and directly interviewing students, a consistent and comprehensive networking system is emerging.

**Strategic Direction 3:** To improve the physical environment of Atkinson Hall.  
(Assessment measures: Alumni Survey; Peer School Comparison)

**Objective 3.1:** Improve physical accessibility to all parts of Atkinson Hall.  
**Actions:** Install elevator; accessible drinking fountains; accessible toilet rooms; power-assisted doors.  
**Outcomes:** ADA Compliance by 2008.  
**Progress:** In 2005, the College commissioned a comprehensive study of all College of Art and Design buildings.  The benefit of this for Atkinson Hall was that a serious first step was taken in assessing our larger needs and begins to provide the groundwork for advancing a Capital Outlay case.

**Objective 3.2:** Develop spaces for student socialization, relaxation, and student organizations.  
**Actions:** Outdoor furniture for balcony; develop student supply store; provide lounge with snack area and microwave; develop coffee bar for faculty, staff and students.  
**Outcomes:** Greater sense of community and more informal exchanges between faculty and students.
Progress: A coffee and sandwich bar installed in Design Building. The second floor, Atkinson Hall, “Crit Pit,” designed and built by students, is used for socializing, critiques, and sometimes sleeping. Atkinson Hall basement renovations have created space for students to have permanent student organization offices (rm. 00), a photo studio (rm. 00), and a material/supply storage area (rm. 19).

Objective 3.3: Promote an active and collaborative learning environment that facilitates exchange and inquiry.
Actions: Provide a critique space for studio reviews; provide adequate studio space for all years -- eliminate “hot desks”; re-furbish faculty office spaces.
Outcomes: Improved student retention; advancement toward national recognition.
Progress: The second floor “Crit Pit” was designed and built by students. New basement studio space allowed us to eliminate “hot desks” in 2002. Faculty office refurbishment has so far only been minimum required maintenance.

Objective 3.5: Develop support spaces (archive space, darkroom and photo studio) that promote student and faculty excellence.
Actions: install darkroom equipment in new facility; establish photo studio; create new archive space.
Outcomes: Improved student portfolios; improved student retention; advancement toward national recognition.
Progress: Atkinson Hall basement renovations have created space for students to have permanent student organization offices (p.??), a photo studio for photographing models (rm. 00), and material/supply storage (rm. 19).

Objective 3.6: Improve the main office so it can serve as an example of quality design and represent the School’s design focus.
Actions: Acquire new office furniture; exhibition space; guest seating; information display.
Outcomes: Improved admissions standards.
Progress: Student design projects have resulted in a new office door and desk for 136. Furniture is being replaced.

Objective 3.7: Improve studio, computing, and model-making equipment available to students in the undergraduate and graduate programs consistent to the demands of contemporary professional education.
Actions: Enlarge shops space to reflect the size of the College; provide new drafting tabletops; provide adequate equipment for each student; provide adequate pin-up space in each studio.
Outcomes: All students will have a place to sit in studio; shop facility can accommodate multiple classes and projects; peer parity as measured by ACSA statistics.
Progress: “Hot desks” have been eliminated.

Strategic Direction 4: To improve the quality and diversity of the student body.
(Assessment measures: Admission Statistics; Diversity of Students)

Objective 4.1: Develop marketing strategies for the graduate program.
Actions: Publish booklet featuring student work and the programs efforts.
Outcomes: Increase enrollment.
Progress: Program view book created and web-site expanded and refined.
Objective 4.2: Advance academic standards that reflect a rigorous professional education.
Actions: Investigate required portfolio for admissions; develop new academic procedures that reflect a more rigorous program; develop a Career Discovery Program
Outcomes: Improvement in quality of student performance at the fourth- and fifth-year level; committee report on admissions process for freshman and graduate students in spring 2004; improved retention; increase diversity.
Progress: Career Discover Program held for three years with 2006 having 25 participants. (Currently, five previous program participants are in the BArch program.)

Objective 4.3: Improve financial aid opportunities for high-performing students.
Actions: Increase financial aid opportunities for national merit scholars applying to the School; increase the amount and number of graduate assistantships.
Outcomes: Higher standardized test scores for admitted students; more competitive graduate program.
Progress: Graduate assistantships increased by 2 since 2003.

Strategic Direction 5: To expand faculty opportunities for professional, creative and scholarly enrichment. (Assessment measures: Faculty Achievement)

Objective 5.1: Encourage the dissemination of scholarly and professional information.
Actions: Develop a School publication; develop scholarly publication with student editors.
Outcomes: Increased national recognition.
Progress: The second issue of the journal Batture published June, 2006. Issue number three is currently being planned.

Objective 5.2: Increase cooperation/collaboration with other schools of architecture in Louisiana.
Actions: to be established
Outcomes: to be established
Progress: Directors from these schools meet several times each year however, any significant collaboration has yet to be established.

Objective 5.3: Enhance computer training for faculty.
Actions: All studio faculty are conversant with representation techniques on the computer in their studio classes; all studio faculty are conversant with CADGIS computing/printing requirements.
Progress: these actions are yet to be established

Objective 5.4: Obtain new faculty line for the development of an Urban Design program in conjunction with landscape architecture, geography, and environmental studies.
Actions: Create a program in Urban/Community Design with Landscape Architecture, Geography, Environmental Studies, etc.
Outcomes: Improved service to the state of Louisiana.
Progress: Schools have taken action to establish minors, and collaboration is being explored.
**Strategic Direction 6:** To improve the diversity of faculty. (Assessment measures: Faculty Diversity; Faculty Achievement)

**Objective 6.1:** Increase women and minority representation on faculty.  
**Actions:** Develop protocol for all faculty searches to enrich candidate pool.

**Objective 6.2:** Develop appropriate rewards for outstanding faculty achievement.  
**Progress:** Rupinder Singh hired in 2005. Faculty are going through search certification through the office of the Vice Provost for diversity.

**Objective 6.3:** Increase avenues for faculty development and enrichment.  
**Actions:** Develop a visiting critic position(s) for design excellence; promote faculty to national and regional offices in professional organizations.  
**Outcomes:** Increased national recognition; faculty renewal; increase in intellectual interchange.  
**Progress:** these actions are yet to be established

**Strategic Direction 7:** To develop a stronger partnership with the profession, alumni, and the community in an effort to enhance the awareness of architecture’s significance and expand the horizons of architectural education. (Assessment measures: Alumni Survey)

**Objective 7.1:** Use distance education products to support and supplement architectural education as well as reach new and diverse audiences.  
**Actions:** Explore the development of distance learning products for service courses and technical support courses.  
**Outcomes:** National recognition; increased service to university students; leadership among Louisiana Schools of Architecture.  
**Progress:** these actions are yet to be established

**Objective 7.2:** Engage practitioners in instruction.  
**Actions:** Develop mini-courses as professional electives.  
**Outcomes:** Increased variety of professional electives to match concerns of contemporary practice.  
**Progress:** ARCH 4221 has been changed to variable credit hours (1-3) to enable busy professionals an opportunity to teach mini-courses. The Internship course (ARCH 4221-10), developed in conjunction with the Baton Rouge AIA, has students attending class in the offices of architects, engineers, lawyers, and other design professionals.

**Objective 7.3:** Develop stronger alumni relations.  
**Actions:** Develop a program for cultivation.  
**Outcomes:** 50% increase in alumni giving in 2004.  
**Progress:** Outreach and fund raising efforts, particularly the leadership fund and the lecture series fund, have helped us meet this outcome.

**Benchmarking Progress**

The School of Architecture has prepared the following benchmarking comparison to gauge progress relative to peer institutions. Peer institutions were selected for similarities in size, context and funding. We also attempted to use as many schools as possible that coincided with the Chancellor’s Flagship Agenda peer evaluation. Of particular interest to us is the fact that we are the only school of architecture in Louisiana, public or private, that has been ranked by Design Intelligence magazine. Comparative data we are very interested in are: student to faculty ratios, quality of library collections, and facilities.
### Table 1: 2003-2005 Benchmarking Comparison

#### Benchmarking - 2005

<table>
<thead>
<tr>
<th>School of Architecture</th>
<th>Louisiana State University</th>
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<tbody>
<tr>
<td><strong>Degrees Offered</strong></td>
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<tr>
<td><strong>Design</strong></td>
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<td><strong>Resources</strong></td>
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<tr>
<td><strong>Facilities</strong></td>
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#### Benchmarking - 2004

<table>
<thead>
<tr>
<th>School of Architecture</th>
<th>Louisiana State University</th>
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<tr>
<td><strong>Degrees Offered</strong></td>
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<tr>
<td><strong>Design</strong></td>
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<tr>
<td><strong>Resources</strong></td>
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<tr>
<td><strong>Facilities</strong></td>
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#### Benchmarking - 2003

<table>
<thead>
<tr>
<th>School of Architecture</th>
<th>Louisiana State University</th>
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<tr>
<td><strong>Degrees Offered</strong></td>
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<td><strong>Design</strong></td>
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<tr>
<td><strong>Resources</strong></td>
<td></td>
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<tr>
<td><strong>Facilities</strong></td>
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An Action Plan for 2006-2010
The School of Architecture has prepared the following action plan for 2006-2010 to address its shortcomings and add to its strengths. The action plan addresses the previously described headings, assesses their relative costs and impacts, and assigns primary responsibility to individuals for follow through.

Table 2: 2006-2010 Action Plan

<table>
<thead>
<tr>
<th>Areas &amp; Actions</th>
<th>Cost</th>
<th>Relative Impact</th>
<th>Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Facilities</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>- Develop strategies with the Dean’s office to improve Capital outlay rank.</td>
<td>Low</td>
<td>High</td>
<td>Director and Dean</td>
</tr>
<tr>
<td>- Continue DIY efforts and student projects.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Develop strategies in cooperation with the Dean’s office.</td>
<td>Med</td>
<td>High</td>
<td>Dean, Director, and Development Officer.</td>
</tr>
<tr>
<td>- Increase alumni involvement.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Diversity [student &amp; faculty]</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Increase career day attendances.</td>
<td>Low</td>
<td>Med</td>
<td>Director &amp; Faculty Search Committee</td>
</tr>
<tr>
<td>- Expand summer camp.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Work with University centers.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Students</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Expand recruitment efforts.</td>
<td>Med</td>
<td>Low</td>
<td>Director, Development Officer, and some Faculty</td>
</tr>
<tr>
<td>- Expand high school experience efforts.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Implement design test admissions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Faculty</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Increase support.</td>
<td>Med</td>
<td>Med</td>
<td>Director and Search Committee</td>
</tr>
<tr>
<td>- Hire one or two tenure-track profs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Hire permanent director.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>- Refine evaluation system.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Curriculum</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Increase contact with the profession.</td>
<td>Low</td>
<td>Low</td>
<td>Director &amp; Faculty</td>
</tr>
<tr>
<td>- Increase out-of-classroom learning.</td>
<td>(except for International program)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Develop International program.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Develop closer ties w/ profession.</td>
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<td></td>
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</tbody>
</table>
SECTION 2

PROGRESS SINCE THE PREVIOUS SITE VISIT

2.1 SUMMARY OF RESPONSES TO THE TEAM FINDINGS

2.2 SUMMARY OF RESPONSES TO CHANGES IN THE NAAB CONDITIONS
2.1 Summary of Responses to the Team Findings

The School was visited by NAAB during the spring of 2001. At that time the visiting team made a report on its review of the undergraduate, Bachelor of Architecture program. The visiting team also gave permission to commence the Master of Architecture program. The School was then visited by NAAB during the spring of 2004, specifically to review the Master of Architecture program. The first portion of this section is an updated response to the concerns expressed in the 2001 Visiting Team Report. The second portion is a response to the concerns expressed in the 2004 Visiting Team Report.

Program Concerns (2001 VTR)

Condition 5: Human Resources

The visiting team expressed concern about the number of faculty and the student enrollment in some studios. In particular there was concern that even with anticipated faculty hires that the staffing needs may not be adequate to cover all required studios. The team also expressed concerns about technical support in the woodshop, visual resource library, etc.

We believe the team’s comments were a consequence of a particularly large number of students that were moving through the program at the time of their visit. This enrollment increase pre-existed the new controlled undergraduate admissions program and the initiation of the Masters of Architecture program. With the full implementation of all admission procedures this situation has rectified itself. We believe the school now meets appropriate targets for studio education and has student to faculty ratios in studio that are common to many other schools of architecture.

Our intention is to have no more than a 20:1 student to faculty ratio in first and second year, a 15:1 student to faculty ratio in third through fifth years, and a 12:1 student to faculty ratio in the graduate program. We believe we currently have the resources and planning policies in place to accomplish this objective on a consistent basis.

Below are charts that depict student studio enrollment, the number of sections, and the average number of students per section. When reviewing the following information it is important to bear in mind that no faculty member teaches more than one studio per semester.

Table 3: Student Studio Enrollment

<table>
<thead>
<tr>
<th>Studio Year</th>
<th>2001-02</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Enrollment</td>
<td># of sections</td>
<td>student faculty ratio</td>
</tr>
<tr>
<td>First</td>
<td>60</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>Second</td>
<td>44</td>
<td>3</td>
<td>14.7</td>
</tr>
<tr>
<td>Third</td>
<td>31</td>
<td>2</td>
<td>15.5</td>
</tr>
<tr>
<td>Fourth</td>
<td>38</td>
<td>2</td>
<td>19</td>
</tr>
<tr>
<td>Fifth</td>
<td>36</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>G1</td>
<td>6</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>G2</td>
<td>8</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>G3</td>
<td>No class</td>
<td></td>
<td>No class</td>
</tr>
</tbody>
</table>
### 2002-03

#### Studio Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enrollment</strong></td>
<td><strong># of sections</strong></td>
</tr>
<tr>
<td>First</td>
<td>64</td>
</tr>
<tr>
<td>Second</td>
<td>38</td>
</tr>
<tr>
<td>Third</td>
<td>32</td>
</tr>
<tr>
<td>Fourth</td>
<td>32</td>
</tr>
<tr>
<td>Fifth</td>
<td>37</td>
</tr>
<tr>
<td>G1</td>
<td>11</td>
</tr>
<tr>
<td>G2</td>
<td>7</td>
</tr>
<tr>
<td>G3</td>
<td>8</td>
</tr>
</tbody>
</table>

### 2003-04

#### Studio Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enrollment</strong></td>
<td><strong># of sections</strong></td>
</tr>
<tr>
<td>First</td>
<td>80</td>
</tr>
<tr>
<td>Second</td>
<td>45</td>
</tr>
<tr>
<td>Third</td>
<td>31</td>
</tr>
<tr>
<td>Fourth</td>
<td>32</td>
</tr>
<tr>
<td>Fifth</td>
<td>32</td>
</tr>
<tr>
<td>G1</td>
<td>12</td>
</tr>
<tr>
<td>G2</td>
<td>11</td>
</tr>
<tr>
<td>G3</td>
<td>5</td>
</tr>
</tbody>
</table>

### 2005-06

#### Studio Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enrollment</strong></td>
<td><strong># of sections</strong></td>
</tr>
<tr>
<td>First</td>
<td>80</td>
</tr>
<tr>
<td>Second</td>
<td>54</td>
</tr>
<tr>
<td>Third</td>
<td>34</td>
</tr>
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<td>Fourth</td>
<td>28</td>
</tr>
<tr>
<td>Fifth</td>
<td>32</td>
</tr>
<tr>
<td>G1</td>
<td>8</td>
</tr>
<tr>
<td>G2</td>
<td>6</td>
</tr>
<tr>
<td>G3</td>
<td>9</td>
</tr>
</tbody>
</table>
The team’s observation concerning support staff continues to be a concern for the school. However, the technology-support staff employed by the College is better organized than in the past and does an effective job maintaining computers in labs and faculty offices.

Financial Resources
While the team found this condition to be minimally met, they did express 7 issues, several have either direct or indirect impact on the Master of Architecture program. The pertinent issues are listed below:

- **Ability to have faculty deliver a rich range of architectural electives** – With the implementation of the new undergraduate B.Arch. curriculum, one that is consistent with NAAB requirements for the number of directed and undirected courses, we are experiencing an opportunity for new electives to be taught and developed. We calculate that when the new curriculum is fully implemented we will offer as many as 16 professional electives per year for our students to choose from. This increase is a direct result of reducing the number of required architecture courses in the undergraduate curriculum.

- **Faculty development** – Since the last visit the School has been fortunate to receive an increase in its operating budget of $13,000. When combined with other funds the School has been able to support a faculty development fund of approximately $12,000 per year. An additional faculty development opportunity has been initiated by the Dean. The Dean’s program provides College-wide faculty development funds. For more details on development support please section 6.8 Facilitation of Faculty Research, Scholarship, and Creative Activities (page 48).

- **Upgrading of faculty computers** – Since the team’s visit the school has been able to support a policy that re-places faculty computers on a five year cycle. This program purchases three to four computers per year.

- **Support student-owned computers** – A requirement for undergraduate students to have a lap-top by their second year and for graduate students to have a lap-top in their first year has been operating smoothly given proper advertising. A policy is also in place to extend the limits of the Stafford loan because of the lap-top policy.

- **Institutionalize such programs as Office of Community Design and Development – OCDD** is integrated into the fourth-year fall semester studio (ARCH 4001) and the third-year graduate studio (ARCH 7005).

- **Support new M.Arch program with appropriate faculty and coursework** – All required Master of Architecture courses are taught on a continuing basis with no faculty teaching overloads.

- **Rehabilitate Atkinson Hall** – Since the last NAAB visit the basement of Atkinson has been transferred to the School.

- **Development strategy for external funding** – In the fall of 2002 the Dean of the College accepted a proposal from the Director to re-classify one of the staff positions to include assistance in development activities. In addition, the College has a new website for alumni to provide updates on personal information and made accessible a shared alumni data base between the College, the School and the University Foundation. Lastly, a case statement for the College has been prepared with input from the Director and is used for a major capital campaign – Forever LSU. To accomplish these ambitious goals the College has been assigned another development officer to work with the schools.
Facilities
The basement of Atkinson was vacated in the spring of 2003 and a little over half of the area is now available for the School. The remainder of the floor will be turned over to the School as soon as the new chemistry addition in funded and completed.

The proposed renovation of the entire building, discussed in the previous team’s report has moved to number three on the list of University capital projects.

On a more mundane level, but important for day to day function, the School has been successful in gaining the support of the College to schedule annual repair and maintenance activities of the drafting work stations. To facilitate this process, the School now prepares a condition report on all workstations assigned to students at the beginning and end of the semester.

Interaction of the School within the College
The School continues to explore potential ties and relationships with the other programs in the College. In the fall of 2001 the second year graduate studio worked on a collaborative project with a Landscape Architecture design studio. Discussions are underway between the Directors to share graduate level courses (such as Architecture 4700 – Research Methods) with Landscape Architecture.

Strategic Planning
The strategic planning process and annual evaluation of progress has been used to set the School’s action agenda and guide resource allocation. As recently as the spring of 2004, the strategic plan for the School was updated and in 2006 a progress check took place. The update reflected items that the faculty had made significant progress toward and translated the Flagship Agenda, as defined by the Chancellor, into a plan of action for the School.

College Dean
David Cronrath has served as Dean of the College of Art & Design since 2005. Dean Cronrath previously served as Director of the School of Architecture where he was hired in 2000. Cronrath was asked to serve as Interim Dean in the fall of 2004 following the resignation of Frederick Ortner. After meeting with the entire faculty in the College, and receiving a strong vote of confidence, Provost Risa Palm formally appointed David Cronrath Dean in the spring of 2005.

Program Concerns (2004 VTR)

Condition 4: Social Equity (condition not met)
Items cited:
No African-Americans on the faculty.
Failure to provide access to certain segments of the disabled community.

- Minority Hire – In the spring of 2005 the School hired Rupinder Singh to teach both history and a yearly design studio. In addition, graduate alumni (2005) and visiting faculty member Kim Ross, has been apprenticing in the design studio and is developing into an excellent instructor and potential future search candidate.
- Accessibility – The lack of an elevator continues to be problematic for the School. A lift services the first floor and a ramp accesses the basement, but the second floor remains inaccessible. While the economics of an elevator are beyond the School’s (and College’s) budget, a facilities study of the entire College was commissioned by the Dean’s office and will serve as an initial step in a campaign for Capital Outlay.
Condition 7: Physical Resources (condition not met)

Items cited:
- Project review spaces, exhibit spaces, and storage areas are still needed.
- Building is not fully accessible
- Significant HVAC problems

Noted that a planned renovation was “now a high university construction priority” and “this renovation work must proceed quickly.”

- **Review, Exhibit, and Storage** – The hallways of Atkinson continue to serve as pin-up space. Refinishing room 143 has provided a smaller pin-up room with acoustic privacy. Approximately one-third of the basement is used by non-architecture disciplines. It is anticipated that it will be turned over for architecture use in the near future. The two-thirds of the basement that has been given to architecture has been renovated for studio space, AIAS office space, storage space, a model photography room, and a large material storage area.

- **Accessibility** – The lack of an elevator continues to be problematic for the School. A lift services the first floor and a ramp accesses the basement, but the second floor remains inaccessible. While the economics of an elevator are beyond the School’s (and College’s) budget, a facilities study of the entire College was commissioned by the Dean’s office and will serve as an initial step in a campaign for Capital Outlay. Atkinson Hall has moved from third to second on the Capital Outlay list.

- **HVAC** – The mechanical service to Atkinson has not been modified, however more communication with Facility Services has kept moments of imbalance to a minimum.

- **Maintenance** – Since 2001, Atkinson Hall has also had a roof replacement and gone through a hazardous materials abatement process.

Condition 9: Financial Resources (condition a concern)

Items cited:
- Need for additional support staff and graduate student assistantships.
- General concern about allocation of resources and financial planning.

- **Faculty development** – Since the last visit the School has been fortunate to receive an increase in its operating budget of $13,000. When combined with other funds the School has been able to support a faculty development fund of approximately $12,000 per year. An additional faculty development opportunity has been initiated by the Dean. The Dean’s program provides College-wide faculty development funds.

- **Upgrading of faculty computers** – Since the team’s visit the school has been able to support a policy that re-places faculty computers on a five year cycle. This program purchases three to four computers per year.

- **Graduate Assistants** – The School’s graduate assistantship fund has grown by $4,400 since 2004. Additionally, all students receiving assistantships also receive tuition waivers.

Criterion 12.11: Non-Western Traditions (not met)

- **Curriculum** – The course syllabi of ARCH 3005 and ARCH 3006 have been modified to include non-western content. ARCH 4007 was created to adequately cover modern and contemporary architecture and give room in the syllabi of all the other history courses for the inclusion of more non-western material.
• Diversity Hire— In the spring of 2005 the School hired Rupinder Singh to teach both history and a yearly design studio. Professor Singh’s areas of specialization in German modernism and historic and contemporary Indian architecture have dramatically increased the diversity of our course content.

Criterion 12.14: Accessibility (concern)

• Accessibility – Instructors in third and fifth-year undergraduate studios (ARCH 3002, ARCH 5001), and third-year graduate studio (ARCH 7006) made a concerted effort to include more accessibility issues in their studio problems.

Criterion 12.15: Site Conditions (not met)

• Course Content – A number of design studios have modified their syllabi to address this concern. ARCH 2002 developed a series of interrelated projects to teach contour drawing and site interpretation. ARCH 2006 is a lecture/seminar class tied to ARCH 2002 and takes as its content theoretical and applied issues of site. ARCH 2002 and ARCH 7002 operate under the assumption that program and site are inseparable.
2.2 SUMMARY OF RESPONSES TO CHANGES IN THE NAAB CONDITIONS

The School recognizes that most of the changes to NAAB’s conditions have more to do with clarification than a complete reworking of the accreditation system. The majority of the “new” issues deal with topics already under consideration by the School. A few particular thoughts are as follows:

3. The section on Program Self-Assessment has been rewritten to emphasize the necessity for each program to write a description of its self-assessment process.

   In 2003 and 2004, the School realized the value of multiple assessment measures and has worked hard to make sure feedback is always a priority.

4. The Student Performance Criteria are presented as part of the 2004 Conditions. Evidence is required that faculty and students have been informed of how to access them on the NAAB Web site.

   Internet and electronic communication has made it fairly easy for everyone to access these conditions.

5. There is a new condition: Studio Culture. Programs are required to have a written policy on studio culture and include it in their APR.

   A studio culture policy is something we have been interested in and working on for several years. Although we have a solid policy, we are continuing to refine our document.

8. The section on Professional Degrees and Curriculum has been completely rewritten. There are minimum credit requirements for each of the degree titles accredited by the NAAB.

   Perhaps more serendipitous than carefully planned, the M.Arch and B.Arch curricula already met the new credit hour limits and requirements.

9. The Student Performance Criteria have been reorganized and rewritten so that there are now 34 rather than 37.

   Although some reworking of content and syllabi was necessary, the School sees this latest revision to the criteria as being a welcome clarification. In particular, NAAB stressing a more straightforward approach to demonstrating how the criteria are met (show evidence in one location only) has been seen as a great simplification.
SECTION 3

THE THIRTEEN CONDITIONS OF ACCREDITATION

3.1 PROGRAM RESPONSE TO THE NAAB PERSPECTIVES
3.2 PROGRAM SELF-ASSESSMENT PROCEDURES
3.3 PUBLIC INFORMATION
3.4 SOCIAL EQUITY
3.5 STUDIO CULTURE
3.6 HUMAN RESOURCES
3.7 HUMAN RESOURCE DEVELOPMENT
3.8 PHYSICAL RESOURCES
3.9 INFORMATION RESOURCES
3.10 FINANCIAL RESOURCES
3.11 ADMINISTRATIVE STRUCTURE
3.12 PROFESSIONAL DEGREES AND CURRICULUM
3.13 STUDENT PERFORMANCE CRITERIA
3.1 Program Response to the NAAB Perspectives

3.1.1 Architecture Education and the Academic Context

Louisiana State University is the state’s only comprehensive university, as designated by the Louisiana Board of Regents. LSU is the flagship institution of the state of Louisiana, and is one of 25 universities nationwide holding both land grant and sea-grant status.

Faculty in academic departments, institutes, offices, centers for advanced studies, or other special units conduct research at LSU. In addition, faculty members pursue numerous research projects that are not sponsored by outside agencies, as do many graduate students. Other research and instructional programs are undertaken through the LSU Agricultural Center’s Louisiana Agricultural Experiment Station. Collaborative research at the $25 million Center for Advanced Microstructures & Devices, a pioneer in the development of micro-fabrication, will make possible a whole new range of electronic products and devices.

LSU’s instructional programs include 197 undergraduate and graduate/professional degrees. Since its first commencement in 1869, LSU has awarded almost 200,000 degrees. The University produces about 20 percent of Louisiana’s baccalaureate graduates, approximately 27 percent of the master’s degrees, and about 62 percent of the doctoral degrees. The campus is a community of more than 34,000 faculty, staff, and students from every state and more than 120 countries.

The University’s strategic plan calls for the generation, preservation, dissemination, and application of knowledge and cultivation of the arts to benefit the people of the state, the nation, and the global community. In implementing this plan, LSU is committed to: the highest standards of excellence in teaching, research, and public service; academic freedom and participatory governance; honesty, fairness, responsible stewardship, and ethical behavior; a climate conducive to cooperation among people of all races, faiths, and philosophies; and an environment that promotes innovation and discovery.

The School of Architecture is a respected unit within the University community. The professional programs are considered to be among the most demanding programs at the University. The faculty members of the School are highly regarded by their peers in the University and are frequently called upon by the Office of the Chancellor and the Department of Facilities Development to participate in University planning and development initiatives.

- Chimes Street Master Plan Study
- Campus Master Plan Evaluation
- Old South Baton Rouge, Community – Minority Partnership

The faculty of the School of Architecture is also active in research and creative activities and thereby contributes to the University’s mission in this area. Examples include the faculty’s major contribution to the HUD-Community University Partnership grant, ongoing design outreach through the Office of Community Design and Development including ongoing projects with ACORN Housing in New Orleans, participation on the Venice Biennale, a grant from the Getty Foundation to prepare a conservation plan for LSU. The scholarly journal, Batture, is now in development of its third issue with issue number one being recently cited in the October 2006 issue of Dwell magazine.
The School has ongoing relationships with units within the College of Art & Design, such as mutual participation in design reviews or collaboration on research proposals. Interaction also takes place with several units outside the College. Recent examples include collaborative research with Geography, Anthropology and French. The School jointly funds interdisciplinary guest lecturers as part of its Lecture Series. For example, Manuel DeLanda’s forthcoming lecture (February, 07) is funded jointly with the Department of Philosophy and Religious Studies, the French Department, and the Center for French and Francophone Studies.

Our students are equally recognized for their achievements. Many hold tuition waivers, scholarships and other forms of merit-based financial aid. All of the Louisiana residents admitted to the School as freshmen since the Fall Semester of 2000 have been awarded "TOPS" scholarships (a statewide program that awards full tuition to Louisiana high school graduates with approximately a 3.0 high school GPA and an ACT score of at least 23). Architecture students have among the highest standardized test scores on campus (average ACT scores for the 2006 freshman class was 26).

Students and faculty in the School are actively involved in the governance of the institution. Faculty members are routinely involved with University governance at the highest levels. This includes the Faculty Senate, the University Commission on the History of LSU, the Center for Teaching and Learning Advisory Council, the Advisory Council for Communication Across the Curriculum, and the French and Francophone Scientific Committee. Faculty also hold administrative positions outside of the School such as Dean of the College of Art & Design and Associate Dean of the College of Art & Design. Since the last visit, faculty have served on the following University-wide leadership committees:
- Faculty Awards Committee (Theis & Kennedy)
- Program Self-Assessment Committee (Kennedy)
- NCAA Liaison (Carpenter)
- SACS Accreditation Committee (Cronrath)
- University Assessment Committee (Sofranko)
- Facility Design & Development Review Committee (Cronrath)
- University Personnel Policies Committee (Sofranko)
- Faculty Senate (Sullivan)
- Communication Across the Curriculum (CxC) (Sullivan)
- Honors College Curriculum Committee (Bertolini)
- University Master Planning Committee (Desmond)
- Parking Master Planning Committee (Desmond)
3.1.2 Architecture Education and the Student

The students within the Undergraduate Program are, on the whole, mature for their average age and very dedicated to their education. Since the year 2000 the School of Architecture has had a selective admissions policy that admits students to the undergraduate program as entering freshmen. The ACT scores of these incoming students range from 25 to 32 and the high school GPA’s range from 3.0 to 4.0. The School is above the LSU average for entering freshmen ACT. In the first year of the program, studio section enrolment is approximately 20. Students completing their second year of the program are admitted to the third year of the program through a second selective admissions process. These students are ranked based on architecture GPA, overall GPA, and portfolio score. No more than 36 students are approved for advancement to third year. In 2006, the average accepted architecture GPA has been 3.69 and the average overall GPA has been 3.41. Despite being high performing students, many entering students lack broad life-experience and college academic success skills. The School compensates for both through a series of initiatives described below.

These policies are intended to help students early on to engage in a self-assessment process to determine if architecture is the right course of study, and to assist those students who advance to the upper division to complete their course of study in the prescribed five years. Our records indicate that most our students do complete the program in five years, however, several students did not start in architecture as freshmen so the University statistical data on time-to-graduation rates can be misleading. Our retention rate has been almost 100% after students enter the upper division (third year), and our admissions and advancement policies should maintain this rate while creating a much more controlled and informed rate of attrition in the first two years of the program.

Table 4: Student Demographics

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<tr>
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<tr>
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<td>214*</td>
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<td>Female</td>
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<td>88</td>
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</tr>
<tr>
<td>Male</td>
<td>122</td>
<td>126</td>
<td>117</td>
</tr>
<tr>
<td>Minority</td>
<td>40</td>
<td>44</td>
<td>32</td>
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* 214 reflects students admitted for one year due to Hurricane Katrina

Graduate Student Demographics:

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<tbody>
<tr>
<td>Female</td>
<td>14</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>Male</td>
<td>16</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>Minority</td>
<td>8</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>30</td>
<td>25</td>
<td>28</td>
</tr>
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</table>
Like many first professional degree Masters Programs, our student have diverse educational backgrounds, from post-graduate work in music to undergraduate studies in biology; from degrees in interior design to degrees in math education.

Students are admitted following the admission requirements of the Graduate School. These include a baccalaureate degree with a minimum GPA of 3.0, a satisfactory score on the Graduate Record Exam, and three letters of recommendation. The School of Architecture also strongly encourages either a portfolio or samples of work done at the undergraduate level.

The students within the Graduate Program bring to bear on their studies and course work a maturity and perspective indicative of their age and previous academic experience. In doing so, the students are less encumbered by issues which pervade undergraduate architecture culture, many of which are articulated in the recently published report from the AIAS Studio Culture Task Force. For example, the graduate students are more effective managers of their time, largely because many of them have important obligations outside of school. They also readily participate within the world at large, again due to many other obligations. Finally, their previous undergraduate studies – and in some cases graduate studies – provide a broad intellectual context into which architecture is situated.

Program and the Students, M.Arch & B.Arch:
The Graduate and Undergraduate Programs address the students in three primary regards: participatory governance, clear curricular and course objectives and their assessment; and general collegiality, camaraderie, and community. Additionally, the Undergraduate Program addresses its students with efforts to broaden horizons and develop academic success skill.

Participatory governance: Students are asked to participate in the governance of the program and School in several ways: (1) Student Advisory Council, (2) Curriculum Committee, (3) AIAS and NOMAS, (4) outcome assessment, and (5) an open door policy for both the School’s Director and the Programs’ coordinator.

1) Student Advisory Council: The SAC is comprised of the AIAS and NOMAS officers and year-level representatives. The SAC meets with the Director several times during the semester. The Council is the vehicle for students to discuss issues, bring them to the attention of the Director, solve student related problems, participate in the strategic planning process for the School, and engage in assessment.

2) School Committees: An undergraduate and graduate student serves as representatives on the Undergraduate and Graduate Curriculum Committees as well as Search Committees.

3) AIAS and NOMAS: The Director, AIAS’s representatives and NOMAS’s representatives work together to respond to issues which arise both locally within the school as well as the nationally. AIAS and NOMAS also play important roles in creating a positive sense of community through their various events.

4) Outcome assessment: With a variety of assessment tools, including individual course evaluations and curriculum assessment evaluations, the Program attempts to measure the extent that the student is receiving appropriate instruction and addressing student issues. With these tools, students may affect course and instructional structure, voice concerns or make proposals for future actions.

5) “Open-door” Policy: Both the School’s Director and the Program’s Coordinators have “open-door” policies. They are readily available to all students who wish to discuss issues regarding, among other things, their education.

Curricular structure, course objectives and assessment: The Program has developed a curricular structure which includes interrelationship of course content, cumulative skills and knowledge, and explicit course objectives and assessment. The Program sees this structure as a means to address
some of the more regressive aspects of architectural education culture as outlined in “Redesign of Studio Culture 3.5” such as product over process, mystery/ mastery instruction, lone studio genius. The program includes this structure as part of its Studio Culture Plan and Policy.

(1) Curricular structure: the Program’s curricula are organized such that skills and knowledge build upon one another through successive semesters and that courses within a particular semester are mutually supporting in their content.

(2) Objectives and assessment: Specific learning objectives have been written for each studio to more clearly articulate their purpose and desired student learning. These objectives are assessed by the faculty through end of semester studio reviews.

Community: The graduate and undergraduate students develop a sense of community within the School through various activities. AIAS and NOMAS hold annual events such as the Beaux Arts Ball, a film series and a peer mentoring scavenger hunt. Also each year AIAS holds faculty-student dinners. A number of studios hold end-of-semester parties, often at a faculty’s house. The Graduate Program holds an annual graduate student/faculty pot-luck dinner at a faculty’s home. Students also participate in the School’s lecture series, special workshops, committees, and presentations by invited experts for the purposes of sharing information. All of these activities help solidify the student body into a community that mitigates the potential negative consequences of attending a large university like LSU.

Broader Horizons: The School has several efforts to broaden the educational experience of the undergraduate students. Three of these efforts, (1) lecture series, (2) field trips and (3) service-learning, are intended to extend the architecture curriculum beyond the boundary of the LSU campus and thereby introduce students to new communities, places and ideas. Two additional efforts, (4) Communication across the Curriculum and (5) Honors College, are intended to connect the students to the broader intellectual community within the University. (The program includes this structure as part of its Studio Culture Plan and Policy. Each effort is described in APR section 3.5 and 4.2).
3.1.3 **ARCHITECTURE EDUCATION AND REGISTRATION**

The professional programs in the School of Architecture are designed to assure that every graduate is fully prepared for entry into the profession. The required courses in history and theory; practice and management; structural, mechanical, and architectural systems; and urban design all support the design studio sequence, laying a solid foundation. Regular contact with practice-oriented faculty and with several full-time practitioners, who teach as adjunct faculty or serve as critics, lecturers, jurors, and mentors, provide students with a strong practice perspective. Over 75% of the full-time faculty are licensed architects and maintain their membership in the American Institute of Architects. Approximately 50% engage in professional practice. Faculty members are well represented in professional organizations serving as the AIA Baton Rouge, President Elect, President of the Society of Building Science Educators, and member of the National Intern Development Program Coordinating Committee Advisory Board.

The School actively supports efforts to integrate academics with professional practice and increase student awareness of and exposure to internship requirements.

- One faculty member serves as the Louisiana State Intern Development Program Coordinator, and provides a liaison between the Louisiana State Board of Architectural Examiners and the School (Professor Marsha Cuddeback).

- The School, in partnership with AIA Louisiana conducted a pilot program for students to fulfill their Professional Practice course requirement through off-campus learning opportunities at discipline related organizations such as the Louisiana State Board of Architectural Examiners, State Fire Marshals office, and AIA Louisiana (ARCH 4221 – Intern Course).

- The State IDP Coordinator and a representative from the Board meet annually with students to discuss the Intern Development Program and other issues related to transitioning from academia to practice.

- IDP workshops are offered throughout each year introducing students to state and national requirements, and assisting fourth-, fifth-, and graduate students with completing their NCARB applications, and understanding the Training Unit Report.

- The Emerging Professionals Companion is introduced to students in fourth year.

- The Director provides opportunities for the Louisiana Chapter of the AIA to participate in School events and exhibits.

- AIAS and NOMAS assist in promoting and supporting IDP events and workshops, and the faculty advisors for each of the student organizations are practice-oriented faculty.

- The Office of Community Design and Development (OCDD) offers practice opportunities for students interested in community-based projects. In addition to enhancing students’ understanding of their responsibility for professional conduct, the OCDD work environment provides opportunities for fulfilling a portion of their IDP requirements during the academic year and summer. OCDD requires student research associates to establish their NCARB Council Record and provides students with a stipend to cover the initial application fee.
Service-learning is a strong component of the curriculum and provides students with a venue to learn about leadership, professional responsibilities, and a process for ethical decision-making. All students graduating with an undergraduate degree are required to engage in at least one service-learning project. In addition, many faculty elect to engage community partners in their design studio projects.

Faculty conduct out-of-state design studio field trips that include visiting and touring architectural offices and frequently invite practicing architectural design critics to participate in student reviews and presentations.

A recent survey of 58 upper division students in the School’s graduate and undergraduate program, administered in the Spring semester 2005, indicates that 78% of the students completing the survey intend to sit for the Architectural Registration Exam, 76% agree strongly that the Intern Development Program is an important component of their education in becoming an architect, and 80% indicate that they understand the requirements for completing IDP.

No data is available on graduates of the Master’s program pass rate for the NCARB Architectural Registration Exam as this program has just graduated its first class in 2003. However, the National Council of Architectural Registration Boards has recently provided the School with current statistics on the Architectural Registration Exam pass rates of LSU undergraduates since the previous NAAB visit. While these numbers are not conclusive, we believe they are one of the best, quantifiable indicators of the strong professional orientation of the School.

The year 2000 data indicates that, on average, 23 LSU graduate first-time candidates, took some portion of the exam, and of those, 19 (83%) passed the portion that they took. The same 2000 data indicates that, on average, 26 LSU graduates (first-time plus repeaters), took some portion of the exam, and of those, 21 (81%) passed the portion that they took. By comparison, national statistics for the year 2000 indicates the 78% of all candidates (first-time plus repeaters), passed some portion of the exam. This places LSU graduate first-time candidates roughly 5 percentage points above the national average, and LSU graduates (first-time plus repeaters), roughly 3% above the national average.

The pass rates for each division of the ARE over the past three years (2003-2005) are shown below. Complete data from the year 2006 is not currently available.

**Table 5: ARE Pass Rates 1st Time Candidates**

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<tbody>
<tr>
<td>Pre-Design</td>
<td>77%</td>
<td></td>
<td>75%</td>
<td></td>
<td>76%</td>
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<tr>
<td>General Structures</td>
<td>73%</td>
<td></td>
<td>73%</td>
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<td>75%</td>
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<tr>
<td>Lateral Forces</td>
<td>92%</td>
<td></td>
<td>77%</td>
<td></td>
<td>76%</td>
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</tr>
<tr>
<td>Mechanical &amp; Electrical Systems</td>
<td>74%</td>
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<td>67%</td>
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<td>68%</td>
<td></td>
</tr>
<tr>
<td>Materials &amp; Methods</td>
<td>86%</td>
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<td>76%</td>
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<td>77%</td>
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<tr>
<td>Construction Documents</td>
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<td>Site Planning</td>
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<td>73%</td>
<td></td>
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<td>Building Planning</td>
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<td>Building Technology</td>
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3.1.4 Architecture Education and the Profession

The ethical responsibilities of architects and the diverse and collaborative roles assumed by architects in practice are discussed throughout the curriculum; but, as in the perspective on education and the student, it is the role models presented by the faculty, visiting critics, lecturers (and student leaders) that inculcate these values in the students. This is true not only for professional responsibilities, but also for the desire and ability to advance the body of knowledge associated with the art and science of architecture.

The School enjoys a close working relationship with both AIA Louisiana and AIA Baton Rouge. Eight faculty members belong to the Baton Rouge chapter, two are past chapter presidents and one is currently President Elect (David Cronrath, Dean). The state component is very involved with all of the schools in the state, having sponsored a number of events in the past aimed at introducing students to professional concerns.

The AIAS chapter in the School is very active, not only as a social organization, but as one of two representative student groups in the School. They routinely promote social, academic, and cultural events, and their elected officers are respected role models. The School sends the AIAS president to Washington, DC, every year to participate in Grassroots, and s/he is invited to attend the monthly board meetings of the local AIA chapter (2006-07 President – William Doran).

In May 2005, the School of Architecture established a NOMAS chapter. AIAS and NOMAS work collaboratively on providing resources and opportunities that address the interests of a diverse student body. The current NOMAS President also serves as one of two national NOMA student representatives (2006-07 President – Nicole Brannon).

It is these activities of the faculty and students that have the most enduring effect in instilling a sense of professional values and responsibilities in the School as a whole.

The curriculum provides multiple opportunities for students to develop respect for diverse points of view, achieve consensus, and explore strategies for reconciliation; skills that support positive professional development. Students participate in collaborative team projects, debate, peer evaluation, and formal presentations and discussions with external guest critics. These activities encourage students to reflect on their choices, develop ability to self-critique, and embrace diversity.

- ARCH 4001 and ARCH 7005 typically require students to immerse themselves in community design initiatives and deal with community members and stake holders.
- ARCH 4221 Internship Course (spring 2005). Ten M.Arch and B.Arch students participated in a professional practice course developed with the Baton Rouge and LA AIA. Each week the students met for class in the offices of design, construction, and building regulatory professionals. (We are currently working on plans to offer this course again in 2007).
- ARCH 5002 (w/ Professor David Baird), in a special agreement with Habitat for Humanity, was able to meet with a client, design her house, and then build it. In spring 2006, Professor Baird’s ARCH 5002 designed and produced a “wet core” for use in low to moderate means housing (research and development funded by the Vinyl Institute).
- ARCH 5005 / Advanced Architectural Techniques (w/ Professor David Bertolini), regularly does a collaborative, communication intensive, design project that has budget constraints (Bowling Ball project).
• ARCH 5006 / Professional Practice is regularly taught by a local professional (Ken Tipton, AIA)

• In addition to specific courses working on Hurricane Katrina recovery efforts, AIAS and NOMAS organized volunteer clean-up and demolition efforts. While most students participated only with the intention of helping, demolition of numerous houses gave them first-hand insight as to how buildings are put together.

Additionally, the achievements of the faculty in professional practice, research, and scholarship help to promote a desire in the students to advance their knowledge of the discipline. At least 50% of the full-time faculty is engaged in professional design commissions.

Finally, in the summer of 2003, the School launched a development effort to obtain funds from alumni and local architects for a Leadership Fund. Contributions to the School’s Leadership fund enhance the School by providing opportunities for student leadership training, AIAS and NOMAS support, and faculty development. Leadership Development funds are critical for the School to graduate young designers who will assume leadership roles in tomorrow’s profession. The funds allow students to attend national conferences, partake in leadership training workshops and seminars, and permit the sponsorship of unique leadership-related events on campus. These funds also support faculty development and mentoring efforts. The Leadership Fund is part of the value-added educational initiative developed by the School of Architecture to enhance the student experience.
3.1.5 Architecture Education and Society

Our students develop an understanding of the social and environmental problems to which an architect must respond through the integration of professional practice activities and projects with the academic curriculum. This blend provides students with a venue to explore leadership, learn collaborative design and management skills, engage in ethical decision-making, develop a commitment to professional and public service, and learn to value diversity. Examples include:

- **ARCH 4001 / Architecture Design VII & ARCH 7005 / Graduate Design Studio V**: students annually participate in service-learning projects that engage community partners and stakeholders. Projects have ranged from neighborhood analysis and design projects to spoken word neighborhood histories where students interview local residents.

- **ARCH 5002 / Architecture Design Concentration**: regularly works on design build projects. Faculty frequently seek alternative classroom environments, such as construction sites, urban neighborhoods, and discipline related offices that support active learning and ensure successful learning outcomes. Recent projects include the design and build of a model affordable home in partnership with the Vinyl Institute and Habitat for Humanity. Students also designed and built a prototypical wet core as part of their investigation into the issues of low to moderate means housing.

- **ARCH 5005 / Advanced Architectural Techniques**: this course regularly runs the “bowling ball” project. For this project, student teams design a bowling ball stand that must cost less than $60 to build. Teams exchange designs, send requests for additional information, and the build another team’s project. Through this experience students begin to recognize fundamental design vs construction communication issues as well as group leadership issues.

- **Office of Community Design and Development (OCDD)**: the School has been involved with assisting numerous local and state government agencies, small towns and community groups. In all cases students have been actively involved. In addition to providing the community project for ARCH 4001, OCDD also employs student research associates to provide pre-construction services to non-profit organizations and government entities, conducts sponsored research and provides technical assistance to communities in need. The office emulates a professional practice environment and provides the School with a visible model for civic engagement.

- **Extra-Curricular Service**: Recent post-Katrina recovery efforts have seen AIAS and NOMAS organizing service weekends where students assist in clean up, demolition, and renovation.

In addition to the design studio sequence where the social engagement is hands on, other required courses in the curriculum provide our students with an understanding of the complexity of social and environmental problems and the role architects should play in fostering innovative solutions. This is exemplified by the History of Architecture sequence (ARCH 3005, 3006), the Environmental Controls course (ARCH 3007), the Urban Design and Planning course (ARCH 4062), and various professional elective courses made available to students. Particular attention has been given to the coordination of courses in the area of technology to provide our students with the capabilities to critically evaluate alternative choices and understand their responsibilities to the public and the environment.

Other opportunities are available to graduate students because of the program’s affiliation with the graduate school. These include special research monies and travel funds for graduate students. An example is the travel stipend awarded to Clayton Roach to participate in a design competition and travel to the NOMA National conference.
It is our belief that direct involvement in service-learning experiences, along with the role models presented by the faculty and practitioners, is the most effective way of nurturing a lifelong commitment to professional and public service.
3.2 Program Self-Assessment Procedures

DESCRIPTION OF THE SELF-ASSESSMENT PROCESS

The School is actively involved in self-assessment processes, and has assumed a leadership role on campus. In recent years representatives from the School have been asked to make presentations on student outcome assessment to various University faculty groups and campus leaders. The self-assessment process in the School of Architecture includes many different activities in several timeframes and involves the participation of the faculty, students, and alumni.

The School uses statistical information from the State Licensing Board, an Alumni Survey, evaluations of student work by faculty and professionals, an annual student survey, NAAB accreditation team visits, and student performance evaluations to assess the learning outcomes of the students.

State Licensing Board statistics permit the School to gain a partial measure of the value added by instruction when LSU pass rates are compared with national pass rate averages. However, because the NCARB Architectural Registration Examination (A.R.E.) is aimed at interns and of necessity evaluates a combination of education and experience, this measure is somewhat indirect. The major exception to this statement is the structural portions of the exam. Historically, the technology faculty has looked to the A.R.E. as a measure of successful student learning. (See section 3.1.3 for statistical information.)

In 2005 the School conducted its latest alumni survey. (This survey instrument is designed to be administered every three years.) A copy of this instrument is contained in the last section of this report, Supplemental Information.

The School maintains a Professional Advisory Board consisting of individuals representing the architectural profession and the community who are appointed by the School Director. This group meets on a regular basis with the Director and other representatives of the School (including students) to discuss issues in education and give advice on the future directions of the School. The goals of this advisory group are to provide the School with constructive criticism of its educational program; to give insights into ways the School can respond to the changing nature of the profession and/or society; to assist the School in the development of programs to enrich the educational experience; and to help the School build and maintain stronger ties with alumni, the profession, the local and regional communities, and the State of Louisiana. In 2006 the annual meeting of the Professional Advisory Board was devoted to a discussion of how contact can be strengthened between the school and alumni and professionals.

The School conducts student course evaluations every semester. These surveys are compiled by the University’s testing service and are relayed to the Director and faculty for evaluation. These evaluations form an integral part of determining teaching excellence, a major component of tenure and promotion review as well as merit raises.

A critical form of student outcome assessment of learning in the beginning years of the undergraduate program is performed as part of the acceptance into the professional program at the end of the second year. The evaluation process and rubric for portfolio assessment is contained in the last section of this report, Supplemental Information. Additionally, we find that refinements in one program inevitably spill over into the other.

For the graduate students an assessment of their learning is made at a mid-point of their final semester as part of the Graduate School’s requirement for a “comprehensive examination.” This
assessment is performed by a panel of graduate faculty who review student progress toward the comprehensive project – the focus of Arch 7006: Graduate Design Studio VI.

The School has supported an assessment process to measure student critical thinking achievement. This program is designed and developed by Professor James Sullivan, Architecture, and Dr. Bobby Matthews, Center for Excellence in Learning and Teaching. This assessment tool was first administrated to the undergraduates in the spring of 2003 and beginning graduate students in summer 2003. When fully implemented this assessment program will be administered to first-year graduate students and to students during their final semester.

CURRICULA - FACULTY, STUDENTS’, & ALUMNI ASSESSMENT
Faculty evaluation of the curricula and general learning context are made through the use of all our outcome assessment tools. We have designed an assessment process that provides the faculty with multiple perspectives so that intuitions can be checked and longer term trends can be seen.

The primary responsibility for maintaining the proper learning environment and program of study falls to the curriculum committees. The undergraduate and graduate curriculum committees meet during the academic year to review course content, assess assessment findings, and make recommendations to the faculty for approval. While the committees benefit from all our assessment tools, including the review by NAAB, they typically refer to two readily accessible tools.

Course/instructor evaluations are administered in every course each semester (see Supplemental Information). These surveys are conducted by the School’s office staff during the last few weeks of the semester. The results are distributed to the faculty after grades have been turned in (the written comments are re-typed by the School secretary).

The other readily accessible form of curricular assessment is the end of semester faculty reviews. At these all-day meetings the faculty meets to review studio work, discuss successes and failures, discuss potential curricular improvements, and make recommendations that the different curriculum committees are to review. This process helps to externalize assumptions about learning. The meetings also help the faculty maintain an overall impression of the curriculum and formulate a picture of how their individual courses integrate into the whole.

Student assessment occurs during the semester by means of the student organizations and year-level representative meetings with the director. The School has also begun holding an exit interview with graduating students. An assessment survey was distributed at the 2005 exit interview. An example of this document is in the final chapter of this document, Supplemental Information.

Assessment by graduates is solicited in the Alumni Survey which is administered every three years, the last one occurring in 2005. An example of this document is in the final chapter of this document, Supplemental Information.

Examples of curricula change as a result of assessment:
• Building Information Modeling (BIM) is being introduced in ARCH 5005. An entire computer elective course has also been offered on this topic.
• The number of projects in ARCH 1002, ARCH 2001 and ARCH 2002 has been more carefully monitored.
• Increase the number of theory electives: Arch 4041 / The Aesthetics of Architecture – The Mortal Detail (w/ Prof. Jim Sullivan) has been offered on a more regular basis.
• Increase the number of design/build opportunities: ARCH 4001, ARCH 5002 and OCDD have found more ways to get students’ hands on materials.
Institutional Requirements for Self-Assessment

In addition to these assessment processes, the School undergoes an internal review, the University’s Program Review. The first review was in 1998-1999 academic year. Program Review is one part of the overall network of campus-wide evaluation activities that not only address the Southern Association of Colleges and Schools (SACS) accreditation requirements, but also contribute to the fulfillment of LSU’s vision statement. The University’s Program Review is coordinated by the Office of Academic Affairs. The Program Review team consisted of five internal reviewers and two external reviewers.

The Program Review Panel found the School's B.Arch. program to be “satisfactory and promising” and the new M.Arch. program to be “satisfactory without a finer distinction since the M.Arch. is a newly appointed degree program.” The outcome of this review process was a Memorandum of Agreement between the School and Academic Affairs.
3.3 Public Information

Description of the Degree Programs
The School of Architecture is in full compliance with this Condition. The NAAB prescribed language, including the parameters of accreditation status, appears as follows in the LSU Undergraduate/Graduate 2006-07 General Catalog (p.111).

The School of Architecture, a member of the Association of Collegiate Schools of Architecture, offers professional degree programs at both the undergraduate and the graduate levels. Preparation for the profession of architecture requires both formal education and practical experience followed by a professional examination and registration.

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 two types of degrees: the Bachelor of Architecture and the Master of Architecture. A program may be granted a six-year, three-year, or two-year term of accreditation, depending on its degree of conformance with established educational standards.

Master’s degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree, which when earned sequentially, comprise an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree.

Undergraduate Admission Requirements
Admission to the beginning design course in the NAAB accredited Bachelor of Architecture program (ARCH 1001) is selective and is based on high school academic GPA and ACT or SAT scores. Individuals who believe there are additional factors that should be considered in evaluating their applications are encouraged to contact the School of Architecture in writing and/or schedule an on-campus interview.

The top 80 students will be admitted to the beginning design courses in the fall semester of each academic year. Students who have been approved for admission will be notified in writing. Students not admitted to the beginning design courses will not be allowed to register for architecture courses other than those listed as general education courses.

Transfer students will be considered for admission to the architecture program and the beginning design courses on a space-available basis. Admission is competitive. Transfer students are expected to have earned a minimum 2.75 GPA (on a 4-point scale, based on 30 hours or more). The review of transfer students will include a select number of students already enrolled at LSU who have applied to transfer into the architecture program. Transfer students are strongly encouraged to apply prior to February 15 for admission into the following fall semester. Transfer credit for architecture courses as substitutions for required courses in the school’s curriculum will be considered only if these courses have been taken as part of an architecture program accredited by the NAAB. Transfer students desiring credit for design studio courses will also be required to submit a portfolio for faculty evaluation.

Admission Requirements to the Third-Year
There will be, prior to admission to the third year of study (upper division), a scholastic and portfolio review. No more than 36 students will be approved for advancement to the upper
division each year. The School of Architecture reserves the right to deny admission to the third year of study based on this review.

**Admission Requirements for the Fifth-Year**

Entrance to the fifth year will be granted only to those students who have successfully completed all required course work in years one through four. Admission to the fifth year will be in the fall semester only.

**Graduate Program**

Information on the Master of Architecture program, including admissions requirements, is available by contacting the school directly.

**Personal Computer Requirement**

Students are required to have their own personal computer upon entering the second year studio courses. Contact the School of Architecture for information regarding type, specifications, and software.

**Evidence of Information on the NAAB Conditions for Accreditation**

The School of Architecture is in full compliance with this Condition. Through the LSU Architecture AIAS website, (www.aias.lsu.edu) students and faculty can access all required NAAB information. Students and faculty are made aware of the availability of this information through advising and communicative broadcast e-mails from the Director.
3.4 Social Equity

CRITERIA AND PROCEDURES USED TO ACHIEVE EQUITY AND DIVERSITY IN FACULTY APPOINTMENTS, RE-APPOINTMENTS, COMPENSATION, AND PROMOTIONS

LSU Diversity Statement

Diversity is fundamental to LSU’s mission and the University is committed to creating and maintaining a living and learning environment that embraces individual difference. Cultural inclusion is of highest priority.

LSU recognizes that achieving national prominence depends on the human spirit, participation, and dedicated work of the entire University community. The National Flagship Agenda: LSU 2010 will be realized by bringing together diverse ideas, perspectives, skills, and talents of the nation’s pre-eminent scholars, brightest students, and leading higher education professionals.

Through its Commitment to Community LSU strives to create an inclusive, respectful, intellectually challenging climate that embraces individual difference in race, ethnicity, national origin, gender, sexual orientation, gender identity/expression, age, spirituality, socio-economic status, disability, family status, experiences, opinions, and ideas.

LSU proactively cultivates and sustains a campus environment that values open dialogue, cooperation, shared responsibility, mutual respect, and cultural competence-- the driving forces that enrich and enhance cutting edge research, first-rate teaching, and engaging community outreach activities.

The General Catalog states

“LSU assures equal opportunity for all qualified persons without regard to race, color, religion, sex, age, national origin, physical or mental disability, marital status, or veteran's status in the admission to, participation in, and treatment or employment in the programs and activities that the University operates and sponsors. Anyone having questions or complaints regarding equal opportunity at LSU are to contact the Office of Equal Opportunity Programs, 318 Thomas Boyd Hall, LSU, Baton Rouge, Louisiana 70803; telephone 225/388-6595, FAX 225/388-6571.”

The School has incorporated the spirit of the University Diversity Statement with specific statements in its strategic plan for 2010 -- Strategic Goal 4.0: Foster the development of a diverse community of faculty and students; and further described by the Strategic Direction 6: To improve the diversity of faculty. The School’s most recent search led to the hiring of Rupinder Singh as an Assistant Professor. Mr. Singh is a citizen of India. To continue to improve our performance in the area of faculty diversity the Director, with assistance from the faculty, actively solicit potential candidates from under-represented classes whenever a search is conducted. This solicitation includes the placing of phone calls to candidates, writing personal letters to candidates, and seeking recommendations from colleagues and acquaintances.

CRITERIA AND PROCEDURES FOR ACHIEVING EQUITY AND DIVERSITY

Graduate Program Admissions

The School follows the admission policies established by the Graduate School through the Graduate Council, which the College of Art and Design is a member. For Graduate program applicants the School reviews GRE scores, undergraduate GPA, letters of recommendations, and a portfolio when
provided and appropriate. The School generally looks for students with an accumulative undergraduate GPA of 3.0 or higher and a GRE score of 1100 (on parts 1 and 2). For international students TOEFL scores are required and reviewed. The minimum acceptable TOEFL score is 550 (paper test), 213 (computer-based). An initial review of candidates is made by the Director, the Graduate Coordinator and the Undergraduate Coordinator. This initial review is of credentials. Applications outside the guidelines for admission or of an unusual nature are referred to the graduate faculty for review. This meeting is chaired by the Graduate Coordinator. Transfer students and students seeking advanced standing are reviewed by the graduate faculty and final acceptance of completed course work is determined by faculty normally assigned to the course content area. The review can consist of work products, course syllabus, course descriptions, or an interview.

To further increase the diversity of our pool of students the School actively participates in the Academic Common Market and uses this agreement to recruit students from out of state. To date the school has had three students participate in this program.

Advancement: Graduate students are considered in good academic standing and making satisfactory academic progress if the student maintains an accumulative GPA of 3.0 on all graduate work and a 3.0 semester GPA in all undergraduate course work. Students below a 3.0 GPA are placed on academic probation and below a 2.75 may be dropped from the program.

Retention: Like most graduate programs, retention is managed through a selective admissions process, high performance requirements to continue in the graduate program, and the personalized attention each student receives because of the size of the program.

Graduation: To receive a graduate degree, students must be enrolled in the semester they plan to graduate and have at least a 3.00 cumulative GPA on all graduate course work applicable to the degree program. A maximum of 6 SCH of course work with a grade of ‘C’ may be counted toward degree requirements. To advance toward graduation a student must pass an examination reviewed by members of the graduate faculty. For most students this examination is incorporated into the final design studio, Architecture 7600, and consists of a review of schematic design and beginning design development investigations. For thesis students this examination is made through the thesis committee and is organized by the committee chair.

Undergraduate Program Admissions

The School follows the admission policies established by the Office of Undergraduate Admissions. As stated on the Admissions Web Site: "LSU will consider for admission the total high school record: rigor of courses completed, grades, test scores, educational objectives, school leadership, and breadth of experiences in and out of the classroom. Minimum expectations for consideration for admission are 3.0 Academic GPA on 18 units of college-preparatory high school courses as outlined in the LSU Core and a 1030 SAT (Critical Reading and Math)/22 Composite ACT. Students must be eligible to enroll in university-level English and mathematics courses, as evidenced by a minimum SAT Critical Reading score of 450 (ACT English sub-score of 18) and a minimum SAT Math score of 440 (ACT Math sub-score of 18). Preference for admission to LSU will be given to those students whose credentials indicate the greatest promise of academic success and the greatest potential for contributing to the diverse missions of the University.

Admission decisions are based on both the strength of the applicant pool and the needs and capacity of the University. As an advisory, the fall entering class of 2005 had an average ACT of 25.2/1150 SAT and over 74% had a high school GPA of at least 3.25/4.0."

After students are accepted to the University their credentials are forwarded to the School where the Director and Undergraduate Coordinator review them for admission. While GPA and ACT are the most frequently used measures of potential success, the School is interested in building a diverse student population.
Transfer students and students seeking advanced standing are reviewed by the Undergraduate Coordinator and Director and final acceptance of completed course work is determined by faculty normally assigned to the course content area. The review can consist of work products, course syllabus, course descriptions, or an interview.

To further increase the diversity of our pool of students the School actively participates in High School recruitment programs with a high percentage of minority students. This initiative is led by Dana Mitchell, a member of the Director’s office staff. In 2005-06 The School established a chapter of NOMAS (National Organization of Minority Architectural Students), and the members assist with mentoring of entering minority students and recruitment.

To support economic diversity, the 2006 Career Exploration Workshop was able to supply three scholarships based on need. While this is at best an indirect admissions measure, we feel that, due to the exposure it provides, it will directly influence advancement and retention of those students who participate in the Workshop and then go to architecture school.

**Description of the means by which faculty, students, and staff are given access to the formulation of policies and procedures, including curriculum review and program development.**

The faculty consists of all members of the academic staff of the School of Architecture who are appointed full-time and whose current work, in whole or in part, is in the School. The faculty establishes committees of its choosing (and as required by University policies) to conduct the business of the School; approve goals, objectives, and statements of purpose for the School; approve and recommend for approval by appropriate higher jurisdictional authorities proposals for new degree programs and modifications to existing degree programs of the School, new courses and modifications to existing courses of the School, criteria and procedures for such matters as grading policies, selective admissions, acceptance of transfer credits, and student petitions for exemptions to School regulations and curricula; and establish criteria and the procedures for peer recommendations of faculty appointments, reappointments, promotions, and tenure (as specified by University policies). The faculty revised the bylaws for the School in 2004. The faculty meets on a regular basis throughout the academic year, usually every two weeks. The Architecture faculty also typically conducts a retreat at the beginning of each academic year for the purposes of self-assessment, reflection, and long-range planning. The faculty also meets at the conclusion of each semester to review student work products as part of its student outcome assessment process.

The School’s bylaws (see Supplemental Information) require three standing committees the Faculty Development Committee, the Undergraduate Curriculum Committee, and the Graduate Curriculum Committee.

*The Faculty Development Committee* of the School consists of all faculty members with teaching responsibilities in the School who hold indeterminate tenure (excepting the Director and the Dean) and one non-tenured (tenure track) faculty member elected by the non-tenured (tenure track) faculty of the School. This committee makes annual recommendations concerning all faculty appointments, reappointments, promotions, tenure, sabbatical leaves, leaves without pay, and other actions as specified by University policy. This committee conducts annual performance reviews of all tenure-track and other non-tenured faculty. All faculty members are required to submit annual activity reports and receive an annual performance review from the School Director.

*The Undergraduate Curriculum Committee* coordinates the sequence of lectures and studio based courses within the school, reviews, evaluates and recommends course and curriculum changes,
prepares a calendar of events, and through sub-committees assists faculty in the process of preparing new course materials, recognizes outstanding achievement, reviews and recommends academic policies, coordinates curricular changes with the Graduate Program, coordinates advising and registration procedures and information, formulates the lecture and exhibit schedule, establishes and participates in the school’s recruiting efforts, and provides faculty support to the AIAS. The Undergraduate Curriculum Committee includes the Undergraduate Program Coordinator, studio coordinators for the upper and lower division, the Graduate Program Coordinator and one student from the ranks of the undergraduate and graduate programs.

The Graduate Curriculum Committee consists of three members from the graduate faculty, the Graduate and Undergraduate Program Coordinators, and one student representative from the graduate program. The Committee reviews goals, objectives, and statements of purpose of the Graduate Program, Reviews proposed changes to courses or the curriculum, reviews and recommends academic policies, and coordinates curricular changes with the Undergraduate Curriculum Committee.

The primary administrative duties are assigned to the Director. The Director is assisted by an Undergraduate Program Coordinator and a Graduate Program Coordinator. The Director has a 40% F.T.E. appointment and the Coordinators are assigned one 3SCH release time per year in addition to a modest stipend for summer activities. The Director, Coordinators and office staff meet weekly to discuss the management of the School, discuss issues confronting the School, and guide the administration of the School.

The Director is aided in the administration of the school by a Student Advisory Council (SAC). The SAC consists of NOMAS and AIAS officers as well as year-level representatives. This group meets several times a semester with the Director to discuss all matters related to the students’ educational experience. In addition the SAC has been called on to administer a survey of students as an evaluation tool to assess the School’s ability to meet their needs and to identify areas that need development.
3.5 Studio Culture

Studio Culture Plan & Policy: A Positive & Respectful Learning Environment

[The LSU School of Architecture Studio Culture Policy document can be found in section 4.2]

The School of Architecture views its studio culture as a defining quality of the School as a whole rather than only of the studio environment. In many regards, then, 'studio culture' might more aptly be called 'school culture,' though the studio courses often amplifies the issue imbedded in that culture. We value many aspects of this culture, such as its sense of community, work ethic, and its active and exploratory learning practices. However, many aspects of this culture are not valued, even aspects implicit in those things valued. For example, the sense of community creates a sense of belonging and shared purpose yet also creates a boundary between those in architecture and those not. This boundary sequesters students, faculty and the discipline as a whole from an array of communities that have much to offer to architecture and to which architecture has much to offer. Given this interrelationship of positive and negative aspects of our culture, the school is cognizant of the difficult and careful work required to remediate the undesirable aspects of the culture while retaining its desirable aspects. The School is also cognizant of the aspirational quality of this Plan and Policy. Both Plan and Policy describe an ideal condition that is not yet fully meet. The underlying purpose of the School’s Studio Culture Plan and Policy is to create a more humane, transparent environment where consistent purposeful work is valued, a strong but flexible community is promoted, and learning expectations and measures of achievement are equitable and explicit.

Plan:

The School of Architecture’s Studio Culture Plan is comprised of three sections, each with a student component and a faculty component. These sections are: (1) time management, (2) explicit expectations and assessment, (3) broader horizons. Each of these sections is addressed through value adding initiatives such as a comprehensive faculty evaluation system, transparent course objectives and developing links between the architectural curriculum and communities outside the School. These initiatives will help to address the underlying cause of many of the regressive aspects of Studio Culture, such as the hermetic quality of architectural education, the mystery of educational goals and assessment, and the lone genius.

(I) Time Management:

a. Students: Architectural students, like many university students, arrive at the University with little college-level academic success skills, of which one is time management. The lack of these skills often leads to a difficult transition from high school to college. Time management skills, when combined with a number of aspects of studio culture, such as the open-ended quality of projects and the all-night studio environment, create severe quality of life issues for architecture students. The School of Architecture addresses this issue firstly by highlighting process and consistent work ethic within the studio rather than a binge work ethic, such as those that lead to charrettes. An example of this focus on process is the first and second year drawings, which are executed over an extended period of time and show the drawings’ and design’s development over that time. Secondly, the School has clear learning objectives and assessment criteria for each class. These set-out explicit goals and assessment measures so that the ‘mystery’ often associated with architectural education - and with it the time working without clear purpose – is significantly reduced. Lastly, the course work of First Year Design Studio (ARCH 1001) includes three workshops by the University Center for Academic Success, of which one is on time management. This workshop establishes the issue of time management as crucial to success at the University and the School of Architecture. This workshop and others are supplemented by the textbook College Rules, which each incoming student is required to read before arriving at LSU. One chapter in particular that incoming students are asked to read very carefully is the ‘time management’ chapter (see freshman letter, ARCH 1001 course notebook).
b. Faculty: While the majority of faculty members have strong time-management skills, the combined personal and academic responsibilities create difficulties. The School responds this issue by clearly outlining the responsibilities and expectations of and for individual faculty. The faculty has three fields of responsibly: teaching, research and service. The School, in an attempt to balance these responsibilities, outlines expectations and assessment in the comprehensive faculty evaluation system. This system clearly states expectations for the three fields of expectation so that faculty may work more purposely.

(II) Explicit Expectations and Assessment:

a. Students: Architecture students often work in studio without knowing what is supposed to be learned and how that learning will be assessed. This situation often leads to students working in an undirected way and hoping that, as some point, their critic will ‘bless’ their design. In this context, students succeed by working in a fog of mystery, simply producing work until it is recognized as ‘good’ and then mimicking that work— even if it is unclear what made it ‘good.’ The School believes that the development of clear learning objectives and assessment criteria provide an opportunity for a different learning environment. That environment is one where student know what things they are to learn (at a minimum), where assignments are conceived as focusing on those things and, finally, where the student knows beforehand the qualities and characteristics of strong work. Instead of working alone hoping to strike genius, students learn from one another by discuss each other’s work, using the objectives and assessment criteria as guides.

b. Faculty: Over the past two years, the Faculty has developed a comprehensive faculty evaluation system. That system, adopted in the spring 2006, sets-out expectation measures for tenure and promotion as well as general responsibly.

(III) Broader Horizons: The School has several efforts to broaden the educational experience of the undergraduate students. Three of these efforts, (1) lecture series, (2) field trips and (3) service-learning, are intended to extend the architecture curriculum beyond the boundary of the LSU campus and thereby introduce students to new communities, places and ideas. Two additional efforts, (4) Communication across the Curriculum and (5) Honors College, are intended to connect the students to the broader intellectual community within the University.

a. Students:

1. Lecture Series: Each year the School organizes its lecture series around a topic that is not particularly well represented within the School or curriculum. For example, past lecture series topic included Women in Architecture, African-American Architects, and Sustainability. It is important to note that the School does not see the series as a substitute for addressing issues more fully; rather the School sees the series a way of compensating and as remedial action.

2. Field Trips: The School has three required field trips in its undergraduate curriculum. The second year class travels to Houston, TX, the third year class travels to a major mid-western city, such as Chicago, and the fourth year class travels to a major east coast or west coast city, such as Seattle. These trips are significant because the majority of our undergraduate students are from and have never traveled outside of Louisiana.

3. Service-Learning: The School requires each fourth-year student to participate in service-learning activities in ARCH 4001, the fourth year design studio. This studio and its projects introduce students to new and different communities.

4. Communication Across the Curriculum: The University has begun an effort to improve communication skills of its students. The School is in the forefront of integrating this effort into its curriculum. The School sees this effort as significant because it extends the educational horizon of the student beyond the traditionally hermetic architecture curriculum.
5. *Honors College*: The School is integrating an 'honors' stream of courses into its curriculum to provide high performing students the opportunity to participate in the Honors College. Similar to 'Communication Across the Curriculum,' participation in the Honors College extends the educational horizon of the student beyond the traditionally hermetic architecture curriculum.

b. *Faculty*: Faculty members, too, have the opportunity to broaden their horizons by participating in organized development workshops, applying for a reduced teaching load during the tenure process and sabbaticals thereafter. Grant buy-out of teaching time is also available.
3.6 Human Resources

Students: Description and Statistical Profile

Undergraduate
The School of Architecture has a selective admissions policy that admits students to the program as entering freshmen. This policy was officially put in place in the fall of 1999, and the first class to enter under the new policy enrolled in the fall of 2000. The following statement regarding this policy appears in the LSU Undergraduate/Graduate 2006-07 General Catalog (p.111):

Admission to the beginning design course in the NAAB accredited Bachelor of Architecture program (ARCH 1001) is selective and is based on high school academic GPA and ACT or SAT scores. Individuals who believe there are additional factors that should be considered in evaluating their applications are encouraged to contact the School of Architecture in writing and/or schedule an on-campus interview.

The top 80 students will be admitted to the beginning design courses in the fall semester of each academic year. Students who have been approved for admission will be notified in writing. Students not admitted to the beginning design courses will not be allowed to register for architecture courses other than those listed as general education courses.

Transfer students will be considered for admission to the architecture program and the beginning design courses on a space-available basis. Admission is competitive. Transfer students are expected to have earned a minimum 2.75 GPA (on a 4-point scale, based on 30 hours or more). The review of transfer students will include a select number of students already enrolled at LSU who have applied to transfer into the architecture program. Transfer students are strongly encouraged to apply prior to February 15 for admission into the following fall semester. Transfer credit for architecture courses as substitutions for required courses in the school’s curriculum will be considered only if these courses have been taken as part of an architecture program accredited by the NAAB. Transfer students desiring credit for design studio courses will also be required to submit a portfolio for faculty evaluation.

Table 6: Undergraduate Admission, Retention & Graduation Statistics

<table>
<thead>
<tr>
<th>Class of:</th>
<th>Number Applying</th>
<th>Number Accepted</th>
<th>Number Enrolled (1001)</th>
<th>Average Accepted ACT</th>
<th>Number Accepted to 3rd-yr</th>
<th>Number to Graduate</th>
<th>Average Time to Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>202</td>
<td>120</td>
<td>80</td>
<td>24.8</td>
<td>-</td>
<td>25</td>
<td>5.2</td>
</tr>
<tr>
<td>2005</td>
<td>195</td>
<td>118</td>
<td>95</td>
<td>24.4</td>
<td>-</td>
<td>33</td>
<td>5.5</td>
</tr>
<tr>
<td>2006</td>
<td>207</td>
<td>125</td>
<td>98</td>
<td>26.11</td>
<td>35</td>
<td>29</td>
<td>5.3</td>
</tr>
<tr>
<td>2007</td>
<td>220</td>
<td>145</td>
<td>99</td>
<td>27.7</td>
<td>34</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2008</td>
<td>227</td>
<td>147</td>
<td>92</td>
<td>27.2</td>
<td>34</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
Our typical first-year admission target is 80 students. 60 of which are true freshmen coming directly out of high school, and 20 transfer applicants who have college grade point averages. The transfer applicants usually have between 15 and 60 hours of completed course work. Interested applicants with over 90 hours are typically advised to finish a bachelor’s degree and then apply to the M.Arch program.

There will be, prior to admission to the third year of study (upper division), a grade point and portfolio review. No more than 36 students will be approved for advancement to the upper division each year. The School of Architecture reserves the right to deny admission to the third year of study based on this review. Entrance to the fifth-year will be granted only to those students who have successfully completed all required course work in years one through four. Admission to the fifth year will be in the fall semester only.

These policies are intended to help students early on to engage in a self-assessment process to determine if architecture is the right course of study, and to assist those students who advance to the upper division to complete their course of study in the prescribed five years. Our records indicate that most our students do complete the program in five years, however, several students did not start in architecture as freshmen so the University statistical data on time-to-graduation rates can be misleading. Our retention rate has been almost 100% after students enter the upper division (third year), and admissions and advancement policies maintain this rate while creating a much more controlled and informed rate of attrition in the first two years of the program.

**Graduate**

Graduate students are admitted following the admission requirements of the Graduate School. These include a baccalaureate degree with a minimum GPA of 3.0, a satisfactory score on the Graduate Record Exam, and three letters of recommendation. The School of Architecture also encourages either a portfolio or samples of work done at the undergraduate level. Students with prior architecture studio experience and a strong portfolio may receive advanced placement and change the year-level enrollment. For example, the class of 2008 started with 6 students who were then joined in their second year (ARCH 7003) by two more students who received advanced placement.

**Table 7: Graduate Admission, Retention & Graduation Statistics**

<table>
<thead>
<tr>
<th>Class of:</th>
<th>Number Applying (GPA / GRE)</th>
<th>Number Accepted (GPA / GRE)</th>
<th>Number Enrolled (7001)* (GPA / GRE)</th>
<th>Number to Graduate</th>
<th>Average Time to Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>25 (3.23/1107)</td>
<td>12 (3.55/1233)</td>
<td>9</td>
<td>3.1 yrs</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>28 (3.36/1139)</td>
<td>12 (3.30/1221)</td>
<td>6</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>25 (3.23/1120)</td>
<td>12 (3.25/1134)</td>
<td>6/2 (3.36/1193)</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>33 (3.25/1107)</td>
<td>12 (3.45/1134)</td>
<td>10/3 (3.46/1170)</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

* The second number indicates how many joined the class in second-year (ARCH 7003)
The undergraduate (and, in some cases graduate) experiences of the Master of Architecture students are very diverse. Fields of study include art, art history, music, history, sociology, medicine, graphic design, interior design, industrial design, music, business, and biology.

Since the program has only been operating for six years, there are no meaningful statistics available on retention and time-to-graduation rates. In the first six years there have been several students who have withdrawn from the program for a variety of reasons, often financial. Hurricanes Katrina and Rita affected several students. Of the 12 students who started the program in the most recent graduating class (2006), 9 graduated in three years, one will require additional time to graduate, and two withdrew.

**FACULTY: DESCRIPTION OF THE DISTRIBUTION OF EFFORT BETWEEN TEACHING AND OTHER RESPONSIBILITIES AND EVIDENCE THAT STUDENTS EVALUATE INDIVIDUAL COURSES AND FACULTY**

The School of Architecture typically utilizes 18 faculty members: 11 tenured professors (5 at full and 6 at associate professor rank), 1 tenure-track assistant professor, 1 Instructor, 2 professionals-in-residence, and 3 adjuncts. Three faculty members; the Dean of the College of Art & Design, the Associate Dean for Research & Faculty Development, and the School Director do not have teaching responsibilities. The Graduate Coordinator, Undergraduate Coordinator, and Director of the Office of Building Research, each have reduced teaching responsibilities. The School has a long-standing tradition of employing local practitioners and scholars to teach alongside the full-time faculty in design studios, required and elective lecture courses and seminars.

The faculty exhibits a diversity of expertise and pedagogic approaches towards architectural education. They include 12 registered architects, and four who hold Ph.D. degrees and two who are A.B.D. There are three women on the faculty, one Indian, and one Asian. Appointments, reappointments, and promotion and tenure procedures as well as annual review of all faculty adhere to University policies, as published in University Faculty Handbook.

Each full-time faculty member is expected to teach nine credit hours per semester, typically one six-credit design studio and one three-credit lecture or seminar course. Extra compensation is offered if a teaching overload is necessary. Of a typical 40-hour work week, 60% of the week is used for teaching and prep., 25% for research, and 15% for committee work and service. The School strives to keep the student/instructor ratio at an average of fifteen-to-one in undergraduate studios (with first-year being 18:1) and twelve-to-one in graduate studios. In recent years the number of students in required lecture courses has ranged between 45-60 in lower division courses and 30-45 in upper division courses. Elective courses and graduate seminars are considerably smaller, with typical enrollments of 10-15 per course.

The collective accomplishments of the faculty include numerous books, scholarly articles and papers in journals and conference proceedings, research grants, juried art exhibits, and architectural design awards.

As outlined in section 3.2 -- *Program Self-assessment Procedures*, the students evaluate individual courses and faculty every semester. The Director provides the faculty with compilations of scores and transcribed student comments for their courses.

**ADMINISTRATION: DESCRIPTION OF THE DISTRIBUTION OF EFFORT BETWEEN ADMINISTRATION AND OTHER RESPONSIBILITIES FOR EACH POSITION**

The highest administrative officer of the College of Art & Design is the Dean, who reports directly to the Vice Chancellor for Academic Affairs and Provost of the University. The Dean is assisted by an
Associate Dean for Academic Affairs and an Associate Dean for Research & Faculty Development. All of these administrators hold twelve-month appointments. The Dean and the Associate Dean for Research are members of the architecture faculty but have no teaching responsibilities in the School.

The School of Architecture is administered by a Director who serves on a twelve-month appointment. The Director is assisted by two faculty members on nine-month appointments who serve as Graduate Coordinator and Undergraduate Coordinator. The School has been able to manage the budget and staffing problems so that the Director is not required to teach a design studio. The Coordinators are given a one course reduction per year in teaching load as well as a small stipend for necessary summer work (typically admissions and orientation activities).

**Staff: Description of the Distribution of Effort Between Administration and Other Responsibilities for Each Position.**

The School of Architecture is responsible for most clerical functions including student affairs, registration and student records, undergraduate and graduate program admissions, and fiscal matters. The School is assisted by the Dean’s Office in the College of Art and Design and the staff of the Graduate School with several of these functions.

The School is served by two full-time civil service employees. An Office Coordinator II serves as administrative assistant to the Director and has primary responsible for all fiscal bookkeeping and development activities; and an Office Coordinator I who responds to public and student inquiries, performs typical office functions, works with the graduate school. The School office staff is also assisted by several student workers each semester.
3.7 Human Resource Development

Policy on Human Resource Development
LSU is committed to help students achieve personal and academic goals through outstanding academic and professional advising, counseling, and career services and to support and reward faculty and staff systematically for excellence in all areas.

The School’s Strategic Plan addresses the issue of human resource development in several places, but most specifically in Strategic Direction 2 (To improve student advising and services to ease the transitions from high school to college and from college through internship to leadership role as a registered architect.) and Strategic Direction 4 (To improve the quality and diversity of the student body) for students, and Strategic Direction 5 (To expand faculty opportunities for professional, creative and scholarly enrichment) and Strategic Direction 6 (To improve the diversity of faculty) for faculty.

Faculty members participate in numerous local, state, national and international professional organizations that offer enrichment for their research and creative activities. These include:
- David Cronrath – Baton Rouge AIA president-elect, and Board member of Center for Planning Excellence
- Chris Theis -- Society of Building Science Educators president
- Marsha Cuddeback – State IDP Coordinator

This participation is encouraged and becomes an integral part of annual evaluations. The LSU Center for excellence in Learning and Teaching (CELT) annually host multiple workshops and symposia to aid faculty development. Faculty Development is also supported through competitive stipend programs. School of Architecture have been very effective in receiving several of these awards in recent years.

Guest Lecturers and Visiting Critics since Previous Site Visit

The School of Architecture benefits from a wide range of opportunities to be exposed to the work and viewpoints of many national and international architects, artists, and academicians. The Chancellor’s Distinguished Lecture Series brings over 20 distinguished individuals to campus every year. Last year’s (2005-2006) list included Joseph Connell, Dipesh Chakrabarty, Rob Sampson, Michael Summers, Eric Sundquist, Mostafa El-Sayed, Michael Turner, Salikoko Mufwene, Paul Stekler, John Marburger, III, and David Healy. Since the last accreditation more than 100 speakers from all around the country lecturing on a wide-range of topics have spoken including Dorothy Alison, William C. Jordan, Brian Lamb, Steven Hubbell, and Robert Guza.

The College of Art and Design is fortunate to have an endowed lecture series, the Paula G. Manship Lecture Series, and this is supplemented by a lecture series sponsored by the School of Architecture, Architecture Alumni, and the AIAS. The College of Art and Design also brings a distinguished individual to campus each year as the Nadine Carter Russell Chair. The following individuals have been brought to the program for lectures since the previous site visit, six years ago. Starting with the 2005-2006 Lecture series, all lectures are video-archived and rebroadcast to the community at large via the digital display in the College Commons. This provides students and the community with more flexibility to participate.

06/07
Ramesh Srinivasan Landscape Architect, Los Angeles, CALA
Michael Sorkin Architect, New York
Anu Mathur Professor, Harvard
Alexander Lamis Architect, New York
Bruce Anderson Architect, Bainbridge Island, WA
Kal Spelletich  Artist, San Francisco, CA
Mark and Peter Anderson  Architects, Seattle, WA and San Francisco, CA
Bill Morrison  Film Maker, New York, NY
Lake Flato  Architects, Texas
Manuel DeLanda  Philosopher, New York and Mexico
Mark Harbick  Interior Designer, San Francisco, CA
Shahzia Sikander  Artist, New York, NY

05/06  David Fletcher  Los Angeles, CA
       Michael Bedner  Interior Designer, Santa Monica California
       Kara Walker  Photographer, New York, NY
       Eric Hemmingway  Professor, Detroit, MI
       Richard Gluckman  Architect, New York, NY
       Lake Douglas  Landscape Author, New Orleans, LA
       Eric Spiekerman  Graphic Designer, San Francisco, CA
       Kevin Risk  Landscape Architect, Baton Rouge, LA
       Roberta Washington  Architect, New York, NY
       William Stanley  Architect, Atlanta, GA
       Ray Huff  Architect, Charleston, SC
       Lisa Benham  Professor, University of Utah
       Harvey Gantt  Architect, Charlotte, NC

04/05  Barbara Ambach  Professor, University of Colorado
       Merhdayd Hadigi  Professor, Cornell University
       Peter Pfau  Architect, San Francisco, CA
       Marco Frascari  Professor, Virginia Tech
       Bill Cantley + K. O’Donnell  Architects, Los Angeles, CA
       Victoria Meyers  Architect, New York, NY
       Nancy Reddin Kienholz  Photographer, Berlin, Germany
       Peter Schjeldahl  Art Critic, New York, NY
       Thorbjorn Anderson  Landscape Architect, Lausanne, Switzerland
       Dorothee Imbert  Professor, Harvard

03/04  Karen Fairbanks  Architect, New York, NY
       Merrill Elam  Architect, Atlanta, GA
       Wendy Evans Joseph  Architect, New York, NY
       Lauren Kogod  Professor, Yale
       Leslie Gill  Architect, New York, NY
       Vincent Snyder  Architect, Austin, TX
       Elizabeth Murray  Painter, Monterey, CA
       Peter Walker  Landscape Architect, Berkeley, CA
       Judith Joy Ross  Photographer, New York, NY
       Philip Grausman  Sculptor/Professor, Yale
       Douglas Davis  Artist, New York, NY
       Billy Collins  U.S. Poet Laureate
       R. Allen Eskew  Architect/Planner, New Orleans, LA
       Eva Maddox  Interior Designer, New York, NY

02/03  Christophe Pillet  Designer, Paris, France
       John Alexander  Artist, New York, NY
       Eva Maddox  Interior Designer, New York, NY
       Dan Rockhill  Architect, Lawrence, KA
       Keith Carter  Photographer, Beaumont, TX
       Athena Tacha  Sculptor, Oberlin, OH
       Douglas Reed  Landscape Architect, Watertown, MA

01/02  Robert Storr  Art Curator, New York, NY
       Donald Kunze  Professor, Penn State
Lewis Watts  Landscape Architect, Los Angeles, CA  
Xu Bing  Artist, New York, NY  
Mario Schjetnan  Architect/Landscape Architect, Mexico City, MX  
Suzanne Tillotson  Artist, New York, NY  
Buzz Spector  Professor, Univ. of Illinois  
Trey Trahan  Architect, Baton Rouge, LA  
Elizabeth English  Professor, Tulane University  
Doug Ashe  Architect, Alexandria, LA  
Paul Dean  Graphic Designer, Baton Rouge, LA  
Marlon Blackwell  Architect, Fayetteville, AR  
Sheryl Tucker de Vasquez  Architect, New Orleans, LA

PUBLIC EXHIBITIONS SINCE PREVIOUS SITE VISIT
The following exhibits have been shown in the College of Art and Design Gallery, the Atrium of the College of Art and Design, the Main Hallway of Atkinson Hall or the School of Art Gallery. In past 2 years, the School and the AIAS have begun movie nights where a few times a semester, a faculty member shows and discusses a film. These are shown in the basement in a digital classroom. In 2004 the School, in conjunction with the College, began an annual journal, Batture. The first volume, “Critical Regionalism” featured writings by Lloyd Bray, Marlon Blackwell, and Brian McKay-Lyons to name a few. The second volume “Contingency” features articles by Lewis Mumford, Michael Hughes, and Michael A. McClure. The students and faculty also have free access and transportation to the new School of Art Gallery located at the LSU Museum of Art/Shaw Center in downtown Baton Rouge. The LSU Museum of Art (LSU MOA) opened in March 2005. The new museum, part of Louisiana State University, manifests a decade-long vision to offer LSU and the Baton Rouge community greater access to its diverse art collection, changing exhibitions, education programs, and special events - all within an exceptional cultural complex.

Exhibits
Steelecase Product Show
LANDscape-LA 3002
2006 DEBRIS Gulf Coast Regional Juried Show
8 Fluid Ounces II- A National Juried/Invitational Ceramic Cup Exhibition
HabitatDesignConstruct
Yves Alain Bois lecture
Lee Simmons MFA Printmaking Thesis
Art & Money: An All Media Juried Exhibition
LSU School of Art Ceramics Alumni Show - LSU Ceramics 1975-2005
CHARcoal Field Drawing (04,05)
2nd Year Gate Exhibits (Annually)
Ritual Machine
Libby Johnson
Ceramics Chia Pets
Metropolis’ Tropical Green Conference
Chicago 2006 (Student Photography)
Freshman Furniture
LSU CoAD Student Design Show (LSU Student Union Gallery)
SITE-Mapping the Spillway
The Art of Edie Tsong
Lagniappe V: Printmaking Exhibition
John Alexander Print Retrospective
3-Year Master’s Exhibit (NAAB Accreditation Visit)
SITE-Mapping Guerrero Viejo
SITE-Mapping the Atchafalaya
Material Installations – ID 4880
Chinese Watercolors – Art 2650
The Color & Form of Mexico: Photography of John Spence Weir
CUBA: After Images: Photographs by Paulo Steven Diniz
Slipcase-Drawings in Pencil
Select-The Best of 5th Year Senior Projects (Annually)
Viewing Devices
Procedural Modeling – A Series
Acme Brick Competition (Annually)
OJ Baker Competition (Annually)
LSU CoAD Travels in Mexico-Sketchbook Sheets & Photographs
Pencil Drawings
President’s Design Competition
Pella Window Competition (Annually)
Landscape Architecture Design Week
5th Year ACSA Competition Boards (01,02)
Beginnings- From observation to artifact – Field Sketches by Errol Barron

Movies
Bladerunner
Brazil
Metropolis
Dark City
Fitzcarraldo
The City of Lost Children
The Eames Films
The New Modernists
SuperBridge
Mindwalk

Guest Critics
Byron Mouton          Bild-It Design
Christopher Sapp      AIA Baton Rouge
Trey Trahan           Trahan Architects
Greg Watson           Mississippi State University
Cory Salt             University of Louisiana-Lafayette
Scott Shall           University of Louisiana-Lafayette
Bayne Dickenson       Ford-Dickenson Architects
Laurel Porcari        Tulane University
Mauricio Amado        STBP Architects
John Lackett          Remson Haley Herpin
Brad McWhirter        Trahan Architects
Tara Street-Bradford  Ford-Dickenson Architects
Ed Gaskin             Trahan Architects
Hector LaSala         University of Louisiana-Lafayette
Will Willoughby       Louisiana Tech University
Michael A. McClure    University of Louisiana-Lafayette
Geoff Gjertson        University of Louisiana-Lafayette
Miguel LaSala         University of Louisiana-Lafayette
Brad Bell             University of Texas-Arlington
Jill Banburry         Southern University
John Bufford          ACME Brick
STUDENT SUPPORT SERVICES

Financial

Undergraduate
For undergraduates, the University’s Office of Student Aid & Scholarships provides financial aid services. Additionally, the School annually awards $15,000 in the form of approximately seven to nine scholarships given primarily to rising fourth and fifth-year students. Scholarship availability depends on the success of interest bearing accounts. Scholarships are awarded based on academic success or proven need. We try to direct scholarship money to students who have run out of TOPS funding in their fifth-year. Typically 85% of our students are from Louisiana and receive TOPS (Under Louisiana's TOPS Program, students attending a Louisiana public college or university will receive an amount equal to tuition at the school attended.)

Graduate
The Graduate School offers financial support to a number of exceptional students in the form of assistantships, various enhancements and supplements. Through the School, one graduate student every year has received an AIA Scholarship. All of these forms of assistance are awarded on the basis of the individual's academic achievements.

The School currently awards six assistantships per semester on a regular basis. These assistantships pay $6300 per year with a full tuition exemption for approx. 20 hours of work per week. This year (2006-2007) the College was able to provide one more assistantship, but the funds are only available for one year. Additional assistantships are often provided by faculty research grants from external sources. Currently two such positions are funded through grants from the Louisiana Division of Historic Preservation and the Getty Foundation.
Assistantships are assigned to specific service areas (i.e. CADGIS, visual resource library, etc.) and to faculty with high enrollment teaching sections.

In addition to assistantships, the School has benefited from other financial support programs offered by the graduate school. The School currently is the recipient of several financial-aid enhancements that provide an additional $3000 per year for selected students receiving assistantships.

Academic Advising

Academic advising is facilitated at a number of levels including University, College, and School counselors. The Student Advising Guide that is published annually by the School and distributed to beginning students.

Faculty advising is facilitated by a Faculty Advising Handbook that is annually updated. The Handbook provides background information, forms, policies and procedures relevant for advisors.

Undergraduate

In addition to their studio instructors, the Undergraduate Coordinator, the Graduate Coordinator, and the Director, all students are assigned a faculty advisor. Every full-time faculty member in the School is assigned approximately 15 students to advise throughout their academic careers. A full-time professional counselor in the College of Art & Design is also available to advise students regarding academic or personal matters. The University College Center for Freshman Year (UCFY) is the academic unit for most new freshmen and some transfer and re-entry students. It exists primarily to prepare incoming students for success at LSU and to help define their academic and career goals.

The Office of the Dean of Students, the Office of Student Services, and the Student Health Center all provide a variety of services to students, including advice and counseling. The newly reorganized Centers for Excellence in Learning and Teaching provides a number of services through the Center for Assessment and Evaluation, the Center for Distance Education, the Center for Faculty Development, and the Center for Instructional Technology. The LSU Writing Center provides free, individual peer writing tutoring for all LSU students. The University Career Planning, Placement and Co-Op Center provide a number of career guidance services, including a Design Recruitment Day when firms are invited to interview students on campus. An active AIAS chapter promotes social, academic, and cultural events for the students.

Graduate

All graduate students receive both academic and career advising from the Graduate Coordinator. In addition, they receive frequent informal advice from their studio instructors and the School Director. Complementing this effort is a full-time professional counselor in the College of Art and Design who is available to advise students regarding academic or personal matters. The Office of the Dean of the Graduate School, the Office of the Dean of Students, the Office of Student Services, and the Student Health Center all provide a variety of services to students, including advice and counseling. The LSU Writing Center provides writing tutorials for all LSU students, free of charge.

Career Advising

Career advising is conducted through the faculty, the Undergraduate and Graduate Program Coordinators and the faculty IDP/Internship Officer. Faculty are actively involved in student job placement and assist students by reviewing resumes, critiquing portfolios, and providing contacts for students to make in specific communities. The School also broadcasts through e-mail job announcements from local firms and alumni.
The University Career Planning, Placement and Co-Op Center provides a number of free services, including career guidance. This office coordinates the annual Design Recruitment Day with the College of Art and Design. The Design Recruitment Day program invites design firms to conduct on-campus student job interviews. In recent years this program has brought between 35 and 55 firms to campus for interviews.

AIAS and NOMAS host a number of activities each year that are intended to break the ice and facilitate communication between upper and lower level students.

FIELD TRIPS AND OTHER OFF-CAMPUS ACTIVITIES

The School of Architecture acknowledges that travel, for architects and students, is an important educational component. We have consistently encouraged and supported students in a variety of field trips and other off-campus activities. We have instituted a series of recurring undergraduate field-trips: second-year goes to Houston, TX; third-year goes somewhere on the Mississippi River – St. Louis or Chicago; and fourth-year goes to the east or west coast (it has been Seattle, WA for the past four years). Field-trip costs are attached as fees to specific studios. When a student pays semester tuition, they also pay for the field-trip. Graduate student travel is not institutionalized but does occur on a regular basis. Examples include trips to New York City, Atlanta, Chicago, Houston, and Seaside, Florida.

Every year, a delegation of our students attends the National AIAS Conference.

The School has an established relationship with the Virginia Tech Consortium in Alexandria, VA. This program permits students in the fourth-year and selected graduate students to attend the campus in Alexandria for a semester or a full year. This program is attended by 10 institutions of higher education; five of them are international universities.

We have also sent many students to study internationally by working with the Office of International Programs. Through exchange programs, our students have studied in Hong Kong, Florence, Barcelona, Scotland, and Australia.

Professor Michael Desmond regularly takes interested students to London, Rome and Florence during winter and summer break as well as during spring intercession.

LSU has maintained summer study abroad programs in England, France and Italy for several years. These programs are interdisciplinary in nature and are open to all LSU students. Faculty and students from the School of Architecture and the College of Art and Design participate in these programs every year.

Finally, the Office of Community Design and Development offers students a wide range of community involvement opportunities across the state and within the region. This opportunity is typically integrated into the course work of the ARCH 7005 and ARCH 4001 studios.

STUDENT PROFESSIONAL SOCIETIES, HONORS SOCIETIES, & OTHER ACTIVITIES

There are two primary student organizations in the School of Architecture: NOMAS and AIAS. Our chapter of NOMAS was officially signed into existence in spring 2005. The president of our chapter is also one of two national representatives to NOMA.
The AIAS chapter in the School of Architecture is very active and a large percentage of the students are members. Students are actively encouraged to participate in AIAS activities by the faculty and administration of the School. The School supports AIAS with a stipend of $1,500 per year and uses Leadership Fund money to fund officer travel to “GrassRoots.”

The College of Art and Design recently reactivated the Tau Sigma Delta chapter at LSU. Several of our students are actively involved in this honor society. Students are also provided with an opportunity to participate in programs offered by the local chapter of the CSI. More of our students are taking advantage of the LSU Honors College. This unit provides intellectual opportunity and challenge for academically able and intellectually motivated undergraduate students. In the past the combined demands of this unit and the professional architecture curriculum were too great for our students to complete the honors program. Recent changes in both programs have made it possible for qualified students to go well beyond the honors courses in the Freshman and Sophomore Years. Three of our students have completed both the B.Arch. degree and the honors program in the past 6 years and approximately ten third, fourth and fifth-year students are strategizing with their advisors to do the same. Participation in the honors program has been facilitated by Professor David Bertolini. He serves as the honors liaison for the College of Art & Design.

Every year, the School and AIA gather for an awards lunch. Several competition winners are announced, year-level design awards are distributed, scholarships are announced, and history and technology awards are distributed. At commencement, the Dean’s Medal is awarded to the top student in both the graduate and undergraduate programs as determined by the faculty.

The Office for Student Organizations provides educational and support services to more than 250 organizations at LSU. Students in the School of Architecture are encouraged to become involved with an organization that suits their individual needs and interests to enrich their college experience. Many of our students take advantage of these opportunities.

**Appointment, Promotion, and Tenure; Faculty Development**

Policies and procedures for initial appointment, reappointment, promotion, and tenure are fully delineated in official University documents (see School’s Assessment Criteria and LSU Policy Statement 36 included in the Appendix). These general guidelines are supplemented by the School's own bylaws on tenure and promotion. Below is a description of the requirements for each rank:

**Promotion to Assistant Professor**

a. Credentials:
   The candidate must possess at least a Master's Degree in Architecture or related field, Professional Registration in Architecture or a related field is desired.

b. Evaluation Criteria:
   The candidate is considered for promotion to the rank of Assistant Professor when he/she has:
   1). Demonstrated the promise to become an effective teacher.
   2). Demonstrated the promise to become an effective scholar, researcher and/or creative professional.
   3). Demonstrated the promise for effective service to the public, the profession, and the University.

**Promotion to Associate Professor and/or Tenure**

a. Credentials: The candidate must possess, at least a Master’s Degree in Architecture or related field and professional registration in Architecture or related field, or, a Doctoral Degree in special area of study.

b. Evaluation Criteria for tenure and/or promotion to Associate Professor
A Candidate is considered for tenure and/or promotion to the rank of Associate Professor when he/she has shown evidence of having met the minimum qualifications of:
1). Effective teaching, 
2). Effective research scholarship and/or creative professional activity, 
3). Effective service to the public, the profession, and the University, and 
4). Shown evidence for gaining promise of regional stature.

Promotion to Professor
a. Credentials: Academic and professional credentials equivalent to that required for tenure and/or promotion to Associate Professor.
b. Evaluation Criteria: A Candidate is considered for promotion to the rank of Professor when he/she has evidence of meeting the qualifications of effective teaching, effective research scholarship and/or creative professional activity, effective service to the public, the profession, and the University, and the individual has attained national or international stature and recognition.

As mentioned previously, the administration of the many faculty development services available at LSU were recently reorganized as the Centers for Excellence in Learning and Teaching (CELT). The four CELT units that serve LSU faculty are the Center for Assessment and Evaluation, the Center for Distance Education, the Center for Faculty Development, and the Center for Instructional Technology. One of our faculty members sits on the CELT advisory council, and all of our faculty benefit from the services the Centers provide.

Facilitation of Faculty Research, Scholarship, and Creative Activities

It is a longstanding policy of the School of Architecture to encourage and facilitate faculty research, scholarship, and creative activity. Inasmuch as these activities are critical to a sound academic program and a vital faculty, their support and facilitation is essential, not merely desirable. The School’s Strategic Plan specifically articulates this in its Mission statement. (“To generate, preserve, disseminate and apply the knowledge of our profession through education, research, creative work, and service.”). Examples of faculty achievements in these areas are included in the Faculty Resumes in the Supplemental Information section. Faculty members are encouraged to participate in a range of activities to facilitate their research and scholarship.

Faculty development is supported by the School’s faculty development fund. This fund is administered by the Director and for the past several years this fund has ranged between $12,000 and $14,000 each year. The Director solicits requests at the beginning of each year for travel. The priorities for awards are as follows:
1. First -- non-tenure faculty who are presenting papers at conferences or moderating sessions;
2. Second -- officers of organizations or individuals representing the School at business meetings;
3. Third -- senior faculty to attend conferences where they are presenting papers at conferences or moderating sessions; and
4. Fourth -- other requests.

In addition, over the past three years each member of the Faculty has been awarded a small faculty stipend (typically $250) to support their own research or creative activities. This stipend is a self-directed fund.

Release Time: Every full-time faculty member is assigned a teaching load that allows for the equivalent of at least one day per week or 20% of time to pursue research, scholarship, or creative activities. Typical teaching loads consist of one studio and one three-credit lecture/seminar per semester.
In February 2002 the Faculty approved a program of reward for junior faculty who submit and work toward accomplishment of a research agenda. Interested tenure-track faculty members are required to submit a research agenda to the Faculty Development Committee. With the approval of the research agenda the faculty member can receive at least a one course reduction in teaching assignments for one semester.

*Sabbatical Leave:* Full-time faculty at the rank of instructor or above who have completed six years of service on the campus without having received leave with pay may petition for sabbatical leave for study and research to enable them to improve and update their professional capability and usefulness to the University. The School has an informal policy of rotating sabbatical leave applications each year amongst the eligible faculty to avoid having more than one faculty member on sabbatical leave per semester (in most cases the School is not provided with replacements). The following is a list of faculty members granted sabbatical leave in recent years:

- Sofranko (Spring/2002),
- Theis (Spring/2003),
- Pitts (Fall/2003),
- Baird (Fall/2003 – Spring/2004),
- Shih (Spring/2004),
- Carpenter (Spring/2007),
- Sullivan & Zwirn (currently submitting proposals for next year)


*Faculty Contributions as Visiting Lecturers, Critics, and Professional Conference Speakers:* Since the previous site visit, faculty have lectured or served on reviews at the following universities: Tulane University, Southern University, University of Louisiana at Lafayette, Louisiana Tech University, Mississippi State University, Syracuse University, Auburn University, Clemson University, Montana State University, Virginia Polytechnic Institute and State University, University of Arkansas, University of Arizona, Washington University in St. Louis, University of Colorado – Denver, and the University of Utah. They have also been invited to speak at local and national professional conferences and meetings.

*Faculty Publications and Awards:* As a body of individuals, the School of Architecture faculty has been recognized through design awards, publications in professional journals, national and international conferences, and juried art exhibits. Faculty members have authored or coauthored influential books and contributed numerous articles to various professional journals and anthologies. They have also served on the editorial boards of national publications. For specific faculty publications and awards see Supplemental Information: Faculty Resumes.

**Faculty Knowledge of the Changing Demands of Practice and Licensure**

The faculty remains current in their knowledge of the changing demands of practice and licensure in a variety of ways. Of the nineteen full- and part-time faculty members in the School, fourteen are registered architects in United States and foreign countries and 50% of the faculty is actively engaged in professional practice.
The School has a close working relationship with the local and state AIA chapters. The school has hosted the State AIA Board and made a presentation to the board on its strategic plan and immediate objectives. The state IDP Coordinator makes a presentation to students each year on IDP and its importance to the profession and registration. Local professional and former AIA Louisiana President, Kenneth Tipton, AIA, teaches the professional practice course (ARCH 5006). Many faculty members are actively involved in coordinated research and public service projects through the Offices of Building Research, Community Preservation, and Community Design and Development, and Habitat for Humanity.
3.8 Physical Resources

**General Description of Facilities**

The School of Architecture is in Atkinson Hall which is on one of the most prominent positions on the main campus quadrangle. It is directly across and on axis with Middleton Library. The School currently occupies three floors of Atkinson Hall, approximately 22,896 net square feet. Atkinson Hall accommodates all studios, faculty offices, two seminar rooms, and the School’s administrative offices. It also has a dedicated computer satellite laboratory. Additional classrooms, an auditorium, and CADGIS (computing laboratory) are located in the adjacent Design Building. Wood Shop facilities are located in the Art Building adjacent to the School.

In the Spring Semester of 2005 the balance of the basement of Atkinson Hall was renovated. This provided new studio space, a digital classroom, and the offices of ODCC. This increased the net available square footage by 5,920 square feet.

**Accessibility**

With the partial renovation of the basement most of Atkinson Hall is handicap accessible for those students and faculty with physical disabilities. The School has the active policy to provide accommodations for anyone with physical disabilities by assigning studios to the first floor and by assigning required lecture courses in the fully accessible Design Building. The University administration is aware of the accessibility problem in Atkinson Hall, and it is recognized as a concern in the Memorandum of Agreement with Academic Affairs, the ADA Deficiency Report prepared by Facilities Development/Office of Campus Planning, and the amelioration of the issue has been incorporated into the proposed capital improvements to Atkinson Hall. Atkinson Hall is number two in priority for financial allocations for a complete renovation.

**Square Footage**

**Table 8: Space Inventory**

<table>
<thead>
<tr>
<th>Atkinson Hall</th>
<th>Square Footage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spaces</strong></td>
<td></td>
</tr>
<tr>
<td>Design Studios (15 Rooms, approx. 210 Work Stations)</td>
<td>13,348 sq. ft.</td>
</tr>
<tr>
<td>School Administration (Director, 2 Assistants, Copy Room)</td>
<td>1,500 sq. ft.</td>
</tr>
<tr>
<td>Satellite Computing Laboratory and Research Area</td>
<td>704 sq. ft.</td>
</tr>
<tr>
<td>Faculty Offices (16 Work Stations)</td>
<td>4,918 sq. ft.</td>
</tr>
<tr>
<td>Conference/Meeting Rooms</td>
<td>2,404 sq. ft.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Design Building</th>
<th>Square Footage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spaces</strong></td>
<td></td>
</tr>
<tr>
<td>Classrooms (3)</td>
<td>3,430 sq. ft.</td>
</tr>
<tr>
<td>Auditorium (155 fixed-seat capacity)</td>
<td>2,806 sq. ft.</td>
</tr>
<tr>
<td>CoAD Commons Gallery/Meeting Room</td>
<td>4,183 sq. ft.</td>
</tr>
<tr>
<td>Visual Resource Library</td>
<td>1,024 sq. ft.</td>
</tr>
<tr>
<td>Computer Labs</td>
<td>4,015 sq. ft.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Art Building</th>
<th>Square Footage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spaces</strong></td>
<td></td>
</tr>
<tr>
<td>Workshop</td>
<td>3,428 sq. ft.</td>
</tr>
</tbody>
</table>

General classroom needs are also provided in other nearby buildings and are scheduled by the Office of Records and Registration.
SPECIAL PURPOSE SUPPORT FACILITIES

The CADGIS Laboratory

The Computer Aided Design and Geographic Information Systems Laboratory (CADGIS) is a teaching, research, and service unit that is jointly supported by the College of Art & Design and the Department of Geography/Anthropology. CADGIS has been consistently funded since its inception with Tech Fee Grants of over $150,000.00 per year. These grants are written by faculty from the College of Art and Design with two goals in mind. One is to foster interdisciplinary interests and two is to give the best cutting-edge digital environment for our students. In 2006 we made the following enhancements: added a $40,000.00 server upgrade for additional student and research storage space; with a 53,650.00 grant we added a new digital design studio and moveable large screen monitors; added a $19,000.00 wide format scanner; added $38,000.00 in high-end workstations; $28,000.00 Media site for Sonic foundry providing real time archive storage.

CADGIS is part of the University wide initiative Communication across the Curriculum with a $54,000.00 grant to integrate visual and graphic communications skills.

It was established in 1984 to facilitate multidisciplinary access to advanced computer-based resources. Since 1992, interdisciplinary research and service-learning projects have brought more than $2,500,000 in equipment, graduate assistantships/student wages, and faculty stipends to CADGIS. Numerous imaging and spatial modeling research projects have involved faculty, undergraduates, and graduate students from architecture, landscape architecture, interior design, geography, anthropology, and other related disciplines. As of spring 2006, CADGIS is accommodating more than 2500 student-user accounts, 12 regularly scheduled instructional courses each week, and a variety of workshops and seminars.

The CADGIS facility consists of three instructional labs, a research area, and peripheral service areas. Equipment resources include file and print servers, 75 high-end computer workstations for graphics processing, laptop computers for mobile applications, flat-bed and wide-format scanners, 35mm film scanners, color and b/w printers, color E-size plotters, 35mm film recorders, CD and DVD writers, and an Ethernet backbone. The software applications supported by CADGIS include an array of CAD, GIS/mapping, image processing, architectural modeling, animation, HTML/DHTML authoring, photogrammetric analysis, and standard desktop applications.

Over the past ten years, CADGIS has received research sponsorship from FEMA, the National Science Foundation, National Park Service, National Institute for Conservation, National Trust for Historic Preservation, United States Army Corps of Engineers, Louisiana Legislative Budgetary Control Council, Louisiana Department of Wildlife and Fisheries, Louisiana Department of Culture, Recreation and Tourism, Louisiana Oil Spill Coordinator’s Office, Louisiana Department of Education, and Intergraph Corporation. CADGIS has been very successful in leveraging these sponsored research and outreach activities to accommodate instructional needs and equip facilities for courses in CAD, 3-D modeling and image processing, cartography, and GIS. CADGIS-based projects provide students with significant, nontraditional, research and experiential educational opportunities involving information technologies and design skills. With this funding support, CADGIS has a sustained record of providing planning, design, and technical assistance to a variety of clients in the Lower Mississippi Delta Region.

As a result of CADGIS’s renowned national reputation for research and instructional excellence, the Intergraph Corporation recognized the CADGIS Laboratory as an Intergraph Registered Research Lab which has provided 1.9 million dollars in support since 1992. Thus making CADGIS one of only six such Centers in the world.

CADGIS is also involved with Geomedia Registered Research Laboratory for Katrina documentation clearing house with two $300,000.00 grants.
CADGIS’s goal is to integrate high-end computer resources into the unique needs of the graphics-based Architecture curricula to expand new learning experiences for students. These experiences provide insights that prepare students to inform the design professions about appropriate and innovative applications of emerging information technologies. CADGIS’s support of the special information management and spatial data processing needs of the design process enable Architecture, Landscape Architecture, Interior Design, Graphic Design, and related disciplines to:

- Provide students with opportunities to advance their professional and creative learning through strategic use of communications and visualization technologies in traditional and non-traditional settings;
- Create and support quality experiential learning opportunities that support a rigorous Design Studio pedagogy;
- Provide students with opportunities to work with Design Professionals to develop appropriate uses for state-of-the-art information technologies;
- Support ongoing and rapidly changing student/faculty/staff development and training needs in information technologies;
- Provide a computing platform for distributing Design-based education services to students from other LSU units, servicing continuing education requirements for the region’s Design professions, and training and recruitment of secondary school students through workshops in CAD, image processing, 3-D modeling, etc.

The CADGIS Laboratory has demonstrated the capacity to engage in initiatives commanding national attention such as our recent Katrina response with FEMA and Geomedia Registered Research Laboratory enhance LSU’s stature as a research university, and CADGIS-based resources, instruction, and project opportunities have helped the School of Architecture make a positive contribution to the quality of life in Louisiana. The faculty and staff affiliated with CADGIS will continue to provide opportunities for LSU students to develop and enhance professional capabilities, intellectual skills, and human insights needed to document, assess, plan, and design for the sustainable management of our natural and cultural environment.

**Satellite CADGIS Laboratory**
The Architecture Computer Support Area in Atkinson Hall 143 and 145, is available for students to develop their projects on provided desktops. The room contains workstations and scanners. The workstations are equipped with specialized software including form•Z, Microstation, Auto-Cad, Adobe Illustrator, Adobe Photoshop, Dreamweaver, and Microsoft Powerpoint. The Computer Support Area has a digital projector available for student use.

After-hours access to the Computer Support Area can be arranged through student representatives for each studio. Representatives are responsible for locking the computer room at the close of the day.

**Workshop**
The Design Shop is located in 110 Art Building and provides equipment, suitable work space, and appropriate technical assistance to students who are working on projects that require large scale power tools and shop. The Design Shop is an interdisciplinary facility that works with any courses within the College of Art & Design. Practical experience in workshop operations is provided to those students who need specialized equipment to complete their projects.
In 2006 the Design Shop purchased a $30,000.00 digital laser cutter for digital fabrication and research. The shop is equipped with various tools such as, a table saw, miter saws, a radial arm saw, band saws, drill presses, belt sanders, spindle sander, a planer, lathe, and scroll saw. A number of hand tools, including circular saws, jigsaw, palm sanders, orbital sanders, belt sanders, hand drills, routers, and much more, are provided. The shop maintains an exemplary safety record thorough supervision, and all the necessary personal protective equipment such as, goggles, dust masks, ear plugs, etc. All students and faculty using the design shop must follow posted safety rules while working in the shop. Repeated or significant failure to do so can result in the loss of shop access. Students must receive instruction in the use of tools and equipment before being allowed to use them. Prior experience is a valuable asset but may not be substituted for this instruction.

The shop supplies students with glue, nails, screws, staples, glue sticks, and sandpaper in reasonable quantities. Students must supply their own materials for projects, such as lumber, hinges, and metal rods.

**Proposed Changes**

In the spring of 2006 (began in 2003) the School revised its benchmarking exercise as part of its strategic planning effort. One of the comparisons made by the School was space use between various schools of architecture. This particular exercise was used to further demonstrate the need for the basement of Atkinson Hall to be transferred to the School. The peer schools were selected to reflect the national ranking of regional school (as ranked by *Design Intelligence* magazine), universities listed by the Chancellor as peer institutions, and architecture schools within the state. The square footage areas listed below reflect the use of two floors in Atkinson Hall.

**Table 9: Facility Comparisons**

<table>
<thead>
<tr>
<th></th>
<th>Design Studio Students</th>
<th>Total Area</th>
<th>Studio Area</th>
<th>Studio Area / Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clemson</td>
<td>322</td>
<td>93,500</td>
<td>32,000</td>
<td>99</td>
</tr>
<tr>
<td>La Tech</td>
<td>97</td>
<td>24,600</td>
<td>9,262</td>
<td>95</td>
</tr>
<tr>
<td>Texas A&amp;M</td>
<td>470</td>
<td>84,339</td>
<td>42,105</td>
<td>90</td>
</tr>
<tr>
<td>North Carolina St.</td>
<td>225</td>
<td>37,300</td>
<td>20,000</td>
<td>89</td>
</tr>
<tr>
<td>Tennessee</td>
<td>299</td>
<td>46,781</td>
<td>23,366</td>
<td>78</td>
</tr>
<tr>
<td>Virginia Tech</td>
<td>564</td>
<td>103,421</td>
<td>41,350</td>
<td>73</td>
</tr>
<tr>
<td>Auburn</td>
<td>377</td>
<td>53,870</td>
<td>20,500</td>
<td>57</td>
</tr>
<tr>
<td>LSU</td>
<td>240</td>
<td>39,700</td>
<td>13,417</td>
<td>56</td>
</tr>
<tr>
<td>ULL</td>
<td>121</td>
<td>37,234</td>
<td>6,130</td>
<td>51</td>
</tr>
<tr>
<td>Kentucky</td>
<td>288</td>
<td>47,418</td>
<td>15,170</td>
<td>51</td>
</tr>
<tr>
<td>Tulane</td>
<td>348</td>
<td>40,000</td>
<td>15,000</td>
<td>43</td>
</tr>
<tr>
<td>University of Florida</td>
<td>600</td>
<td>48,000</td>
<td>24,000</td>
<td>40</td>
</tr>
</tbody>
</table>

The above benchmarking exercise point to the deficient space requirements for the program. Our goal is to move closer to the 90-100 square foot per studio student range.

To move the School closer to our target goals we have begun a proposal to renovate all three floors of Atkinson Hall. The proposal includes a new elevator serving all three floors to make the entire
facility HC accessible, improve instruction space, provide additional studios, and to provide new student service spaces. The plan has been submitted to the University’s Facilities Design and Development Committee and within the last two years our project has moved up to number two on the University’s capital expenditure list. The proposal, when implemented, will assist the School in meeting its strategic plan objectives, and address long standing facility deficiencies.

The proposed renovation has the following goals:

- Studio spaces for all students – 280 workstations;
- Faculty offices that facilitate collaborations, conform to University standards;
- Restrooms that are easily maintained, meet code and ADA requirements;
- Upgraded HVAC System that improves human comfort and energy efficiency;
- Meet ADA requirements that makes Atkinson Hall a demonstration project;
- Restoration of the exterior that is respectful of the historic features of the original core of campus.

The following new spaces are planned as part of the proposed renovations:

<table>
<thead>
<tr>
<th>Space Description</th>
<th>Square Feet</th>
</tr>
</thead>
<tbody>
<tr>
<td>60-80 seat Lecture Hall</td>
<td>1,300 sq.ft.</td>
</tr>
<tr>
<td>Archives for accreditation and projects</td>
<td>600 sq.ft.</td>
</tr>
<tr>
<td>Historical archives</td>
<td>600 sq.ft.</td>
</tr>
<tr>
<td>Office storage</td>
<td>450 sq.ft.</td>
</tr>
<tr>
<td>Computer Lab and Document Reproduction Center</td>
<td>1,000 sq.ft.</td>
</tr>
<tr>
<td>Student Lounge (academic/social hearth)</td>
<td>550 sq.ft.</td>
</tr>
<tr>
<td>A/V equipped seminar space(s)</td>
<td>700 sq.ft.</td>
</tr>
<tr>
<td>Review Spaces</td>
<td>1,100 sq.ft.</td>
</tr>
<tr>
<td>Spray Booth with outside ventilation system</td>
<td>350 sq.ft.</td>
</tr>
<tr>
<td>Student organization(s) (offices/store)</td>
<td>400 sq.ft.</td>
</tr>
<tr>
<td>Lockable Exhibition Gallery</td>
<td>1,800 sq.ft.</td>
</tr>
<tr>
<td>Photo Studio</td>
<td>550 sq.ft.</td>
</tr>
<tr>
<td>Dark Room(s)</td>
<td>550 sq.ft.</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>9,950 sq.ft.</strong></td>
</tr>
</tbody>
</table>

The total renovation is estimated at $3.75 million in 2006 dollars.
3.9 Information Resources

The LSU Libraries offers students and faculty strong support for instruction and research through collections containing almost three million volumes, microform holdings of more than 4 million, and a manuscript collection of more than 12 million items.

The LSU Libraries belongs to the Association of Research Libraries, which includes the top 114 academic libraries in the U.S. and Canada; the Association of Southeastern Research Libraries [ASERL], the Southeastern Library Network [SOLINET], and the Louisiana Academic Library Information Network Consortium [LALINC]. Middleton Library is the main library, with special collections housed in the adjacent Hill Memorial Library. LSU Libraries is a U.S. Regional Depository Library collection and has a United Nations documents collection and a U.S. Patent Depository Library collection as well.

Other features of Middleton Library are audio workstations for accessing music and a microforms area. Self-service photocopying machines are available at a nominal cost. When material not found in the Libraries is needed for research, faculty, staff and students may borrow it through interlibrary borrowing. A state-of-the-art Information Commons is currently under construction in the library, and the library already has more than 300 computers available for students to use.

Context and Institutional Relationships

Most of the LSU Libraries architecture books and serials are in Middleton Library, with some books, plans, and other material in the special collections in Hill Memorial Library. The College of Art and Design also has a Visual Resource Library, which functions completely separately from the LSU Libraries. A description of their holdings and services is included as a separate report.

LSU Libraries material is selected in part through a blanket plan with YBP, which sends books that fit the profile the Libraries has established with them. Additional books are selected by the liaison to the Architecture School, based on faculty research interests or faculty requests. The blanket plan can be adjusted as needed to fit the research interests of the architecture faculty. In addition to the plan, the liaison receives allocations of money to spend on additional titles requested by faculty members, or selected based on research interests of the faculty.

The LSU Libraries web site provides access to visual resources including ArtSTOR, the online Louisiana National Register of Historic Places, and the LOUISiana Digital Library (including the Frances B. Johnston Photograph College, part of the Pictorial Archives of Early American Architecture (PAEAA).

Library and Information Resource Collections

The LSU Libraries has a written policy for collection development in architecture, found on the web site at http://www.lib.lsu.edu/collserv/colldev/policies/architecture.html, which states that "In the discipline of architecture, the mission of the LSU Libraries is to support the research needs of the faculty and students who are engaged in the curriculum of either the five-year professional degree program or the master's degree program of the School of Architecture or one of its contingent programs." Particular areas of collecting emphasize works pertaining to the build environment since 1945, with geographical focuses on North America (especially the United States), Europe, Asia (especially Japan), Australia, Latin America, and Africa. These areas are also considered the particular strengths of the collection.

University Archives includes architectural plans for university buildings and grounds, which are made available for study with the permission of LSU Facility Services. Holdings include drawings by Theodore Link and reproductions of Frederick Law Olmsted's original plan for the campus.
Louisiana and Lower Mississippi Valley Collections (LLMVC) includes more than 400 published titles focused on the architecture of the region, including measured drawings from the Historic American Buildings Survey. Numerous collections of historic photographs document the architecture of the region, with particular emphasis on Natchez, Mississippi, and New Orleans. LLMVC also holds the papers of John Desmond, the award-winning Baton Rouge architect responsible for many of the city’s most-recognizable buildings. The papers comprise approximately 140 linear feet, dated 1954-2001, of correspondence, construction meeting minutes, schematics, reports, and bid proposals; design development drawings and renderings; specifications and construction drawings; and photographs from Desmond’s architecture firm. The Rare Book Collection includes rare titles mostly pertaining to English architecture, includes works such as Sir Humphry Repton’s *Observations on the Theory and Practice of Landscape Gardening* (1805) and a 1976 facsimile of his *Red Books*. Special Collections also holds the Laughlin Collection, comprising the personal library of noted architectural photographer Clarence John Laughlin (1905-1985).

Of the 49 journals on the AASL Core list, the LSU Libraries has a current print or electronic subscription to 29 (59%). In addition current subscriptions, LSU received four more of the titles electronically with embargo periods.

The LSU Libraries subscribes to a number of electronic databases and journal collections that support research in architecture. *ArtSTOR, Avery Index to Architectural Periodicals, Art Abstracts, Art Index Retrospective, BHA (Bibliography of the History Of Art), Grove Dictionary of Art, and MADCAD Building Codes eLibrary* are some of the electronic databases directly applicable to the field of architecture. Additional databases such as *Web of Knowledge, Academic Search Premier, LexisNexis Academic, JSTOR, and Business Source Compete* offer cross-disciplinary coverage including architecture.

**Services**

The LSU Libraries has a reference staff in Middleton Library of about twelve professional librarians and two paraprofessional staff members. The desk is also staffed at times by graduate assistants. Everyone staffing the reference desk is able to provide knowledgeable and professional guidance in the use of library materials. Reference assistance is provided in person, over the telephone, through email, and through live chat.

One of the reference librarians, Sigrid Kelsey, is currently assigned as the Libraries’ liaison to the School of Architecture. When help in-depth reference or research or instructional service to the school of architecture is needed, she is available.

The LSU Libraries’ web site offers online tutorials concerning aspects of information literacy. Additionally, the liaison to Art and Design is available for classroom instruction. At this time, the class visits are the extent to which information literacy is formally incorporated into the architecture curriculum. The LSU Libraries also offers a one-credit elective for undergraduates. While it is not required of architecture students, it is open to them.

The LSU Libraries’ web site provides up to date information concerning the Libraries’ programming and exhibits. The liaison to the College of Art and Design is able to send announcements or post announcement of interest to the faculty on the College’s Blackboard site.

The open-shelf arrangement of the main collection in Middleton Library makes material completely accessible; assistance is offered through Reference Services. Information regarding library services, such as the electronic databases and journals and bibliographic instruction, may be obtained at the Reference Desk and through the library web site.
Almost all of the LSU Libraries' holdings are cataloged in the online catalog and readily available. Most are shelved in the regular open book stacks, while little-used material may be in compact shelving. Material in compact shelving is retrieved for patrons upon request, usually within the half-hour. Some architecture related material is at Hill Memorial Library, which houses the special collections, including the University Archives.

Books that come in through the Libraries’ approval plan or through our vendor are shelf-ready and accessible to patrons almost immediately. There is no backlog of books waiting to be cataloged—everything is available on the shelf within days of arriving at the library. The books are cataloged using the Library of Congress classification system.

The circulation policies are available on the Libraries’ web site, along with the hours of operation. Because the Design Resource Center material was merged with Middleton, the hours of accessibility have increased. The Libraries does not offer electronic reserve material. Books and other non-electronic material may be made available at the reserve desk in Middleton Library.

Most of the electronic resources that the LSU Libraries subscribes to are available remotely to LSU affiliated faculty, students, and staff. These patrons can authenticate through the Libraries’ proxy server. While some of the databases have a restricted number of simultaneous users, this is rarely a problem because the libraries monitors turn-aways and adds users if needed. The platforms for Avery Index for Architectural Periodicals and the Bibliography for the History of Art have recently been switched to CSA so that we have more simultaneous users allowed.

The LSU Libraries offers interlibrary loan services to students, faculty and staff, for material that it does not own. Many journal articles are available through interlibrary loan immediately or within twenty-four hours, delivered via desk-top delivery or fax through the Ingenta system. Additional formats like books, videos, and journals not available through Ingenta may be requested through Illiad. All interlibrary borrowing costs are subsidized by the Libraries.

**Staff**

The additional duties of Design Librarian were assigned this past year to the Electronic Reference Resources and Web Development Coordinator. She reports to the Head of Reference and Collection Services. There are no library staff members completely dedicated to the College of Art and Design, but the merger of the Design Resource Center into Middleton Library made the faculty at Middleton Library more accessible to the Architecture students.

The Libraries’ Liaison to Art and Design is a tenured member of the LSU Libraries faculty with more than ten years professional experience. She has a number of undergraduate credit hours of Studio Art and Art History as well. She is familiar with the ARLIS core competencies and a member of ARLIS. Additionally, she is knowledgeable about web design and computer graphics programs such as Photoshop and Macromedia Flash.

Professional development and continuing education for all full-time library staff members is encouraged and subsidized by the Libraries. Librarians must participate in professional organizations at the state and national levels; paraprofessionals are encouraged to participate at the state and local levels.

The Libraries’ liaison to the College of Art and Design makes a salary commensurate with her experience and tenure and position as the Electronic Reference Resources and Web Development Librarian.
Facilities
In the past year, the Design Resource Center materials moved into Middleton library, so that all of the LSU Libraries Architecture material is now in a centralized location, rather than split between the two libraries. Middleton Library also has longer hours of service, a bigger staff, and more locations for both group and quiet study. An Information Commons is under development, and will provide even more computers than the more than 300 already available in the library.

Middleton Library provides quiet and group study areas, computer labs, and is currently setting a coffee shop. The location is central to campus and a short walk from the architecture building.

The facilities in Middleton Library are indeed adequate as far as lighting, electrical service, cooling and heading, protection from theft, fire and other hazards. There are emergency procedures and plans in place to protect the people, as well as regular off site back ups of digital material.

Black and white photocopiers are available in Middleton library, as well as scanners, microfilm and microfiche readers and copiers, and equipment for viewing video material. Because Middleton does not house the slide collection, it does not have slide viewers and scanners or projectors for this purpose.

Budget, Administration, and Operations
The source of most of the materials budget for the Libraries is the overall LSU budget. Additional funds sometimes are available from donor moneys.

Other libraries in the city are the State Library of Louisiana and the East Baton Rouge Parish Library, which are easily accessible to LSU students and faculty.

The faculty senate appoints a Library Committee, with the LSU Libraries Dean acting as an ex officio member. Further faculty input is always welcome in an informal way, with faculty able to email the Libraries’ liaison regarding book suggests, guest lecture invitations, help with research, or any other library service.

Table 10: Library Collection Expenditures

<table>
<thead>
<tr>
<th>Types of Collections</th>
<th># of Volumes</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2003-04</td>
<td>2004-05</td>
</tr>
<tr>
<td>Books classed in LC-NA or Dewey 720s</td>
<td>12086</td>
<td>$9470.19</td>
</tr>
<tr>
<td>Other Books</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Periodical Subscriptions (NA)</td>
<td>29 (titles)</td>
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<tr>
<td>Other Serial Subscriptions (gifts or comes with another subscription)</td>
<td>5 (titles)</td>
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</tr>
<tr>
<td>Total serial volumes</td>
<td>2525</td>
<td></td>
</tr>
<tr>
<td>Microfilm Reels</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Microfiche</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Slides</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Compliance with the Conditions for Accreditation
<table>
<thead>
<tr>
<th>Type of Media</th>
<th>2006-2007 LSU NAAB Architecture Program Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Videos</td>
<td>2</td>
</tr>
<tr>
<td>CD-ROMs</td>
<td>10</td>
</tr>
<tr>
<td>Photo-CDs</td>
<td>0</td>
</tr>
<tr>
<td>Digital Image Files</td>
<td>0</td>
</tr>
<tr>
<td>Other Electronic Publications</td>
<td>385</td>
</tr>
<tr>
<td>Drawings (Uncataloged in Special Collections)</td>
<td>315</td>
</tr>
<tr>
<td>Photographs</td>
<td>0</td>
</tr>
<tr>
<td>Other (specify) Vertical File (DRC)</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15,357</strong></td>
</tr>
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</table>

Table 11: Library Staff Expenditures

<table>
<thead>
<tr>
<th>Types of Positions</th>
<th>Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2004-05</td>
</tr>
<tr>
<td>Librarians / VR Professionals (Degreed)</td>
<td>44,248.00</td>
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<tr>
<td>Paraprofessionals</td>
<td>0</td>
</tr>
<tr>
<td>Clerks</td>
<td>0</td>
</tr>
<tr>
<td>Students Assistants</td>
<td>9,000</td>
</tr>
<tr>
<td>Volunteers</td>
<td>0</td>
</tr>
<tr>
<td>Other (specify) Scholarship Funded Students</td>
<td>0</td>
</tr>
<tr>
<td>Other (specify) Work Study Funded Students</td>
<td>0</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>$53,248.00</strong></td>
</tr>
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</table>
VISUAL RESOURCES LIBRARY

The Visual Resources Library (VRL) is a part of the College of Art and Design (CoAD) housed in room 220 of the Design Building. It serves all University faculties, but is designed to directly support the curriculums of Architecture, Art, Art History, Landscape Architecture and Interior Design with images for classroom instruction. For example, in support of the Bachelor of Architecture degree, slides are available to supplement courses in the areas of management, humanities, technology, computer and graphic communication, and architectural design.

VRL Collection
Currently the VRL physical slide collection numbers over 150,000 slides, with approximately 36,000 slides catalogued as Architectural images. The quantity of images within the collection is by no means restricted to conventional hard copy images, but includes digitized files as well. There are over 30,000 digitized images dedicated to Architecture.

The actual collection itself supports all curricula of the College of Design- Architecture, Art, Art History, Landscape Architecture and Interior Design, and includes full color slide sets for most of the major art texts. These collective images are available for all LSU faculties, with CoAD professors holding top priority. Instructors and Graduate Students with teaching assistantships also hold circulation privileges. Limited access is granted to other CoAD graduate students, undergraduates, and occasional off campus patrons. All students enrolled at Louisiana State University have access at a reader level to a large pool of digital images published for study purposes on the Interactive Multimedia Digital Library (IMDL) website created and maintained by the VRL in conjunction with the Office of Computing Services. Typically, one dozen courses reside on this site each semester.

VRL Acquisitions
Faculty needs primarily drive acquisitions. Examples of such needs include stimulating developments within a discipline, new courses or textbooks, and the addition of new faculty to the College of Art and Design, in which case entire text sets of images have been added to meet the needs of these incoming faculties.

Donations from retiring faculty are actively solicited. In the past two years the VRL has collected over 3000 donated images which are actively utilized by the faculty and students of Landscape Architecture.

Another cost effective way for the VRL to obtain such images is through digitizing personal collections on loan. Here, the library is given the opportunity to improve the breadth and depth of the collection in substantial quantities that would otherwise prove cost prohibitive. The Manager continually engages in research and collection analysis to identify and address deficiencies.

VRL Instruction
In order to maximize the effectiveness of the VRL, staff is available between the hours of 8 and 4:30 to assist patrons. The student staff receives in depth training regarding all operations and equipment so they may provide accurate and proficient assistance. Extensive one on one instruction is available at any time during the semester for new or returning faculty.

The slides are filed by media categories (Modern Architecture), then by Nationality (French), then by Artist (Le Corbusier). When the quantity or content of slides merits it, further subdivisions are assigned (Villa Savoye, and then Plans and Sketches). There is a pre coordinate index (Artist Index File) consisting of index cards directing users to the physical location of the slides. Additionally, efforts to place this information into database are underway. Utilizing advanced indexing principles,
the new post coordinate index will greatly increase access points in the VRL. Ultimately, searchability of the collection will be available by means of the VRLDID (Visual Resource Library Image Database) website.

**VRL Digital Initiatives**

There is an ongoing digitization project currently taking place within the VRL. The College of Art and Design sees digital imaging as a way to providing unrestricted access for faculty and students to high-quality image collections while concurrently preserving those collections within secure, environmentally controlled storage. VRL acquired four Nikon SuperCoolScan 4000 slide scanners (capable of scanning up to 4000 dpi) combined with four Macintosh G4 computers with 80GB Hard Drive and Graphics Support, and four Adobe Photoshop 7.0 software licenses. As a result, the VRL was able to begin scanning and storing archival quality images. These images presently available for digital projection in classrooms and in some cases for student review online. Efficient workflows are essential to the success of digital projects, and so a systems operation approach is employed as advanced scanning procedures are performed while simultaneously, data entry is meticulously recorded within database.

Courses have been assigned digitization by priority and interest. Presently 65% of VRL patrons teach their courses with the aid of the digital libraries while many others also express interest developing digital classroom lectures for their courses. Those waiting for their courses to be digitized can benefit from a sizable archived repository of scanned images. This enables instructors to teach slide-free with a digital projector and laptop computer.

**VRL Staffing**

One full time manager staffs the VRL. Accountable for all library operations, the manager oversees both traditional and new responsibilities created as a result of emerging technology. Traditional responsibilities include staff supervision as well as monitoring collection development, circulation, and inventory, so that the nearly 100 faculty members and 1150 students of the College of Design will be best served.

In addition to this manager, four part time graduate students and twelve work study students are extensively cross trained to advance operations within the collection. Continuing education is provided for all VRL staff via professional conferences for the manager, and on site instruction and computer workshops for the students. It is a priority of the manager that at least one Graduate Architecture student is hired each semester.

**VRL Facilities**

Conveniently located for Architecture students on the second floor of the New Design Building, the VRL is contained within a single room of about 1800 square feet, ample room to operate comfortably. Slide cabinets are spread among large, attractively constructed tables providing sufficient workspace for professors. Additional slide storage in wooden cabinets line one wall and Luxor cabinets dominate another wall. Six light tables are provided and reserved for faculty preparing lectures. New bulbs are installed as needed so that necessary lighting is always available. A photocopier is used to record information from slide sheets before circulating outside of the library. Slide projectors are provided to the VRL by the Instructional Resource Center for faculty use. Currently there are twelve computer terminals networked to two onsite servers. Peripheral library equipment includes a LaserJet printer, two HP color printers, and a multitude of high-resolution scanning equipment. VRL equipment available for check out to patrons include Four Sharp projectors, two Dell Latitude CPJx Laptops, one Macintosh ibook with CD-RW drive, one Macintosh G3 Powerbook, one Canon Digital Camera, tripod, slide projectors, carousels, lecterns, and copy stand for slide photography.
Environmental controls are in place and a security firm monitors the room off-site. The VRL is open to users Monday through Friday, 8-4:30. Many CoAD faculties have been issued keys and alarm codes for after hours access to the Library.

**VRL Operating Budget**
As a unit of the College of Design, the VRL is not affiliated with the LSU University Library System. The allocation of the VRL budget is determined by the dean of the College of Design based upon a formal request from the VRL manager. The manager’s salary is established and administered by the University. One graduate student positions are funded through the VRL budget while the other three are funded from assistantships by College of Design and Arts and Sciences. The two 20 hour VRL graduate assistants are paid $7000 a year. Presently $5000 is allocated for operating services and supplies. In order to acquire additional supplies and technological assets such as software and hardware, the budget is supplemented through various grants, including the LSU Student Technology Fee Grant.
3.10 Financial Resources

Program Budget
The total operating budget provided to the School of Architecture by the State of Louisiana for the 2005-2006 fiscal year was $1,381,256 (2003/04 = $1,369,932). Of this approximately $1,266,379 went to faculty and staff salaries. $37,800 went to provide Graduate Teaching Assistantships. The remainder was for operating expenses.

Endowments and Scholarships
Several scholarships and awards are given to students every year. Approximately $15,000 is available each year from endowed bequests, manufacturers’ organizations, and the local AIA chapter. Additional scholarships are available on a competitive basis for entering students from the University, and for upper level students from the American Institute of Architects. Each year several of our students are successful in obtaining support from these sources.

The School of Architecture has several accounts in the LSU Foundation. These funds are replenished annually through a variety of fundraising efforts coordinated by the College of Art and Design Dean’s Office. These funds are used to supplement the School’s operating budget in support of enrichment programs such as visiting lecturers and critics, and to assist AIAS and NOMAS.

Development Activities
The School’s development activities are coordinated with the efforts of the College of Art and Design. The College employs a full-time development officer who works closely with the Dean of the College and the Director of the School of Architecture. These efforts include visits to the offices of alumni, industry supporters, and friends of the School. Relations are also developed or strengthened at receptions organized by the Director at professional gatherings and alumni reunions. Another source of funds is annual giving by alumni and friends in response to an annual solicitation.

Comparative Data
The following data was generated by the University Office of Budget and Planning. The first table shows comparative expenditures by the School since the last accreditation. The second table provides comparisons of the annual expenditures for each of the units in the College of Art and Design.

Table 12: Comparative Architectural Financial Data

<table>
<thead>
<tr>
<th>Architecture</th>
<th>Total FTE faculty = 17.50</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating Budgets</td>
<td>$1,208,177</td>
</tr>
<tr>
<td>Grad Asst.</td>
<td>28,735</td>
</tr>
<tr>
<td>Endowments</td>
<td>502,879</td>
</tr>
<tr>
<td>Scholarships</td>
<td>3,898</td>
</tr>
<tr>
<td>Development</td>
<td>10,434</td>
</tr>
</tbody>
</table>
### Table 13: Comparative College Financial Data

#### Landscape Architecture
2005/06 student enrollment = 156 BLA / 31 MLA  
Total FTE faculty = 15.00

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Services</td>
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<td>3,500</td>
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<td>9,150</td>
<td>9,150</td>
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<tr>
<td>Supplies</td>
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<td>8,100</td>
<td>8,100</td>
<td>8,100</td>
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<td>Other Services</td>
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<td>2,590</td>
<td>4,590</td>
<td>4,590</td>
<td>2,500</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$970,083</td>
<td>$974,681</td>
<td>$1,180,888</td>
<td>$1,165,148</td>
<td>$1,124,826</td>
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<tr>
<td>$$$ per Student</td>
<td>4,576</td>
<td>4,849</td>
<td>5,202</td>
<td>5,602</td>
<td>6,015</td>
</tr>
</tbody>
</table>

#### Art
2005/06 student enrollment = 424 BFA / 51 MFA  
Total FTE faculty = 37.35

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Services</td>
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<td>1,906,764</td>
<td>2,012,059</td>
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<td>263,275</td>
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<td>Student Wages</td>
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<td>5,468</td>
<td>5,468</td>
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<td>Travel</td>
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<tr>
<td>Supplies</td>
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<tr>
<td>Other Services</td>
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<td>1,000</td>
<td>1,000</td>
<td>1,000</td>
<td>1,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$2,485,244</td>
<td>$2,488,296</td>
<td>$2,260,089</td>
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<td>$$$ per Student</td>
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<td>4,758</td>
<td>4,397</td>
<td>4,471</td>
<td>5,059</td>
</tr>
</tbody>
</table>

#### Architecture
2005/06 student enrollment = 190 BArch / 28 MArch  
Total FTE faculty = 17.50

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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<tbody>
<tr>
<td>Personal Services</td>
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<td>28,735</td>
<td>32,400</td>
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<td>1,992</td>
<td>1,992</td>
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</tr>
<tr>
<td>Travel</td>
<td>14,000</td>
<td>14,000</td>
<td>14,000</td>
<td>14,000</td>
<td>14,000</td>
</tr>
<tr>
<td>Operating</td>
<td>13,250</td>
<td>26,250</td>
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<td>20,585</td>
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<td>10,000</td>
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</tr>
<tr>
<td>Supplies</td>
<td>6,000</td>
<td>6,000</td>
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<td>6,000</td>
<td>6,000</td>
</tr>
<tr>
<td>Other Services</td>
<td>5,000</td>
<td>5,000</td>
<td>12,000</td>
<td>12,000</td>
<td>17,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<tr>
<td>$$$ per Student</td>
<td>5,894</td>
<td>6,124</td>
<td>6,261</td>
<td>5,892</td>
<td>6,336</td>
</tr>
</tbody>
</table>
3.11 Administrative Structure

Statement Verifying the Institution’s Accreditation

Louisiana State University is accredited by the Southern Association of Colleges and Schools (SACS). The Commission on Colleges of SACS is the recognized accrediting body in eleven U.S. southern states (Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia) and in Latin America for those postsecondary degree-granting institutions that award degrees at any or all of the following levels: associate, bachelor’s, master’s, and doctoral. The Commission on Colleges is a representative body elected by the SACS College Delegate Assembly and charged with carrying out the accreditation processes. Principal concerns in accreditation are the improvement of education quality throughout the region and the assurance to the public that regional institutions meet established standards.

Description of the Program’s Administrative Structure

The relationship between the School of Architecture and the University is maintained through the traditional academic structure – Provost, Dean, Director/Chair. The School is one of three schools and one department constituting the College of Art & Design. Most actions relating to academic or personnel operations of the School are first directed to the College.

Prior to 1979, the educational programs that currently comprise the College of Art and Design were designated as departments in the School of Environmental Design. As a result of growth and the professional nature of the related programs, the unit was elevated to full collegiate status in 1979. The administrative subdivisions of the College are:

- the School of Architecture,
- the School of Art,
- the School of Landscape Architecture, and
- the Department of Interior Design.

Each unit has an administrative head who is appointed by the LSU Board of Supervisors, based upon the recommendations of the Dean of the College.

The highest administrative officer of the College of Art and Design is the Dean, who reports directly to the Executive Vice Chancellor for Academic Affairs and Provost of the University. The Dean is assisted by an Associate Dean for Academic Affairs and another Associate Dean for Research.

The Director is the administrative officer of the School, and reports directly to the Dean of the College of Art and Design. The Director is appointed by the LSU Board of Supervisors, based upon the recommendation of the Dean and Provost. The Director’s appointment is approximately 80% administrative and 10% instructional. The Director is responsible for:

1. Assume responsibility for the quality, effectiveness, and progress of the School. Maintain School correspondence, manage school office, determine faculty and support personnel needs.
2. Formulate and execute School policies and execute University and College policies as they affect the School, with due regard for the prerogatives and responsibilities of the faculty. Supervise faculty performance, protect faculty rights, and defend academic freedom.
3. Recommend all appointments, promotions (other than promotions to Boyd professor), dismissals, leaves, salaries, and salary adjustments, and all other personnel actions relating to the School academic and non-academic staff.
4. Call and preside over all meetings of the School faculty. Implement faculty actions as appropriate.

5. Coordinate the recruitment of new faculty members and advertise vacancies appropriately, consistent with the University's policies on equal employment opportunity and affirmative action.

6. Prepare and execute the School budget. Prepare budget requests and requisitions, maintain budget records, improve cost effectiveness, allocate travel and supplies money.

7. Have general charge of all University property charged to the School. Supervise use of supplies and equipment, protect against loss and unauthorized use, and be responsible for maintenance.

8. Be responsible for the academic counseling of majors in the School, curricular advising, career counseling, building and maintaining good faculty-student relations.

9. Prepare class schedules and assign faculty members' teaching schedules. Maintain proper faculty/student ratios, offer courses in desirable sequence.

10. Annually conduct a review of the service of each member of the School faculty as provided in PS-36. Evaluate teaching, research and other faculty service.

11. Recommend changes in courses and curricula, as those changes originate within the School. Evaluate academic programs, suggest and encourage appropriate faculty action.

12. Consider academic appeals by students as provided in the University's academic appeal procedure.


14. Implement policies for the safety and protection of employees and students in the School. The School Director has the authority to take emergency action which he/she deems appropriate to avoid accidents or damage to personnel or property, pending investigation by the Dean and appropriate safety committees and other officers.

15. Assume primary responsibility for recruiting of graduate students and undergraduate majors.

16. Serve as communications officer for all official business within the School and with the Dean of the College of Design. Encourage and facilitate communication, understanding, and collegiality.

17. Promote the public image of the School and University. Provide professional leadership, increase School visibility, encourage good public relations, explain and defend policies and procedures.

18. Promote excellence in teaching and scholarship. Encourage and facilitate good teaching and research, enforce academic standards, orient new faculty members, facilitate faculty growth and development; encourage preparation and submission of grant proposals.

19. Assign specific duties to school faculty members and define the faculty member's responsibilities to the University. Appoint committees and delegate responsibility.

20. Maintain an active role in scholarship and teaching.

The Director appoints two faculty members to serve as Graduate and Undergraduate program coordinators. The Graduate Coordinator is the Chair of the Graduate Committee (consisting of all faculty who are members of the graduate faculty).
The Graduate Coordinator is responsible for:
1. Direct and coordinate recruitment and admissions for the Graduate Program with the School Director and staff.
2. Oversee coordination between the School of Architecture and the LSU Graduate School concerning admissions, students and graduate faculty status.
3. Advise Director on faculty teaching assignments in graduate courses.
4. Advise Director on assignment of graduate research and teaching assistantships.
5. Advise graduate students on progress through the curriculum toward completion of graduation requirements, including thesis organization, selection of student’s thesis committee, etc.
6. Chair Graduate Program Committee in the School of Architecture.
7. Member of Curriculum Committee in the School of Architecture.
8. Consult with School of Architecture on the completion of the above student’s requirements.

The Undergraduate Coordinator serves as a member of the Undergraduate Curriculum Committee and an ex-officio member of the Graduate Curriculum Committee. The Coordinator is also responsible for:
1. Review and monitor student progress through the curriculum in conjunction with the College of Design and LSU advisors. Coordinate review of degree audits and degree audit substitutions.
2. Coordinate transfer student admission with Admissions Office and College of Design.
3. Consult with director on first-year selective admissions.
4. Advise director on teaching assignments and course offerings.
5. Coordinate with director and office staff on room assignments/reservations and semester schedule book preparations.
6. Serve on undergraduate curriculum committee.

The Director is also assisted by two full-time staff. The Office Coordinator 2 is responsible for: administrative functions, office management, supervision of classified and student employees, accounting, personnel, purchasing, travel and payroll. All duties require a high degree of confidentiality. Knowledge and understanding of university policies and procedures, as well as the LSU mainframe system, are essential to carry out required duties.

The Office Coordinator 1 is responsible for: general office management, electronic communication, word processing, data base management, scheduling of appointments and support of academic functions (such as maintaining student records, faculty support, and student recruitment). All duties require a high degree of confidentiality. Both positions have detailed job descriptions on file in the office and at the Office of Human Resource Management.

The College of Art and Design is a major academic component of Louisiana State University and, consequently, the School of Architecture enjoys a degree of autonomy that is comparable to that of other professional programs in the institution.
3.12 Professional Degrees & Curriculum

TITLES OF THE DEGREES OFFERED

- Master of Architecture (3 – years)
- Bachelor of Architecture (5 – years)

The following is the description of the Master of Architecture degree program. The second half of this section contains a description of the Bachelor of Architecture degree program.

In the United States, most state registration boards require a 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 six-year, three-year, or two-year term of accreditation, depending on the extent of its conformance with established educational standards. Master's 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.

MASTER OF ARCHITECTURE DEGREE Overview & Degree Program

The M.Arch degree in architecture is a professional degree program dedicated to the development of professional skills and design excellence as a means of engaging the natural and cultural forces that shape the built environment. The program emphasizes inquiry into the role of design in the study of place, the role of architecture in the structure and perception of the city, and the relationship of these to the conceptual and physical assembly of buildings.

This emphasis is inherently urbanistic in outlook and focuses on architectural design in relation to physical changes in community as a response to the apparent tension between the evolving forces of modernism and the tangible presence of cultural traditions. Understanding and preserving existing historic buildings, sites, and urban districts, and the integration of these into ambitious and richly contextual modern cultural landscapes are seen as central to the continuing vitality of community. Investigation of the remarkable diversity of urban and rural landscapes of Louisiana and the Lower Mississippi Delta Region provides a local context for informed studies that lead to engagement with broader regional and global concerns.

Degree Program

The school offers graduate studies to students with degrees in other fields or to students with pre-professional degrees in architecture who wish to pursue a professional career in architecture (professional course of study). The vast majority of our students have undergraduate degrees in fields outside of design, so they have already completed the prerequisite general studies to undertake professional studies. Additionally, the school offers graduate studies to students with professional undergraduate degrees in architecture who want to enhance their professional development through advanced study (post-professional course of study). All options lead to the Master of Architecture (M.Arch.) degree. This professional degree program is accredited by the National Architectural Accrediting Board (NAAB).

The minimum requirements for the degree are 36 hours of graduate-level course work, 18 hours of which must be at the 7000 level. Course formats include design studios, lectures, seminars, and
hands-on encounters with the built environment. Independent study is both encouraged and expected.

**Professional Course of Study**

Students without a background in architecture are required to complete up to 42 semester hours of background courses, plus 36 hours of graduate-level course work. This sequence usually takes three years to complete.

Students with some background in architecture (a pre-professional degree or course work in architecture from NAAB accredited institutions) are evaluated to determine the extent of background courses they will be required to complete.

Students with architecture degrees from international institutions are evaluated for advanced placement based on a review of their portfolios and their academic transcripts. It is important to note that even with advanced standing these students must meet the minimum requirements for the degree (36 credit hours), regardless of their previous experience. It is likely this minimum will take at least two years to complete.

The core of the professional course of study is a graduate design studio sequence consisting of six design studios, each of which employs an iterative pedagogical process of expanding complexity as a student advances through the sequence. This process begins with an exploration of form and spatial experience, then moves toward a holistic synthesis of architectural issues ranging from the pragmatic to the philosophical, preparing the student to undertake a comprehensive project in the final semester. This studio sequence is supported by a range of required professional courses. Students also have the option to pursue a thesis in the final semester of the program.

**Outline of the curriculum:**

**MASTER OF ARCHITECTURE**

Professional Course of Study

<table>
<thead>
<tr>
<th>Fall I</th>
<th>Spring I</th>
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</thead>
<tbody>
<tr>
<td>Arch 7001 Grad. Design Studio I 6</td>
<td>Arch 7002 Grad. Design Studio II 6</td>
</tr>
<tr>
<td>Arch 3005 History of Arch. I 3</td>
<td>Arch 4700 Research Methods 3</td>
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<tr>
<td>Arch 2003 Arch. Techniques 3</td>
<td>Arch 3006 History of Arch. II 3</td>
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<tr>
<td>Fall II</td>
<td>Spring II</td>
</tr>
<tr>
<td>Arch 7003 Grad. Design Studio III 6</td>
<td>Arch 7004 Grad. Design Studio IV 6</td>
</tr>
<tr>
<td>Arch 4007 History of Arch. III 3</td>
<td>Arch 3008 Environmental Control Sys. 3</td>
</tr>
<tr>
<td>Arch 3007 Arch. Systems 3</td>
<td>Arch 3004 Structures II 3</td>
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<tr>
<td>Arch 3003 Arch. Structures I 3</td>
<td>xxxxxx Approved Elective 3</td>
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<td>15</td>
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<tr>
<td>Fall III</td>
<td>Spring III</td>
</tr>
<tr>
<td>Arch 7005 Grad. Design Studio V 6</td>
<td>Arch 7006 Grad. Design Studio VI 6</td>
</tr>
<tr>
<td>Arch 4062 Urban Design &amp; Planning 3</td>
<td>Arch 5006 Professional Practice 3</td>
</tr>
<tr>
<td>Arch 4031 Structures III 3</td>
<td>Arch 5005 Adv. Arch. Techniques 3</td>
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<td>12</td>
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</table>
Note: The curriculum outlined above represents the minimum requirements for the degree unless advanced placement has been granted. Students are encouraged to take elective courses as their schedules will allow. Based on an assessment of their knowledge of basic math and physics necessary to take the Structures courses, some students may be expected to take a course (or courses) in the first year to assure that they are well prepared to take Arch 3003 the following fall.

Degree Requirements: 36 hours of graduate-level course work, 18 hours of which must be at the 7000 level. All of the undergraduate courses listed above are considered background courses and do not count toward the degree, but they are required unless advanced placement has been granted. Substitutions may be approved by the Graduate Curriculum Committee, but all students must meet the minimum requirements described above.

THESIS OPTION

Graduate students in the Professional Course of study will have the option to pursue a Thesis in their final semester in lieu of ARCH 7006. Students pursue this option according to the following process:

1. A one page statement of intent describing the proposed thesis topic must be submitted to the Graduate Program Coordinator by the last day of classes in the Spring semester of the Second Year for review by the Graduate Faculty. For the Statement of Intent to be approved a Graduate Faculty member must be identified as Chair of the student's Thesis Committee.

2. A revised statement of intent, draft outline of content, a proposed schedule of work, and an annotated bibliography must be submitted to the student's Thesis Committee Chair by the first day of classes in the Fall Semester of the Third Year. Based upon the recommendation of the Thesis Committee Chair the Graduate Faculty will either approve the thesis project for continued development, or reject the proposal and direct the student to pursue the non-thesis option. The Graduate Faculty must provide its decision to the student in writing by the last day to add classes in the Fall Semester.

3. By the last day of classes of the Fall Semester of the Third Year the student must have received approval from the Thesis Committee Chair for both the Thesis Proposal and a Thesis Committee that meets Graduate School criteria. A Thesis student may chose to pursue the non-thesis option at any time in this process by submitting a letter to the Graduate Program Coordinator and completing all required coursework for the non-thesis option.

Recent changes in the professional curriculum:
In this section of the last APR (2003) several possible changes to the professional MARCH curriculum were discussed. These included the following:

- Moving the Architectural Systems course (Arch 3007) from the first year to the second year, to coincide with the studio course that focuses on building technology (Arch 7003).
- Moving the Research Methods course (Arch 4700) from the second year to the first year (probably in the fall semester, but it could take the spot that the computer course now occupies with that course moving to the fall). The Research Methods course was originally conceived as a thesis definition course. Since we now realize that most (if not all) of our students will take the non-thesis path, we see more value in placing such a course earlier in the curriculum with a broader focus that would introduce students to a wide range of issues.
- Moving the Urban Design and Planning course (Arch 4062) from the second year to the third year to coincide with the design studio that focuses on urban/community design issues.

The Graduate Curriculum Committee reviewed surveys of recent graduates of the program and met with several current students to get their opinions regarding these proposed changes and other ways
of improving the curriculum. The students raised several concerns including problems associated with starting the program in the summer, the number of required electives (and the resultant semester course load), and starting the structures sequence in the first year. After a thorough review of the issues the Committee presented a revised curriculum to the faculty. The revisions included everything listed above in addition to eliminating the initial summer (ARCH 4003 and ARCH 4033), reducing the number of required electives, and moving the start of the structures sequence to the second year. The faculty approved the changes in the spring of last year (February 2006). A transitional curriculum was created for current students that incorporates several of the changes listed above.

Post-Professional course of study:
The following is a description of our post-professional course of study, which is open only to students who already hold a professional degree from an NAAB accredited program.

MASTER OF ARCHITECTURE
Post-Professional Course of Study

This program is intended for students with a professional degree in architecture from an NAAB accredited program who want to pursue advanced study. Prospective students must submit a statement of intent detailing academic interests and career goals. Admission to this program depends on the applicant’s ability to communicate study objectives and interests that match the teaching and research strengths of the school.

For students who wish to pursue the post-professional program at the master’s level in architecture, a total of 36 credit hours are required (30 hours of graduate-level course work, 15 hours of which must be at the 7000 level, plus 6 hours of thesis). Each student in the program is required to take 12 hours of core courses and a program of advanced specialized study consisting of 18 hours of elective courses approved by the student’s thesis committee.

Graduate Minors or Concentrations
The following is a description of a formal concentration that has been approved by the Graduate School. Upon graduation, students who satisfy the requirements of this concentration receive diplomas that acknowledge this accomplishment.

MASTER OF ARCHITECTURE
Heritage Conservation Concentration

The Heritage Conservation Concentration promotes the belief that an integrated strategy encompassing design, historic preservation, and economic development is essential to community vitality. This interdisciplinary approach ensures cultural richness and continuity of human experience by capitalizing on heritage conservation resources as a cornerstone of sustainable communities. The program seeks students interested in pursuing a variety of natural and cultural heritage issues as a means to formulating new strategies for resolving social and economic development challenges.

Students in the Heritage Conservation Concentration become actively engaged in public service, research, and educational issues that are fundamental to maintaining the integrity of historic communities. Concentration activities include resource inventories and assessments, HABS/HAER projects, and community design. Through the computer laboratory of the Office of Community Preservation, the concentration also emphasizes development of new resource documentation, information management, and computer-based visualization strategies that enhance conservation and revitalization decision processes.
The Heritage Conservation Concentration can be pursued through either of the graduate courses of study offered by the School of Architecture. In the Professional Course of Study students will take the courses listed below in the place of the "Approved Electives" and the "Architecture History" elective in the second and third years of the program. In the Post-Professional Course of Study the 36-semester-hour curriculum includes 12 hours of core courses, a program of advanced specialized study consisting of 18 hours of elective courses approved by the student’s thesis committee, and six hours of thesis research. In either case, a program of study can be tailored to fit the needs and interests of individual students based on a review of prior experience and academic accomplishment.

Current information about the Heritage Conservation Concentration and the Office of Community Preservation may be accessed through the Internet by contacting the Louisiana Heritage Network, a project of the program, at the following URL: http://lhn.lsu.edu

Course offerings for the Heritage Conservation Concentration include (credit hours):

- ARCH 4090 Restoration Studies (3)
- ARCH 4145 Louisiana and Gulf Coast Architecture (3)
- ARCH 4155 Recording Historic Structures (3)
- ARCH 4165 Applied Preservation Technologies (3)
- ARCH 4991 Advanced Computer Applications in Design (3)
- ARCH 4993 Advanced Computer Modeling (3)
- ARCH 7005 Graduate Design Studio V (6)
- ARCH 7070 Community Design Studies (3)
- ARCH 7600 Seminar in Architecture (3-9)
- ARCH 7900 Architectural Research (3-6)
- ARCH 8000 Thesis (6)

Note: enrollment in this concentration has been temporarily suspended due to the retirement of a professor who taught several of the courses listed above. Several of our faculty members are currently preparing to teach these courses, and the concentration will be available to students again next year.

New Concentration

The forms for a new concentration in Community Design are currently being processed by the Graduate School. It is anticipated that this concentration will be available to students starting in the fall of 2007.
BACHELOR OF ARCHITECTURE DEGREE Overview & Degree Program

The B.Arch is divided into three distinct phases of study. The first phase is for freshman and sophomore. During this phase we concentrate on introducing the new student to the variety of opportunities in the profession of architecture and developing their visual abilities. Visual abilities are developed through studio explorations where students are asked to make inquiries into visual phenomena and develop an appreciation for the difference between conceptual "seeing" and perception. In addition, the first two years are scheduled with general education requirements in the natural and social sciences, humanities, English, and analytical reasoning.

Situated between the second and third-year of study is a primary advising break and academic performance gate. Each year, no more than 36 students are accepted to the upper division and the third year of study. Students are evaluated based on their architecture g.p.a., their cumulative g.p.a., and an electronic portfolio design project which is blind-reviewed by members of the Undergraduate Curriculum Committee. For students wishing to change their major, they will at this point have completed the majority of their University General Education requirements as well as calculus and physics. They would be in good shape to change majors and not loose too much time.

In the third-year of the program student's integrate technical and poetics through the investigation of architectural projects. They begin to take the bulk of their professional courses: history, structures, construction technology, and professional electives.

Fourth-year is primarily an urban or community focused year with students engaging in “hands-on” community design as well as analysis and conceptual design projects at a variety of scales. This is also the year that students may choose to study in Alexandria, Virginia at the Consortium or travel abroad.

Fall of fifth-year sees the students complete a comprehensive design project which demonstrates their abilities in managing the myriad of technical issues architects must be conversant in and their abilities to expressive their intention through the manipulation of space and form.

Lastly, in the final semester, student's embark on a semester long project investigating an aspect of architecture that has captured their imagination in the previous 4 ½ years. Spring fifth-year studios have involved furniture and product design, house design and construction, computer game design, and various competitions and design/build projects.

B.ARCH Professional Course of Study

The B.Arch is a five-year, 162 credit hour program. [The University is currently mandating that all 4-year programs be at 120 hours, and 5-year programs be at 150 hours. The Undergraduate and graduate curriculum committees are investigating this issue.] All students at LSU are required to take a series of General Education courses totaling 36 hours. Architecture has added 9 more hours of general education and free electives to conform to NAAB's requirement of a minimum of 45 hours.

The core of the professional course of study is a design studio sequence consisting of 10 design studios (6 credit hours each). Students are also required to take a total of 18 hours of professional electives. The School prepares lists of acceptable electives which includes many courses from the College. Students are also encouraged to bring to our attention any other electives they are interested in and which they believe would constitute a professional elective.
Outline of the curriculum:

**BACHELOR OF ARCHITECTURE**

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
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</thead>
<tbody>
<tr>
<td><strong>First – Year</strong></td>
<td></td>
</tr>
<tr>
<td>1001 Architectural Design I 6.0</td>
<td>1002 Architectural Design II 6.0</td>
</tr>
<tr>
<td>1022 GE Trigonometry 3.0</td>
<td>1441 GE Calculus I 3.0</td>
</tr>
<tr>
<td>1001 GE English 3.0</td>
<td>xxxx GE Humanities 3.0</td>
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<tr>
<td>xxxx GE Social Science 3.0</td>
<td>xxxx GE Social Science 3.0</td>
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<td>15</td>
<td>15</td>
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<tr>
<td><strong>Second – Year</strong></td>
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<tr>
<td>2002 Architectural Techniques 3.0</td>
<td>2006 Architectural Topics 3.0</td>
</tr>
<tr>
<td>2001 GE Physics 3.0</td>
<td>xxxx GE Humanities 3.0</td>
</tr>
<tr>
<td>xxxx GE Natural Science 3.0</td>
<td>xxxx GE Natural Science 3.0</td>
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<tr>
<td>2000 GE English 3.0</td>
<td>xxxx GE Humanities 3.0</td>
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<td>18</td>
<td>18</td>
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<tr>
<td><strong>Third – Year</strong></td>
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<tr>
<td>3001 Architectural Design V 6.0</td>
<td>3002 Architectural Design II 6.0</td>
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<tr>
<td>3003 Arch Structures I 3.0</td>
<td>3004 Arch Structures II 3.0</td>
</tr>
<tr>
<td>3005 History of Arch I 3.0</td>
<td>3006 History of Arch II 3.0</td>
</tr>
<tr>
<td>3007 Architectural Systems 3.0</td>
<td>3008 Environmental Systems 3.0</td>
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<tr>
<td>xxxx Professional Elective 3.0</td>
<td>xxxx GE Arts (non-ARCH) 3.0</td>
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<td>18</td>
<td>15</td>
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<tr>
<td><strong>Fourth – Year</strong></td>
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<tr>
<td>4001 Architectural Design VII 6.0</td>
<td>4002 Architectural Design VII 6.0</td>
</tr>
<tr>
<td>4031 Arch Structures III 3.0</td>
<td>5006 Professional Practice 3.0</td>
</tr>
<tr>
<td>4062 Urban Plan &amp; Design 3.0</td>
<td>xxxx Professional Elective 3.0</td>
</tr>
<tr>
<td>4007 History of Arch III 3.0</td>
<td>xxxx Professional Elective 3.0</td>
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<td>15</td>
<td>15</td>
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<tr>
<td><strong>Fifth – Year</strong></td>
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<tr>
<td>5001 Architectural Design I 6.0</td>
<td>1002 Architectural Design II 6.0</td>
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<tr>
<td>5005 Advanced Arch Tech 3.0</td>
<td>xxxx Professional Elective 3.0</td>
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</tbody>
</table>

Total: 162
Undergraduate Minors or Concentrations
Students who have tested out of or otherwise completed most or all of the general education requirements are advised to find a minor in order to maintain full-time status. The University General Catalog (p.27) lists over 100 undergraduate minors. Popular among architecture students are the minors in Architecture History, Construction Management, Business, and Fine Arts. Due to faculty retirement, the Heritage Conservation minor is temporarily on hold. A new minor in Community Design was approved during the summer 2006.
3.13 Student Performance Criteria

The School of Architecture offers degree programs that consist of design studios and other courses carefully coordinated to provide a diverse academic foundation for the building of a successful architectural career.

The performance criteria provided by the NAAB provide a measure of the completeness of this effort. The degree programs offered in the School of Architecture meet all of the NAAB criteria. Many of these criteria are addressed in more than one required course. The following is a complete listing of the NAAB criteria with the required courses that satisfy each criterion indicated in parentheses. This is followed by a graphic matrix that cross-references each required course with the performance criterion(a) it fulfills.

The levels of accomplishment specified by NAAB are as follows:

Understanding: assimilation and comprehension of information without necessarily being able to see its full implication.

Ability: skill in using specific information to accomplish a task, skill in correctly selecting the appropriate information, and skill in applying the correct information to the solution of a specific problem.

For the purposes of accreditation, graduating students must demonstrate understanding, or ability in the following areas:

1. Verbal and Writing Skills (Arch 3005, 3006, 4001, 4002, 4007, 4062, 4700)
2. Critical Thinking Skills (Arch 2006, 4002, 4007, 4062, 7002)
4. Research Skills (Arch 4001, 4007, 4062, 5001, 3005, 3006, 4700, 7002, 7004, 7006)
6. Fundamental Design Skills (Arch 1002, 3001, 3002, 5001, 7002, 7003)
7. Collaborative Skills (Arch 4001, 4007, 7002, 7005)
8. Western Traditions (Arch 2006, 3005, 3006, 4007, 4062)
9. Non-Western Traditions (Arch 3005, 4007)
10. National and Regional Traditions (Arch 3006, 4007, 7005)
11. Use of Precedents (Arch 3001, 4001, 5001, 3005, 7002, 7005)
12. Human Behavior (Arch 3005, 3006, 4007)
13. Human Diversity (Arch 3005, 3006, 4007)
14. Accessibility (Arch 4002, 5001, 7002, 7006)
15 Sustainability (Arch 4002, 5001, 7006)
16 Program Preparation (Arch 5001, 7006)
17 Site Conditions (Arch 2006, 3002, 5001, 7002, 7005, 7006)
18 Structural Systems (Arch 3003, 3004, 4031)
19 Environmental Systems (Arch 3008)
20 Life-Safety Systems (Arch 3007, 3008)
21 Building Envelope Systems (Arch 3007, 3008)
22 Building Service Systems (Arch 3007, 3008, 7006)
23 Building Systems Integration (Arch 2006, 3003, 3004, 4031, 5001, 7006)
24 Building Materials and Assemblies (Arch 3003, 3004, 3007, 4031)
25 Construction Cost Control (Arch 5006, 7006)
26 Technical Documentation (Arch 5005, 7006)
27 Client Role in Architecture (Arch 5006, 7006)
28 Comprehensive Design (Arch 5001, 7006)
29 Architect’s Administrative Roles (Arch 5006)
30 Architectural Practice (Arch 5006)
31 Professional Development (Arch 5006)
32 Leadership (Arch 4001, 5006, 7006)
33 Legal Responsibilities (Arch 5006)
34 Ethics & Professional Judgment (Arch 4001, 5006, 7006)

Matrix: Courses Cross-referenced with Criteria Each Fulfills
The matrices on the next two pages illustrate all of the required courses in the curricula of the Bachelor of Architecture and Master of Architecture degree programs. These courses are crossed referenced with the NAAB criteria so as to demonstrate how the curricula fulfill these educational requirements.
SECTION 4
SUPPLEMENTAL INFORMATION

4.1 Student Progress Evaluation Procedures
4.2 Studio Culture Policy
4.3 Course Descriptions
4.4 Faculty Resumes
4.5 Visiting Team Report from the Previous Visit
4.6 Annual Reports
4.7 School Catalog
4.8 School By-Laws
4.9 Tenure & Promotion Policies
4.10 Course Evaluation Form
4.11 Alumni Survey Form
4.12 Student Survey Form
4.13 Research/Creativity Activity Plan
4.1 **Student Progress Evaluation Procedures**

**Procedures for Evaluating Transfer Credit & Advanced Placement**
An ongoing articulation agreement between the schools of architecture in Louisiana has resulted in a list of equivalent courses and studios. Likewise, through the Board of Regents web-site ([http://www.regents.state.la.us/](http://www.regents.state.la.us/)) a student can find course equivalencies for institutions across the State.

A student seeking credit for a course not listed in the articulation agreement or by the Board of Regents is typically sent to the specific instructor in charge of the course content in question. The instructor will make an evaluation and give a recommendation to the Director. The Director has authority to approve curricular substitutions.

Students who have take design studios at other accredited schools of architecture may be awarded advanced placement. A student is required to submit a portfolio and course descriptions for review by the Director and the Graduate or Undergraduate Coordinator. If necessary, the Graduate or Undergraduate Curriculum Committees will review course descriptions or portfolios and give advice to the Director.

**Procedures for Evaluating Student Progress**

LSU is implementing a new Degree Path on-line advising system. A student will interact with this system each semester as they register for the next. The Degree Path indicates what courses are required each semester and prevents a student from enrolling if prerequisites have not been met. The Degree Path also gives semester GPA recommendations which are valuable to architecture students as they approach the second-year gate.

LSU and the School of Architecture have a number of levels of advising and review to track the progress of students and aid them in timely progress towards graduation.
- **University Center for Freshman Year (UCFY):** The first College that all incoming freshmen are brought into. UCFY has knowledgeable advisors for guiding students through their general education credits.
- **School of Architecture Faculty:** As they move into second-year, all undergraduate architecture students are assigned a faculty member who advises them on course planning and career decisions.
- **The Graduate School:** provides advisors to help M.Arch students stay on track and meet all requirements for graduation.
- **The Undergraduate and Graduate Coordinator:** act as chief advisors for the School, picking up on issues that faculty advisors are not prepared to answer.
- **College of Art & Design:** has advisors capable of handling more complicated curricular and graduation issues. The College regularly tracks students' classroom success and failure and keeps the School updated as to which students are having academic problems.
4.2 Studio Culture Policy

The following is the School’s initial draft of its Studio Culture Policy. Development and review of this policy will be the annual responsibility of the School Curriculum Committee in consultation with the School’s chapters of AIAS and NOMAS as well as the faculty.

LSU School of Architecture Studio Culture Policy
The Louisiana State University School of Architecture affirms the value of the studio based design educational model. This value resides in the active learning that is indicative of studio education with its emphasis on dialogue, collaboration, risk-taking and learning by doing. Studios are a type of learning community with intense learning relationships that range from one-on-one faculty instruction and peer-to-peer learning. In recognition of this community, the School has the following Studio Policy, which has four mutually supporting components, (1) Workplace, (2) Workload, (3) Learning Expectations and (4) Community. The purpose of this Policy is to endorse and foster a transparent, equitable, and responsible learning environment.

1. Workplace: The School makes the building and the studios available 24 hours a day / 7 days a week, and each student is assigned a desk for their own use for the duration of the studio course. To take full advantage of this situation, students are required to have all the tools and equipment needed to effectively work in class. Additionally, the School recommends that students use the studio and their desks as their primary workspace during non-studio hours. By using studio in this way, students will avail themselves of the advantages of the studio learning environment. In other words, the student will learn from their peers as well as their instructors. Class attendance is also crucial to studio learning. Group and individual instruction is given during studio and studio is valuable time to work and reduce work time outside of studio. Therefore, attendance and active participation is required at and during all scheduled class times. Students should expect a workplace that promotes an open, productive learning environment free of harassment and excessive distraction.

2. Workload: Studio requires a significant commitment of time because it is project-based learning. This type of learning is time intensive because, though group and individual instruction is given, learning occurs while students work through a project. This work is not a direct path to a single solution but rather an iterative and experimental process leading to multiple solutions. Additionally, time management skills, rather than sheer amounts of time, are required to succeed in Studio in particular and College at large. Students must not only ‘put in the time’ but also must use that time effectively. In recognition of this need for time management skills the School has a close relationship with the LSU’s Center for Academic Success and includes as part of its first year experience workshops by the staff at the Center. The School encourages students to utilize the Center. Finally, the School requires the clear articulation of course learning objectives and outcomes such that students may budget time with some predictability (see Learning Expectations below).

3. Learning Expectations: The School requires that each course have clear learning objectives, outcomes and assessment criteria, and that these components are stated in the course syllabus or project statements. Students should expect to be given a clear understanding of what they are to learn in a course or through a particular project, though not to be given the answer. Students should know what they are to produce, though, at times, the student may be asked to produce a list of things that the student must produce. Students should expect to be given assessment criteria by which their work will be evaluated. This assessment criterion is not a recipe for good work but rather a description of many of characteristics found in good work.
4. Community: The School is committed to creating and maintaining an inclusive, optimistic and intellectually challenging learning environment that embraces individual difference. The School encourages active, open and respectful discourse among and between students, faculty and staff. Criticism, crucial to effective education, must be constructive and never demeaning. The School recognizes intellectual and creative diversity as a strength and promotes exploration within the context of learning expectations.
4.3 Course Descriptions
The following are descriptions of required and elective courses in the undergraduate and graduate programs. The courses are grouped by course numbers (1000s, 2000s, 3000, ...) with required courses first followed by electives.

COURSE TITLE:
ARCH 1001 Architectural Design I

CREDITS, ETC:
6 credit hours, studio, required undergrad, fall semester

PREREQUISITES:
Acceptance to the School of Architecture

COURSE DESCRIPTION:
Catalog description: Emphasis two-dimensional representation of three-dimensional forms, development of basic skills in architectural design, drawing and modeling.

Syllabus description: This course focuses on two broad fundamental topics: representation and space-making. These topics and mastery of them are considered fundamental to the making of architecture, though, in themselves, they do not constitute architecture. In other words, they are necessary to architecture but not sufficient to make architecture without other components, such as those you will encounter in subsequent architecture courses.

COURSE OBJECTIVES:
(1) Draw and model using the conventions of architectural representation
(2) Use the principles governing the phenomenon of perception
(3) Use representation as tool of inquiry and speculation
(4) Incorporate constructive criticism into your work
(5) Use an iterative and reflective process.
(6) Arrange and assemble material to make figurative space.
(7) Compose using a hierarchy of elements: primary, secondary, and tertiary.
(8) Describe and explain one’s work articulately.

ATTENDANCE POLICY:
You are required to have all the tools, equipment and material needed to effectively work in class. Attendance is required during all scheduled class times. Unexcused absences in excess of three (3) will result in the student being reported to the Dean’s Office and may result in failure of the course.
You are also required to attend school meetings and lectures outside of class time as assigned by the instructor.

GRADING POLICY:
Students are evaluated on their submitted work, quality of inquiry, class participation, and progress on assigned projects. A passing grade will not be awarded for the simple completion of project requirements. Conversely, a passing grade may be reward to an incomplete project if the instructor notes significant development, learning and intellectual risk-taking. Late and incomplete work will only be accepted at the instructor’s discretion. Grades will be issues for each drawing, modeling and design assignments. A preliminary overall grade will be issued at midterm (or there about). Grades for exams and quizzes will be grade on a numerical scale of 0-100 pts and will constitute 10% of your overall grade. The balance of your grade will bear on your drawing, modeling and design assignments.
TEXTBOOKS:
There are no required textbooks.
Readings will be assigned throughout the semester. They will be made available to you via this blackboard site.

FACULTY:
Pitts, Sullivan, Castore, Ross.

NAAB CRITERIA:
3, 5

COURSE TITLE:
ARCH 1002 Architectural Design II

CREDITS, ETC:
6 credit hours, studio, required undergrad, spring semester

PREREQUISITES:
ARCH 1001

COURSE DESCRIPTION:
Catalog description: Emphasis on the organization of spaces, forms, and process and the development of basic skills in architectural design, drawing and modeling.

Syllabus description: Our studio will focus on developing and honing your 3-D and spatial compositional skills. In this class, composition means the arrangement of elements (chipboard and basswood pieces) such that a specific intent is tested. Accordingly, this semester we will focus on the making and manipulation of form and space as it relates to intent. We will be most interested in issues such as the legibility of space(s), the interrelationship of form and space, and the role of intent in the development of form and space. Our goal builds on last semester’s focus on representation and spatial definition in that you will be expected to carry into this current semester those skills learned in the last.

COURSE OBJECTIVES:
(1) Arrange and assemble material to make space and form which tests intent.
(2) Describe and explain one’s intent and the way in which one’s composition tests that intent.
(3) Design a composition using a hierarchy of elements: primary, secondary, and tertiary.
(4) Design a composition using a complex form¹ and complex form².

From last semester:
(5) Draw and model using the conventions of architectural representation and expressive drawing.
(6) Use model-making as tools of inquiry.
(7) Incorporate constructive criticism into your work.
(8) Use an iterative and reflective process.

ATTENDANCE POLICY:
You are required to have all the tools, equipment and material needed to effectively work in class.
Attendance is required during all scheduled class times. Unexcused absences in excess of three (3) will result in the student being reported to the Dean’s Office and may result in failure of the course.
You are also required to attend school meetings and lectures outside of class time as assigned by the instructor.
GRADING POLICY:
Students are evaluated on their submitted work, quality of inquiry, class participation, and progress on assigned projects. A passing grade will not be awarded for the simple completion of project requirements. Conversely, a passing grade may be reward to an incomplete project if the instructor notes significant development, learning and intellectual risk-taking.
Late and incomplete work will only be accepted at the instructor's discretion.
Grades will be issues for each drawing, modeling and design assignments. A preliminary overall grade will be issued at midterm (or there about). Grades for exams and quizzes will be grade on a numerical scale of 0-100 pts and will constitute 10% of your overall grade. The balance of your grade will bear on your drawing, modeling and design assignments.

FACULTY:
Sullivan, Castore, Ross, others.

NAAB CRITERIA:
3, 5, 6

COURSE TITLE:
ARCH 2001 Architectural Design III

CREDITS:
6 credit hours, studio, required undergrad, fall semester

PREREQUISITES:
ARCH 1002

CO-REQUISITES:
ARCH 2003 Techniques

COURSE DESCRIPTION:
Investigations into the interrelationships of form, space and intent through the introduction of basic architectural elements using modeling and drawing.

LEARNING OBJECTIVES:
Astutely observe, characterize, and represent both the qualitative and quantitative aspects of an existing space and/or object; become familiar with the usefulness (and the limitations) of understanding the visual field as a form of cultural communication; create form and manipulate space to achieve a stated intent; draw and model proposals using the conventions of architectural representation; demonstrate an ability to clearly present a project to others; design an architectural element(s) that expresses an intention.

COURSE REQUIREMENTS:
A critical aspect of studio-based learning is the interaction between its participants; student to faculty during class as well as student to student after class. Accordingly, the students must attend all scheduled classes. Unexcused absents in excess of three (3) is grounds for failure of the course. Also, students are required to use their studio desk as their primary work station.
Grading is based on a combination of daily progress, course and project objectives, and project requirements. All projects are to completed and submitted to the faculty for evaluation at the designated date and time. Incomplete work will be downgraded.
FACULTY:
Lackett, Sofranko, Sign, Bertolini, Desmond

NAAB CRITERIA:
2, 5, 15

COURSE TITLE:
ARCH 2003 Architectural Techniques

CREDITS:
3 credit hours, lecture/lab, required grad & undergrad, fall semester

PREREQUISITES:
ARCH 1002

CO-REQUISITES:
ARCH 2001

COURSE DESCRIPTION:
Exploration of drawing, modeling, and digital applications to the design process; specific techniques will vary based on projects assigned in design studios.

LEARNING OBJECTIVES:
Learn basic commands and applications for various software: AutoCAD, PhotoShop, SketchUp, Illustrator, Viz, VectorWORKS, form-Z,...

COURSE REQUIREMENTS:
Attendance  Students must attend all scheduled classes.  Unexcused absents in excess of three (3) is grounds for failure of the course.  Also, students are required to use their studio desk as their primary work station. Grading is based on a series of projects assigned throughout the semester.  All projects are to be completed and submitted as hard copy or on disc at the designated date and time.  Incomplete work will be downgraded.

FACULTY:
Castore

NAAB CRITERIA:
3

COURSE TITLE:
ARCH 2002 Architectural Design IV

CREDITS, ETC:
6 credit hours, studio, required undergrad, spring semester
PREREQUISITES:
ARCH 2001

CO-REQUISITES:
ARCH 2006 Topics

COURSE DESCRIPTION:
Development of an organization of ideas and process(es) for the resolution of issues of form, function, space, materials, joinery and structure. Emphasis of architecture's response to both site and program

LEARNING OBJECTIVES:
Explore the expressive potential of form as it relates to site and program; articulate how "site" and "program" are CONSTRUCTS made with implicit, value-laden frameworks; translate human activity into a static physical dimension; articulate ones intentions relative to site and program; present data in an informative and graphically compelling manner; use the 2-D and 3-D graphic conventions of architectural drafting as well as construct physical models; use a method of inquiry that is reflective (thoughtful and deliberate) and iterative (involving repetition); articulate criticism of one's own and others work.

COURSE REQUIREMENTS:
A critical aspect of studio-based learning is the interaction between students and faculty during class as well as student to student after class. Accordingly, the students must attend all scheduled classes. Unexcused absents in excess of three (3) is grounds for failure of the course. Students are also required to use their studio desk as their primary work station.

Grading is based on a combination of daily progress, course and project objectives, and project requirements. All projects are to completed and submitted to the faculty for evaluation at the designated date and time. Incomplete work will be downgraded.

FACULTY:
Lackett, Sofranko, Singh, Bertolini

NAAB CRITERIA:
2, 5, 14, 15, 19

COURSE TITLE:
ARCH 2006 Architectural Topics

CREDITS, ETC:
3 credit hours, lecture, required undergrad, spring semester

PREREQUISITES:
ARCH 2001

COURSE DESCRIPTION:
Catalog description: Use of case studies to contrast the meanings of buildings designed in urban or rural environments.

Syllabus description: The Oxford English Dictionary defines "site" as "the ground or area upon which a building, town, etc., has been built, or which is set apart for some purpose. Also, in mod. use, a plot, or
number of plots, of land intended or suitable for building purposes, and, in wider use, a piece of ground or an area which has been appropriated for some purpose; the scene of a specified activity."

In this definition, one sees a paradox. Site presents, at once, a natural condition and a constructed condition: natural in that “land” and “ground” are constituent elements and constructed in that an “appropriation” for use, purpose or activity is also a constituent condition. This paradox is typically resolved by masking or hiding the cultural processes which facilitate the appropriation. In this way, site is often seen as entirely natural - as an unquestioned given or a foundation. This foundation, however, is itself underpinned by the cultural processes that allow a particular view and use of “nature.” Our course will investigate this underpinnings and subsequent use in four parts: nature of nature (soil wind sun and vegetation), from terrain to property (the legislation of land), nature of building (our crafting of the building), contexts (development of urban form).

COURSE OBJECTIVES:
1. List and describe the attributes of the “natural” elements of site and their rudimentary uses in the design of buildings and landscapes.
2. List and describe the various ways property is regulated.
3. Describe and discuss the development of urban form as it relates to western culture’s view of nature.
4. Describe and discuss the interrelationship between building form, systems and site.

COURSE ASSIGNMENTS:
Weekly readings and response papers, presentation of readings, and final paper.

ATTENDANCE POLICY:
Class participation is a crucial component of coursework. Therefore, attendance is required at all scheduled classes as well as at school meetings and assigned lectures. Unexcused absences in excess of three (3) or excessive tardiness will result in the student being reported to the Dean’s Office and may lead to a failure of the course. Students are expected to take notes, complete all assignments and class work, and actively participate in class.

GRADING POLICY:
Assessment will include attendance, quizzes, assignments, and exams. Quizzes will be given without notice. Grades will be calculated with the following percentages:
Attendance and participation: 10%
Quizzes and Assignments: 15%
Exam 1: 25%
Exam 2: 25%
Exam 3: 25%

TEXTBOOKS:
There are no required textbooks.
Recommended textbook: Sun, Wind, and Light - 2nd ed., G.Z. Brown +/- $65.00
Readings will be assigned throughout the semester. They will be made available to you via this blackboard site. Dremweaver 8 is required software for this course.

FACULTY
Sullivan

NAAB CRITERIA:
Preparatory: 1, 3, 8 17, 23,
COURSE TITLE: ARCH 2401 Appreciation of Architecture

CREDITS, ETC: 3 credit hours, lecture, elective for non-majors (satisfies art general education requirement)

PREREQUISITES: none

COURSE DESCRIPTION: Architectural concepts and principals, architectural vocabulary, style, symbolic form characteristics, spatial character, and refinements

LEARNING OBJECTIVES: Students completing ARCH 2401 will have the ability to grasp the nature, worth, quality, or significance of architecture and to critically evaluate architecture with heightened perception and understanding based on objective as well as subjective values and standards.

COURSE REQUIREMENTS: There will be four equally weighted tests. At least one test will be multiple choice, slide recognition and essay.


FACULTY: Carpenter

NAAB CRITERIA: (not a required course in the architecture curriculum)

COURSE TITLE: ARCH 3000 Supervised Independent Study and Research

CREDITS, ETC.: 1-3 credit hours (may be taken for a maximum of 6 sem. hrs. of credit with consent of school director)

PREREQUISITES consent/permission of instructor

COURSE DESCRIPTION Investigation of areas of interest not covered in other departmental courses.
LEARNING OBJECTIVES
(varies)

COURSE REQUIREMENTS
(varies – to be determined by student and instructor)

FACULTY
(varies – available to all School of Architecture faculty)

NAAB CRITERIA
(not a required course in the architecture curriculum)

COURSE TITLE
ARCH 3001 Architectural Design V

CREDITS, ETC
6 credit hours, studio, required undergrad, fall semester

PREREQUISITES
approval for advancement to upper division in architecture

COURSE DESCRIPTION
Prerequisite: approval for advancement to upper division in architecture. 12 contact hour studio course. Required field trip. Students are responsible for paying travel expenses associated with the course. Emphasis on programming, site analysis and planning, functional planning, and resolution of structural and architectural systems.

LEARNING OBJECTIVES
1. Perform a precedent analysis of an architectural project that identifies various building characteristics and their relationship to the design intention of the project.
2. Research and present MATERIAL data in an informative and graphically compelling manner.
4. Perform visual field research of materials and building typology (program.)
5. Produce a new architecture that is based upon a pre-determined intention and explore the expressive implications of architectural space through a considered response to a context (site and program) and a design inspired by material terms (structure, skin, material environments.)
6. Propose, support, and qualify a project utilizing appropriate methods of presentation.
7. Discipline.

COURSE REQUIREMENTS
ATTENDANCE
Attendance is mandatory for the scheduled duration of the studio session. More than three unexcused absences may constitute grounds for placement on attendance probation (see Attendance Regulations in the LSU General Catalog). Since most class meetings or general discussions will take place at the beginning of the class period, it is important that all students be in the studio promptly at the beginning of class. Arriving late, leaving for extended periods of time, SLEEPING, or leaving early, unless authorized by the instructor, will be considered an unexcused absence. All research, gathering of materials, etc. will be done outside of class time. Regular attendance of the School of Architecture Lecture series is also required.

GRADING
This semester will involve one group precedent analysis and the design of two small scale projects, each with a complex program (such as chapel, gallery, branch library, etc.) located within a unique context. Students will be expected to resolve a functioning building within these specified sites and deal with material and assembly. Strict presentation submission requirements will be placed on the students. Course grades will be based on the following (percentages may vary per critic). 50% or more of each phase’s grade will be based on class participation and work presented prior to the completion of a phase. Grades will be given at the completion of each phase. Individual participation is determined by the following criteria.

Phase 1 25% (15% participation)
Phase 2 35% (20% participation)
Phase 3 35% (20% participation)
Field Trip 5% (5% participation)

TEXT
Required: Deplazes, Andrea, Constructing Architecture
Weston, Richard, Materials, Form, and Architecture
Studio Reader, Materials and Methods

FACULTY
Emery McClure, Ford, Carpenter, Zwirn

NAAB CRITERIA
3, 5, 6, 11

COURSE TITLE:
ARCH 3003  Architectural Structures I

CREDITS, ETC.
3 credit hours, lecture, required grad and undergrad, fall semester

PREREQUISITES:
Approval for advancement to upper division in architecture.

COURSE DESCRIPTION:
Building structural mechanics; statics, strength of materials, and theories of structures.

LEARNING OBJECTIVE:
Students satisfactorily completing the course should be able to understand the stress distribution in columns, beams, trusses and frames; the stability and gravity forces of building structures; lateral forces such as wind and earthquakes on buildings; and the relationship between these stress analyses and the structural concepts.

COURSE ASSIGNMENTS:
Exercises, homework and projects.

ATTENDANCE POLICY:
Students with three or more unexcused absences will be advised to withdraw from this class.

GRADING POLICY:
Students will be graded based on the produced project, homework, tests, mid-term and final examination.

Project, homework and learning attitude 10%
Tests, mid-term and final 90%
University Standards shall be used.

TEXTBOOKS:
Introduction to Structural Mechanics and Systems, by Jason Shih, LSU Bookstore.

FACULTY:
Shih

NAAB CRITERIA:
17, 22, 24, 25, 26

COURSE TITLE:
ARCH 3005 History of Architecture I

CREDITS, ETC:
3 credit hours, lecture, required grad and undergrad, fall semester / University Gen Ed Arts course

PREREQUISITES:
(no specific prerequisites)

COURSE DESCRIPTION:
The development of architectural and spatial forms as they relate to changing perceptions of self, society, and the natural world from prehistory to the 13th century.

LEARNING OBJECTIVES:
To develop familiarity with the range of architectural styles throughout the world and the major monuments of Western culture.

To develop awareness of the relationships between monuments and styles to relevant historical, social, political, technological, geographical and cultural contexts.

To develop awareness of significant architectural precedents and typologies and their role in the development of historical cultures.

To develop the ability to visually analyze and interpret architectural forms by reviewing aspects of the historical relationship of forms to meanings through lectures as well as writing and diagramming assignments.

To introduce students to the interpretation of architectural forms

To set a standard for students own later interpretations of architectural expressions in terms of historical precedents.

To reinforce students abilities to read carefully, and to write clearly about what they have read.

COURSE REQUIREMENTS:
Final grade determined by examinations (80%), by participation in research and writing assignments (20%).
COURSE TITLE
ARCH 3007  Architectural Systems

CREDITS, ETC.:
3 credit hours, lecture, required grad and undergrad, fall semester

PREREQUISITES
approval for advancement to upper division in architecture

COURSE DESCRIPTION
Detailed treatment of construction materials and systems, with emphasis on large-scale application of enclosure systems and steel and concrete structures.

LEARNING OBJECTIVES
1. Understand the origins, principles, standards, and assemblies pertaining to the manufacture and use of construction materials & components.
2. Understands the basic principles that inform the design of building envelope systems.
3. Understands the evolution, range, & appropriate applications of contemporary structural & building assemblies.
4. Ability to participate in a group assignment.
5. Understand the potential materials & methods have to communicate one’s design intentions.
6. Convert non-technical information into a technically precise description and document for purposes of review & construction

COURSE REQUIREMENTS
ATTENDANCE
Attendance is mandatory. More than three unexcused absences may constitute grounds for placement on attendance probation (see Attendance Regulations in the LSU General Catalog). Since most announcements, homework assignments or quizzes will take place at the beginning of the class period, it is important that all students be in the course promptly at the beginning of class. Arriving late or leaving early, unless authorized by the instructor, will be considered an unexcused absence. Regular attendance of the School of Architecture Lecture series is also required. There are 3 lectures this fall. All Lectures are held in Room 103 in the COAD at 4:30 unless otherwise noted. Please make accommodations to attend.

GRADING
Course grades will be based on the following percentages. Grades will be given at the completion of each assignment. Individual participation is determined by class and lecture series attendance, class discussions, quiz and exam grades and will be evaluated as part of your grade.
Quizzes/Participation 35%
Exams 35%
2 Group Drawing Assignments 30%
TEXT
Constructing Architecture Materials Processes Structures – Andrea Deplazes

FACULTY
Emery McClure

NAAB CRITERIA
21, 24

________________________________________________________________________

COURSE TITLE
ARCH 3002 Architectural Design VI

CREDITS, ETC
6 credit hours, studio, required undergrad, spring semester

PREREQUISITES
ARCH 3001, 3007

COURSE DESCRIPTION:
Emphasis on planning buildings while incorporating studies in the technologies of materials, structure, environmental controls, lighting and acoustics.

LEARNING OBJECTIVES:
Perform an analysis of air and atmosphere and the other factors that affect it.
Organize, collate, and synthesize for use prescribed mechanical/environmental systems.
Produce a new structure that is based upon a pre-determined intention and makes an architectural expression that responds to the site, constructive process, and environmental control systems (especially lighting and the conditioning of air).
Propose, support, and qualify a project utilizing appropriate methods of presentation.

COURSE REQUIREMENTS
ATTENDANCE
Attendance is mandatory for the scheduled duration of the studio session. More than three unexcused absences may constitute grounds for placement on attendance probation (see Attendance Regulations in the LSU General Catalog). Since most class meetings or general discussions will take place at the beginning of the class period, it is important that all students be in the studio promptly at the beginning of class. Arriving late, leaving for extended periods of time, SLEEPING, or leaving early, unless authorized by the instructor, will be considered an unexcused absence. All research, gathering of materials, etc. will be done outside of class time. Regular attendance of the School of Architecture Lecture series is also required.

GRADING
This semester will involve the design of several projects of medium scale, each with a complex program (such as gallery, health club, bathhouse, etc.) located within a unique context. Students will be expected to resolve a functioning building within these specified sites and deal with environmental control. Strict presentation submission requirements will be placed on the students. Course grades will be based on the following (percentages may vary per critic). 50% or more of each phase’s grade will be based on class participation and work presented prior to the completion of a phase. Grades will be given at the completion of each phase. Individual participation is determined by the following criteria.
Phase 1  40% (20% participation)
Phase 2  40% (20% participation)
Phase 3  20% (10% participation)

TEXT
Required: Hyde, Richard. Climate Responsive Design

FACULTY:
Carpenter, Emery McClure, Ford, Zwirn

NAAB Criteria:
3, 6, 17

COURSE TITLE:
ARCH 3004 Architectural Structures II

CREDITS, ETC:
3 credit hours, lecture, required grad and undergrad, spring semester

PREREQUISITES:
ARCH 3003

COURSE DESCRIPTION:
Design and application of timber and steel structures in architecture.

LEARNING OBJECTIVES:
Students satisfactorily completing the course should be able to understand the structural characteristics of
timber and steel, describe the advantages and disadvantages of wood and steel structures and the
conditions under which each would represent the optimum choice of structural materials; compare the merits
and availability of types of structural timbers; design timber beams, columns, trusses and connections.
Develop optimum framing systems for timber structures; use the timber manual in the design of timber
structures; describe the typical types of steel structural components; design steel beams, columns, trusses,
joists and connections; use the steel manual in the design of steel structures; apply the concepts and
capabilities of prerequisite structures courses to the design of wood and steel structural systems; apply
these capabilities to future design work.

ATTENDANCE POLICY:
Students with three or more unexcused absences will be advised to withdraw from this course.

GRADING POLICY:
Students will be evaluated based on the produced project, homework, texts, mid-term and final examination.

Project, homework and learning attitude  10%
Tests, mid-term and final  90%
University Standards shall be used.

TEXTBOOKS:
Simplified Design of Steel Structures, Parker, 6th Edition.
FACULTY:
Shih

NAAB CRITERIA:
17, 22, 24, 25

COURSE TITLE:
ARCH 3006 History of Architecture II

CREDITS, ETC:
3 credit hours, lecture, required grad and undergrad, spring semester / University Gen Ed Arts course

COURSE DESCRIPTION:
The development of architectural and spatial forms as they relate to changing perceptions of self, society, and the natural world from the Italian Renaissance through modern times.

LEARNING OBJECTIVES:
To develop familiarity with the range of architectural styles and major monuments in the development of modernism over the last 500 years

To develop awareness of the relationships between monuments and styles to relevant historical, social, political, technological, geographical and cultural contexts.

To develop awareness of significant architectural precedents and typologies and their role in the development of historical cultures.

To develop the ability to visually analyze and interpret architectural forms by reviewing aspects of the historical relationship of forms to meanings through lectures and diagram and model assignments.

To introduce students to the interpretation of architectural forms

To set a standard for students own later interpretations of architectural expressions in terms of and historical precedents.

To reinforce students abilities to read carefully and to write clearly about what they have read.

COURSE REQUIREMENTS:
Final grade determined by examinations (80%), by participation in research and writing assignments (20%).

FACULTY:
Desmond

NAAB CRITERIA:
1, 8, 10
COURSE TITLE:
Arch 3008 Environmental Control Systems

CREDITS, ETC:
3 credit hours, lecture, required grad and undergrad, spring semester

PREREQUISITES:
Approval for advancement to upper division in Architecture

COURSE DESCRIPTION:
Principles and practices of selection and design of mechanical systems, including lighting, electrical distributions, acoustics, plumbing, vertical transportation, and fire suppression.

LEARNING OBJECTIVES:
Students completing ARCH 3008 have an understanding of the basic principles that inform design of environmental systems including acoustics, lighting, life safety systems, plumbing, electrical vertical transportation, communication security and fire protection systems.

COURSE REQUIREMENTS:
Undergraduate and Graduate

4 exams @ 20% each
2 projects@ 10% each

Grading Scale – University Standard

FACULTY:
Pitts

Text: Mechanical and Electrical Equipment for Buildings
Benjamin Stein, John Reynolds, most recent addition

NAAB CRITERIA:
13, 15, 18, 19, 21, 24

COURSE TITLE:
ARCH 4001 Architectural Design VII

CREDITS:
6 credit hours, studio, required undergrad, fall semester

COURSE DESCRIPTION:
Emphasis on large multi-user buildings with particular attention focused on site and context.

LEARNING OUTCOMES:
This studio will focus on understanding context and how it affects the development of conceptual design solutions.

Students satisfactorily completing the course should be able to:
1. Prepare a site inventory;
2. Prepare a research based site and context analysis;
3. Prepare a neighborhood development proposal;
4. Derive an architectural solution from the development proposal.

GRADING POLICY:
Completion of the course work does not guarantee acceptable mastery of the course material. The following definitions of letter grades are from the University General Catalog.

A  Distinguished mastery of the course material
B  Good mastery of course material
C  Acceptable mastery of course material
D  Minimally acceptable achievement
F  Failing

Evaluation of work is based on the criteria established in each problem statement and as described in the course syllabus.

FACULTY:
Cuddeback, Bosworth

NAAB CRITERIA:
1, 3, 4, 7, 11, 32, 34

COURSE TITLE:
ARCH 4002  Architectural Design VIII

CREDITS:
6 credit hours, studio, required undergrad, spring semester

COURSE DESCRIPTION:
Emphasis on the design of single or multiple buildings in complex environments.

LEARNING OUTCOMES:
This studio will focus on the development of a comprehensive solution to an architectural problem.

Students satisfactorily completing the course should be able to:
1. Interpret and refine a building program;
2. Prepare a site and context analysis based on the building program;
3. Prepare a detailed site plan;
4. Prepare a schematic design solution;
5. Prepare schematic design solutions for the structural, mechanical, and electrical components for the project.

GRADING POLICY:
Completion of the course work does not guarantee acceptable mastery of the course material. The following definitions of letter grades are from the University General Catalog.

A  Distinguished mastery of the course material
B Good mastery of course material
C Acceptable mastery of course material
D Minimally acceptable achievement
F Failing

Evaluation of work is based on the criteria established in each problem statement and as described in the course syllabus.

FACULTY:
Cuddeback, Bosworth

NAAB CRITERIA:
1, 2, 3, 5, 14, 15, 19

COURSE TITLE:
ARCH 4031 Architectural Structures III

CREDITS, ETC.:
3 credit hours, lecture, required grad and undergrad, fall semester

PREREQUISITES:
ARCH 3004

COURSE DESCRIPTION:
Design and application of concrete structures in architecture.

LEARNING OBJECTIVES:
Students satisfactorily completing the course should be able to understand the structural characteristics of reinforced and of pre-coated concrete; the advantages and disadvantages of concrete structures and conditions under which concrete would represent the optimum choice of structural materials; the design of concrete beams, slab, column; the major types of footings applications.

COURSE ASSIGNMENTS:
Exercises, Homework, and Projects

ATTENDANCE POLICY:
Attendance is required at all class sessions. Roll will be kept. More than three unexcused absences will result in a drop procedure being initiated.

GRADING POLICY:
Grades will be assigned according to quality of work and achievement of project objectives. Mid-semester grades will be determined from completed paper, three exams and also based on class performance. All work is expected to be turned in on time.

TEXTBOOKS:
ACI 318 Standard Code
CRSI Handbook
Reinforced Concrete, Prentice-Hall, by Spiegel and Limbrunner
Architectural Precast Concrete, by PCI
FACULTY:
Shih

NAAB CRITERIA:
17, 22, 24, 25

COURSE TITLE:
ARCH 4062 Urban Design and Planning

CREDITS, ETC:
3 credit hours, lecture, required grad and undergrad, fall and/or spring semester

COURSE DESCRIPTION:
Fundamentals of Urban Morphology in relation to historical, social, political, and economic systems.

COURSE OVERVIEW:
This goal of the Urban Design and Planning course is to provide the student with a directed forum to investigate the form and structure of cities. Through observation, analysis, research, and discussion, students will construct a framework for reading the city and understanding the elements that contribute to place.

COURSE OBJECTIVES:
At the conclusion of this students will:
be able to speak effectively about urban design and planning
be able to employ appropriate representational media to convey essential elements to describe the urban design and planning process.
be able to employ basic methods of data collection and analysis to the study of urban design and planning.
be able to make a comprehensive analysis and evaluation of an urban setting.
be able to identify and assume divergent roles that maximize individual talents when working as a member of a team.
be able to cooperate with others when working as a member of a team.
will be aware of the diversity of needs, values, behavioral norms, and social and spatial patterns that impact urban design and planning.
be aware of the implications of social and cultural diversity on the societal roles and responsibilities of architects.
be aware of the shifts which occur -- and have occurred -- in the social, political, technological, ecological, and economic factors that shape urban design and planning.

COURSE REQUIREMENTS AND EVALUATION:
The course grade is determined by a Final Exam (15%), two Quizzes on reading material (10%), Urban Map Making (22.5%), Team Debate (12.5%), and a Case Study (30%).

TEXTBOOKS:
COURSE TITLE
ARCH 4007 Architectural History III

CREDITS, ETC:
3 credit hours, lecture, required grad and undergrad, fall spring semester

Course DESCRIPTION:
The discourse and architectural production of the last 50 years are largely responsible for our contemporary architectural outlooks and aspirations. Thus, in the end, the course is a self-reflexive exercise—to search, analyze and understand the arché that structures our present. In other words, we will examine the raison d’être of our contemporary convictions.

COURSE OBJECTIVES:
Understanding the development of architecture and spatial forms as they relate to changing perceptions of self, society and the natural world in the Post-war period.

COURSE ASSIGNMENTS:
Weekly Readings Term Paper, 15-18 Pages Web Mapping Project

ATTENDANCE POLICY:
Attendance is mandatory for all the scheduled classes. More than three unexcused absences will constitute grounds for placement on attendance probation (see Attendance Regulations in the LSU General Catalog). Arriving late or leaving early will be considered an unexcused absence. Unexcused absence is not a right: any work missed during an excused or unexcused absence will have to be made up the student.

GRADING POLICY:
Completion of the required work does not guarantee acceptable mastery of the course material. The following definitions of letter grades are from the University General Catalog.

A  Distinguished mastery of the course material
B  Good mastery of course material
C  Acceptable mastery of course material
D  Minimally acceptable achievement
F  Failing

Grades and Assignments
Participation in Seminar based on the Reading Material 30%
Term Paper, 15-18 Pages 30%
Web Mapping Project 30%
Professional Conduct and Attendance 10%

TEXTBOOKS:
Alan Colquhoun, Modern Architecture, Oxford 2002
Adrian Forty, Words and Buildings, Thames & Hudson 2004
Robert Venturi, Complexities and Contradictions, MOMA 2002  
Rem Koolhaas, Delirious New York: A Retroactive Manifesto for Manhattan  
Peter Cook ed., Archigram, Princeton 1999  
Daniel Cohen, Globalization and its Enemies, MIT Press  

INSTRUCTOR:  
Singh  

NAAB CRITERIA:  
1, 2, 4, 5, 7, 8, 9, 10, 12  

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COURSE TITLE:  
ARCH 4032 Advanced Technology  

CREDITS, ETC:  
3 credit hours, lecture, elective, fall and/or spring semester  

DESCRIPTION:  
Seminar relating to topics of architectural technology.  

COURSE OBJECTIVES:  
The emphasis of this course will be concentrated on the selection of structural forms and systems. The best structural form/system for a given application is that which will satisfy the functional and architectural requirements of the finished structure at minimum cost. Consideration should be given also to future uses of the building, possibility of alterations, maintenance costs, and other functions. Preferred systems utilize materials properly and efficiently, provide maximum usable space, minimize the use of special equipment, and can be constructed by conventional methods and procedures.  

COURSE ASSIGNMENTS:  
Projects, readings, and exercises.  

ATTENDANCE POLICY:  
Students with three or more unexcused absences will be advised to withdraw from this class.  

GRADING POLICY:  
Students will be evaluated based on the produced projects and examinations.  

TEXTBOOKS:  
Structural Forms in Architecture by Jason C. Shih, Co-Op Publishing  

REFERENCES:  

INSTRUCTOR:  
Shih  

NAAB CRITERIA:  
(not a required course in the architecture curriculum)
COURSE TITLE:
ARCH 4041 Issues in Sustainability

CREDITS, ETC:
3 credit hours, lecture, elective, fall and/or spring semester

DESCRIPTION:
Examination of issues in sustainability as they relate to the practice of architecture.

COURSE OBJECTIVES:
Students satisfactorily completing the course will be familiar with the ways in which the green building debate is framed differently depending upon competing constructions of the environmental problem and alternative concepts of what might constitute a sustainable place. They will also be familiar with the work of several architects who have been recognized for their expertise in this area of practice, as well as some of the basic guidelines of “sustainable” design as it is currently practiced.

COURSE ASSIGNMENTS:
This course will investigate the various assumptions, beliefs, goals and bodies of knowledge that underlie the endeavor to design (more) sustainable buildings and other built environments. This will be accomplished through required readings, thematic writing assignments, case studies, and open discussion.

ATTENDANCE POLICY:
Students with three or more unexcused absences will be advised to withdraw from this class.

GRADING POLICY:
The final course grade will be determined by assigning the following weights to the various course requirements (based on their duration, complexity, and whether they are team or individual efforts):

Attendance and Participation: 10%
Writing Assignments 20%
Team Case Study Presentation: 20%
Individual case study presentation: 25%
Individual Case Study Research Paper: 25%

100%

TEXTBOOKS:

INSTRUCTOR:
Theis

NAAB CRITERIA:
(elective course) 1, 4, 7, 15.

COURSE TITLE
ARCH 4221 Selected Topics in Architecture

CREDITS, ETC.:
1-3 credit hours, (may be taken for a maximum of 9 hrs. of credit with consent of the school director)

PREREQUISITES
permission of instructor

COURSE DESCRIPTION
Studies in various subjects related to architecture.

LEARNING OBJECTIVES
(varies)

COURSE REQUIREMENTS
(varies)

FACULTY
(varies – available to all School of Architecture faculty)

NAAB CRITERIA
(not a required course in the architecture curriculum)

COURSE TITLE
ARCH 4221-10 Architecture Internship Field-Study

CREDITS, ETC.:
3 credit hours. lecture/field-study, elective, spring semester

COURSE DESCRIPTION:
Exposure to the profession of architecture and the varying disciplines involved in the building industry through weekly, on-location study with architects, engineers, planning boards, etc.

INSTRUCTOR INFORMATION:
- Kathy Lachney, Executive Director – AIA LA, 387-5579, kathyl@aiala.com, 521 America St.
  Kathy will act as overall program organizer/facilitator for AIA LA.
- Tom Sofranko, Interim Director – School of Architecture, 578-6885, tsfran@lsu.edu
  Tom will be the instructor of record, collecting assignments and issuing grades.
- Various weekly facilitators (see schedule or driving instructions).
LEARNING OBJECTIVES:
- Astutely observe and describe the groups and individuals necessary for a building project.
- Demonstrate an ability to clearly present the various building design participants to others.
- Develop a greater understanding of the role of the architect as a coordinator and leader.

COURSE ASSIGNMENTS:
Each student will compile a journal which will be due at the time of the final exam. Each week’s journal entry will begin with a record of who the students met with and the location of their meeting. The weekly journal entry will then describe the role of the professional or organization and describe the activities observed on that day and how those activities are part of a larger picture. Journal descriptions should be approximately 500 words each.

GRADING:
Grades will be assigned based on attendance as reported each field-study facilitator, and based on the quality/thoroughness of the journal. There will also be a final exam. The final course grade will be determined by assigning the following weights:

Attendance(25%) + Journal(50%) + Final Exam(25%) = 100%

INSTRUCTOR:
Various Baton Rouge design and construction offices.

NAAB CRITERIA
(not a required class)

COURSE TITLE
ARCH 4441 Aesthetics of Architecture / The Mortal Detail

CREDITS, ETC:
3 credit hours, lecture, elective, fall and/or spring semester

DESCRIPTION:
Catalog description: Development of aesthetic theory through architectural literature.

Seminar description: Architects try to make their buildings invulnerable – much like Achilles’ mother, in a way; if not from the rain of arrows, then from the arrows of rain (or points of criticism, even). But tragically, they often neglect the detail and - again like Achilles’ mother - their buildings fail both technically and conceptually at the joint. The detail is often neglected because it is viewed by architects as being subordinate to form. It is, in most minds, a secondary consideration: not design but a technical afterthought that. This seminar broadly reconsiders the detail, both architectural and non-architectural, by following Marco Frascari, who writes that details may actually generate architecture and contain the potential to express both the “construing of construction and the construction of construing.” In other words, details are not mute elements enlisted to implement a building design but instead are robust carriers of intent and bases unit of signification.

COURSE OBJECTIVES:
Read, write and discuss effectively:
Analyze an argument made by an author; identifying a significant claim and supporting evidence.
Compare and contrast claims and arguments of two or more authors.
Listen and respond to the arguments of others.
Understand and appreciate the role of details, architectural and non-architectural, in the formation of buildings and ideas that form building.
Understand the intellectual positions of various authors as they relate to details.
Analyze a building using the course material as an interpretive framework.

COURSE ASSIGNMENTS:
Weekly readings and response papers, presentation of readings, and final paper.

ATTENDANCE POLICY:
Unexcused absences in excess of three (3) or excessive tardiness will result in the student being reported to the Dean’s Office and may lead to failure of the course.

GRADING POLICY:
Grades will be calculated with the following percentages:
Attendance: 05%
Participation: 25%
Weekly response papers: 35%
In-class presentation(s): 10%
Final Paper/Project: 25%

TEXTBOOKS:
How We Die, Nuland, Sherwin
Undesigning the Bath, Loren, Koren
On Weathering, Mostafavi, Mohsen
Theorizing a New Agenda for Architecture, Nesbitt, Kate

INSTRUCTOR:
Sullivan

NAAB CRITERIA:
(not a required course in the architecture curriculum)

COURSE TITLE:
ARCH 4051 Advanced 20th Century Architectural History

CREDITS, ETC.:
3 credit hours, lecture, elective, fall and/or spring semester

PREREQUISITES:
ARCH 3005, 3006

COURSE DESCRIPTION:
Topics in 20th century architectural history and theory: writing component

LEARNING OBJECTIVES:
This class will focus on the materials and methods utilized in the profession. The class will look at the history and development of the material, those who utilized them and, the theories behind their use. The architects/engineers/builders who will guide us through the history of materials and methods will be those who captured the essence of materials and mastered them accordingly.
The semester will be structured around 6 materials and conclude with combination uses. Each section will be introduced by a slide lecture that presents the material. Students will choose topics at the conclusion of the first class. The six materials are concrete, masonry, metals, wood, synthetics, and fabric.

COURSE REQUIREMENTS:
Class Participation, Presentation Outlines, Slide Presentations (Min. 20 Slides) and 2-Page Essays. The number of presentations per student will be based on the number of students enrolled in the class. Students will present the work of an architect/engineer/builder to the class. The presentations will discuss the how and the why the individual used the material, who were their influences, and what were their contributions. Daily presentations will be followed with group discussions. An opinion essay will accompany each presentation and will become part of the classes materials and methods handbook.

Regular attendance is absolutely mandatory. Absence from more than three class meetings will lead to no credit. The grade of A represents work of superior quality; B represents work of good quality; C represents work of satisfactory quality; D represents work of unsatisfactory quality; F represents failure.

INSTRUCTOR:
Zwirn

NAAB CRITERIA:
(not a required course in the architecture curriculum)

COURSE TITLE:
ARCH 4993  Advanced Computer Graphics

CREDITS:
3  credit hours, lecture/lab, elective, fall and/or spring semester

PREREQUISITES:
Permission of Instructor

COURSE DESCRIPTION:
The development and application of advanced computer-based architectural design and communication skills.

LEARNING OBJECTIVES:
The course objective is to engage the student in specific CAD, 3-D modeling, and BIM software that best represent emerging computer-based design development applications. The student should bring to the course an understanding of basic computer concepts and applications, and an interest in using computer-based simulations to solve design problems three-dimensionally. The course will build on this foundation and advance proficiencies by applying these skills and interests to practical, hands-on exercises. Design and planning issues relating especially to Design Studio projects and Louisiana buildings and communities will serve as a graphic theme for exploring these technologies.
COURSE REQUIREMENTS:
The course will be structured as a series of advanced undergraduate/graduate level seminars. Active student participation will be expected. Attendance is mandatory, with any unexcused absence resulting in a lowering of the final grade by 10%, and 2 unexcused absences resulting in an "F" for the course. The course will consist of two lectures and labs per week, held on Tuesday and Thursday afternoons (3:00-4:30pm). Weekly assignments with emphasis on architectural applications (including studio projects) will ensure the development of student skills through hands-on experiences. Field trips will be scheduled during the semester to acquaint students with contextually significant spatial information processing challenges.

Grades will be based on assignments and written examinations. Undergraduate: Periodic exercises (3 @ 20% each)=60%, 1 Exam=10%, Participation in class=10%, Term project=20%. Graduate: Periodic exercises (3 @ 15% each)=45%, 1 Exam=10%, Participation in class=15%, Term project=30%.

Texts: The Photoshop 6 for Windows: Quickstart Guide, Dayton and Davis, Peachpit Press, 2001 (or current equivalent); Harnessing MicroStation J, Krishnan, Onword Press, 1999; Readings from MicroStation News, Cadalyst, PC Week (and other computer industry journals); Software user manuals and video tapes (available on reserve basis from computer lab)

FACULTY:
Castore, Bertolini

NAAB CRITERIA:
3 (not a required course)

COURSE TITLE:
ARCH 5001 Comprehensive Architectural Design

CREDITS, ETC:
6 credit hours, studio, required undergrad, fall semester

PREREQUISITES:
ARCH 4002,

COURSE DESCRIPTION:
Emphasis on the comprehensive design of a single building integrating material selections, mechanical, acoustical, structural, lighting, and two-and three-dimensional studies.

LEARNING OBJECTIVES:
Students satisfactorily completing this course should have the ability to assemble a program from independent research. The exact requirements of the programs will be designated by individual faculty requirements. The students should have the ability to analyze and evaluate site and precedent research, have an awareness of the human condition in relation to the physical environment, and the ability to use verbal, graphic, and writing skills to convey their research and conclusions.
COURSE REQUIREMENTS:
This semester will concentrate on the composition of a program for a terminal comprehensive project. Presented with a multi-faceted large scale site, the students will develop an individually focused research. This research will include site and precedent analysis and other requirements designated by individual faculty. They will be required to utilize critical thinking skills as a means of deciphering and editing their work and be able to draw informed conclusions. Each student will compose a written site program, supported by a 2-D and 3-D presentation.

50% of the final grade will be based on work presented prior to the final review. Individual participation in class discussions and readings will be evaluated as part of your final grade.

Regular attendance is absolutely mandatory. Absence from more than three class meetings will lead to no credit. The grade of A represents work of superior quality; B represents work of good quality; C represents work of satisfactory quality; D represents work of unsatisfactory quality; F represents failure.

FACULTY:
Pitts, Theis

NAAB CRITERIA:
1, 3, 4, 6, 11, 14, 15, 16, 17, 23, 28

COURSE TITLE:
ARCH 5002 Architectural Design Concentration

CREDITS, ETC.:
6 credit hours, studio, required undergrad, spring semester

PREREQUISITES:
ARCH 5001, coreq. ARCH 5004

COURSE DESCRIPTION:
Emphasis on architectural problems developed around faculty expertise and emerging opportunities in the profession.

LEARNING OBJECTIVES:
Students satisfactorily completing this course should have the ability to develop an individually composed program into a comprehensive terminal project, utilizing appropriate representational media.

COURSE REQUIREMENTS:
This semester will be structured around the development of a program into a terminal project. Students will use fundamental design skills to develop the project and submit design plans, sections, perspectives, details, mechanics, tectonics, models, and text as may be appropriate. Individual faculty will establish submission requirements.
50% of the final grade will be based on work presented prior to the final review. Individual participation in class discussions and readings will be evaluated as part of your final grade.

Regular attendance is absolutely mandatory. Absence from more than three class meetings will lead to no credit. The grade of A represents work of superior quality; B represents work of good quality; C represents work of satisfactory quality; D represents work of unsatisfactory quality; F represents failure.

FACULTY:
Baird, Cuddeback, Emery-McClure

NAAB CRITERIA:
no criteria

COURSE TITLE:
ARCH 5003 Advanced Architectural Topics

CREDITS, ETC.:
3 credit hours, lecture, required undergrad (elective as it is phased out), fall semester

COURSE DESCRIPTION:
Seminar relating to various topics in architecture.

LEARNING OBJECTIVES:
Students satisfactorily completing this course will be familiar with existing and emerging digital fabrication technologies and their impact in the fields of art and design. They will be familiar with how these technologies interface with specific materials (wood, glass, stone, plastic etc.) and how they are currently being used by artists, designers and architects. Students will be familiar with the terminology of the industry and with the potential economic and sociological impact of this technology. Students will be asked to consider the ethical implications of utilizing this technology. Students will interface with the technology to complete a project that demonstrates their understanding.

COURSE REQUIREMENTS:
This course will be taught in a seminar format. Emphasis will be placed on active student participation. Information will be delivered through presentations/lectures, reading/writing assignments and focused discussions/debates. In addition student groups will be asked to complete a project that utilizes automated fabrication technology.

Completion of the required work does not guarantee acceptable mastery of the course material. The following definitions of letter grades are taken from the LSU General Catalog.

A  Distinguished mastery of course material
B  Good mastery of course material
C  Acceptable mastery of course material
D  Minimally acceptable achievement
F  Failing

Required Textbooks:


FACULTY:
Baird

NAAB CRITERIA:
no criteria

COURSE TITLE:
ARCH 5004 Concentration Seminar

CREDITS, ETC.:
3 credit hours, seminar, required undergrad (is being phased out), spring semester

CO-REQUISITES:
ARCH 5002

COURSE DESCRIPTION:
Various topics relating to architectural problems encountered in ARCH 5002

LEARNING OBJECTIVES:
Students will develop a basic understanding of architecture constructions, both contemporary and historically. They will utilize drawing techniques as a way of deciphering construction details and methods of building. They will also experience construction methods through first-hand experience. This seminar will provide a dialogue in relation to the design studio.

COURSE REQUIREMENTS:
Students will be required to prepare reading, writings, drawings, models, and constructions in a group dynamic as well as actively participate in seminar discussions.

Regular attendance is absolutely mandatory. Absence from more than three class meetings will lead to no credit. The grade of A represents work of superior quality; B represents work of good quality; C represents work of satisfactory quality; D represents work of unsatisfactory quality; F represents failure.

FACULTY:
Baird, Emery McClure, Zwirn

NAAB CRITERIA:
no criteria
COURSE TITLE:
Arch 5005 Advanced Architectural Techniques

CREDITS, ETC:
3 credit hours, lecture/lab, required grad and undergrad, fall and/or spring semester

PREREQUISITES:
None

COURSE DESCRIPTION:
Drawing upon a student’s knowledge and experience in architecture this class will explore the complex relationships between theoretical, political and practical forces that hold currency in offices today to see how they influence documenting architecture. This class is the connection between architectural concepts, as manifested in your studio, and architectural practice; where ideas become reality. The goal is to understand how architecture is communicated to builders using the protocols and methods of construction drawings. At the center of this class is the detail where we will investigate, using your design work, how various concepts, philosophies, and materials are assembled together to complete one’s architectural vision.

LEARNING OBJECTIVES:
Students completing ARCH 5005 will learn the protocols of construction documents; be able to utilize oral, visual, and written skills in their work; demonstrate the ability to make complete and coherent construction documents; understand the methods that will allow each student to formulate an architectural approach to detailing; learn to discriminate between architecture and building via the construction document process.

COURSE REQUIREMENTS:
Undergraduate and Graduate
The final course grade will be determined by assigning the following weights:

- Project 1a & b: 10%
- Quiz: 10%
- Project 2a: 15%
- Project 2b: 15%
- Project 3: 10%
- Project 4: 25%
- Writing: 10%
- Professionalism: 5%

100%

TEXT:
The Professional Practice of Architectural Working Drawings, 3rd Edition by Osamu A. Wakita, Richard M. Linde; Selected handouts

FACULTY:
Bertolini

NAAB CRITERIA:
13, 22, 27, 28, 33
COURSE TITLE:
ARCH 5006 Professional Practice

CREDITS:
3 credit hours, lecture, required grad and undergrad, spring semester

COURSE DESCRIPTION:
Exploration and analysis of project acquisition, contract negotiations, governmental regulations, personnel, office management, and the architect’s societal role.

LEARNING OBJECTIVES:
The goal of this course is to give students the confidence to be conversant with the breadth of issues and relationships involved with the current state of architectural practice and to develop skills to apply this information to real-world situations. The instructor brings a specific set of experiences and biases, which will be augmented with guests and readings from current literature germane to respective topics. The students should be prepared to participate in interactive class discussions and to synthesize information into a coherent picture of professional practice.

COURSE REQUIREMENTS:
The class will meet once a week for three hours with a 15-minute break at mid-class. It is imperative the students attend each class. More than one absence, for any reason, will result in being dropped from the class with a grade of F. Late arrivals or departures will be considered absent.
Each week students will be given a reading assignment to supplement the information presented in class. In most cases a specific assignment related to the topic presented will also be given; in all cases each student will be expected to make a meaningful contribution to the discussion. Students shall maintain a notebook of all handouts, lecture notes and assignments. Notebooks will be due at the end of the semester.

Grading Criteria:
Mid-term examination 20%
Weekly assignments (notebook) 30%
Final examination (comprehensive) 50%

Exams will be short answer and essay format involving written responses to specific questions and hypothetical situations requiring the application of information and principles learned throughout the semester. There will be no make-up exams; late assignments will not be accepted.

FACULTY:
Tipton, Zwirn

NAAB CRITERIA:
1, 4, 7, 8, 19, 23, 24, 26, 31, 32, 33, 34

COURSE TITLE:
ARCH 4700 Research Methods

CREDITS, ETC.:
3 credit hours, lecture, required grad, spring semester

PREREQUISITES
Admission to M.Arch program or consent of the instructor.
 COURSE OBJECTIVES:
Major research methods in architecture; hypothesis formulation and testing; data gathering and analysis.

QUICK DESCRIPTION
How does a two-dimensional image formed on the retina lead to three-dimensional vision? Does this retinal image have the same nature as any two-dimensional image? Furthermore, is three-dimensional vision formed only from the retinal image or is vision also informed by other senses, as well as by our overall sense of our body? The epic journey from the image of the retinal opaque wall to vision grounds much of our intellectual and visual culture, and thus the seminar can be "seen" as an introduction to some critical issues in art and architectural theory, philosophy, aesthetics, cultural and visual studies.

Learning Objectives
- To acquire tools for critical thinking, analyses and close textual and graphic reading
- To develop the ability to articulate and structure arguments clearly and concisely in written and verbal form.
- To develop the various skills necessary to conduct research independently: defining a narrow and well focused research topic, comprehensive bibliographic and other data collation, rigorous analysis, and synthesis of research work in defensible conclusions.
- The ability to engage in critical and meaningful dialogue with existing scholarship

COURSE REQUIREMENTS:

ATTENDANCE
Roll will be taken at the beginning of each class. More than three absences will result in attendance probation.

Assignments and Expectations
- Attendance is mandatory. More than three unexcused absences constitute grounds for placement on attendance probation [following Attendance Regulations in the LSU General Catalog].
- You are expected to read and prepare your weekly readings. Your intelligent and meaningful participation in the seminar discussion will constitute a major part of your grade.
- 15 page term-paper. The emphasis will be on the content, structure and incisiveness of your argument, comprehensiveness of your research, how you employ your sources and such basic things as clarity of language. The length of your paper will not be a basis—earmarking 15 pages here is an attempt to earmark content and not length. In other words, a longer paper with no meaningful content will not be considered a better paper. You need to submit the following:

GRADING
The final course grade will be determined by assigning the following weights:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and effective participation in weekly seminar discussions</td>
<td>50%</td>
</tr>
<tr>
<td>20 pg term paper (including all its stages)</td>
<td>50%</td>
</tr>
</tbody>
</table>

Completion of the required work does not guarantee minimal acceptable mastery of the course material. The following definitions of letter grades are from the LSU General Catalog:

A  Distinguished mastery of the course material
B  Good mastery of the course material
C  Acceptable mastery of the course material
D  Minimally acceptable mastery of the course material
F  Failing

TEXT
Heidegger, Martin Poetry, Language, Thought, New York 1977
Herder, Johann Gottfried. Sculpture: Some Observations on Shape and Form from Pygmalion’s Creative Dream, Chicago 2002

FACULTY:
singh

NAAB CRITERIA:
1, 3, 4, 36

COURSE TITLE:
ARCH 7001 Graduate Design Studio I

CREDITS, ETC.:
6 credit hours, studio, required grad, fall semester

PREREQUISITES:
Acceptance into the graduate program.

COURSE DESCRIPTION:
This studio introduces architectural representation techniques. The primary emphasis of this studio is the development of concept and form through the investigation into the interrelationships between programmatic, contextual, and theoretical issues by use of plan, section, elevation, and other models of building form. (This is the first of a five-semester sequence of design studios.)

LEARNING OBJECTIVES:
Students completing this course will be able to, generate multiple design concept partis; analyze and generate architectural space in relation to design partis; present architectural projects and ideas graphically and verbally; hypothesize and test behavior patterns; understand basic construction ideas.

COURSE REQUIREMENTS:
ATTENDANCE
Roll will be taken at the beginning of each class. More than three absences will result in attendance probation. The dynamic of studio instruction mandates student participation as a part of the learning process.

GRADING
Project I will be worth 20%, project II will be worth 30%, and project III will be worth 40%. Participation will be worth 10%. Late and incomplete projects will receive failing grades.

TEXT:
Required Text: Design Drawing by Francis Ching; Various readings distributed in class: Flying the Bullet, by Sanford Kwinter; Architecture and Nihilism: On the Philosophy of Modern Architecture, by Massimo Cacciari; and Postmodernism, or the Cultural Logic of Late Capitalism, by Fredric Jameson.

FACULTY:
Lackett, Sofranko, Bertolini

NAAB CRITERIA:
2, 5, 7, 16
COURSE TITLE:
ARCH 7002  Graduate Design Studio II

CREDITS, ETC.:
6 credit hours, studio, required grad, spring semester

PREREQUISITES:
ARCH 7001

COURSE DESCRIPTION:
Emphasis on the design of buildings in a variety of physical settings.

LEARNING OBJECTIVES:
Students satisfactorily completing the course should have an understanding of the fundamentals of visual perception and three-dimensional design, architectural composition, and issues related to the design of buildings in a variety of physical settings including notions of place and regional identity. Students should demonstrate the ability to apply basic organizational, spatial, structural, and construction principles to the conception and development of interior and exterior spaces, building elements, and components. Additional emphasis will be given to site analysis and interpretation, the architectural response to natural and manmade site characteristics, and the architect’s responsibilities with respect to environmental and resource conservation. Students will be introduced to the process of developing and interpreting an architectural program, and the analysis and interpretation of a specific site in relationship to that program. Additional objectives are to reinforce the students’ development of communication and representational skills, and to give the students experience in working collaboratively.

COURSE REQUIREMENTS:
Students are expected to attend every class and remain for the duration of the scheduled class period. More than three unexcused absences may constitute grounds for placement on attendance probation (see Attendance Regulations in the LSU General Catalog). Since most class meetings or general discussions will take place at the beginning of the class period, it is important that all students be in the room promptly at the beginning of class. Arriving late or leaving early, unless authorized by the instructor, will be considered an unexcused absence.

GRADING:
Grades will be assigned for each project. The grade for each project will be determined using evaluation criteria clearly stated in advance. The following general criteria will be used. The final course grade will be determined by assigning the following weights to the individual projects:

<table>
<thead>
<tr>
<th>Project</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>35%</td>
</tr>
<tr>
<td>2</td>
<td>25%</td>
</tr>
<tr>
<td>3</td>
<td>40%</td>
</tr>
</tbody>
</table>

TEXT:
None required. Several required readings posted on course Blackboard site.

FACULTY:
Theis

NAAB CRITERIA:
2, 3, 4, 5, 6, 7, 11, 14, 17
COURSE TITLE:
ARCH 7003  Graduate Design Studio III

CREDITS, ETC.:
6 credit hours, studio, required grad, fall semester

PREREQUISITES:
ARCH 7002

COURSE DESCRIPTION:
(The third in a five-semester sequence of design studios.) Emphasis on architectural programming and the design of buildings incorporating technologies of materials and various architectural systems.

LEARNING OBJECTIVES:
Students will research user/client needs and prepare detailed architectural programs. Student will incorporate materials, structure, and environmental systems in their building design.

COURSE REQUIREMENTS:
ATTENDANCE
The dynamic of studio instruction mandates student participation as a part of the learning process. Attendance in class is mandatory.

GRADING:
University Standard: Completion of the required work does not guarantee acceptable mastery of the course material. The following definitions of letter grades are taken from the LSU General Catalog.

   A  Distinguished mastery of course material
   B  Good mastery of course material
   C  Acceptable mastery of course material
   D  Minimally acceptable achievement
   F  Failing

FACULTY:
Baird, Theis

NAAB CRITERIA:
6

COURSE TITLE:
ARCH 7004  Graduate Design Studio IV

CREDITS, ETC.:
6 credit hours, studio, required grad, spring semester

PREREQUISITES:
ARCH 7003
COURSE DESCRIPTION:
(The fourth in a five-semester sequence of design studios.) Emphasis on architecture as representation and interpretation of social, political, and other institutional structures in modern society.

LEARNING OBJECTIVES:
Students successfully completing this course will be able to understand and incorporate abstract ideas of social and political structure in the tangible design of buildings.

COURSE REQUIREMENTS:
ATTENDANCE
Roll will be taken at the beginning of each class. More than three absences will result in attendance probation. The dynamic of studio instruction mandates student participation as a part of the learning process.

GRADING:
University Standard

TEXT
International Building Code; Life Safety Code, NFPA 101; Additional readings will be distributed in class.

FACULTY:
Pitts

NAAB CRITERIA:
14, 17, 18, 19, 20, 21, 22, 24, 25, 27

COURSE TITLE:
ARCH 7005  Graduate Design Studio V

CREDITS, ETC.:
6 credit hours, studio, required grad, fall semester

PREREQUISITES:
ARCH 7004

COURSE DESCRIPTION:
Introduction to contextual building design in an urban setting with emphasis on site and context analysis and community planning in a collaborative working environment.

LEARNING OBJECTIVES:
Identification and representation of multiple aspects of a specific urban environment through research, mapping and modeling so as to objectify and explore the interaction of urban forces that might influence a building design in ways that promote discussion of their interrelations and potential influences on specific architectural projects within the area studied

Study of the relation of these forms to urban and architectural precedents so as to create an ongoing discussion of the basis of value

Generation of architectural program of uses in relation to context

Schematic design of a building, including program, structure, mechanical, lighting, etc. through the use of building plans, sections, diagrams and reflected ceiling plans
Focus on the interaction of internal and external influences on building form and conception through the reiteration of the schematic design process and the generation of alternatives (especially alternative parti diagrams) as vehicles for discussion and articulation

COURSE REQUIREMENTS:
ATTENDANCE
Roll will be taken at the beginning of each class. More than three absences will result in attendance probation. The dynamic of studio instruction mandates student participation as a part of the learning process.

GRADING:
University Standard

TEXT:
Readings will be distributed in class.

FACULTY:
Desmond

NAAB CRITERIA:
3, 7, 10, 11, 17

COURSE TITLE
ARCH 7006 Graduate Design Studio VI

CREDITS, ETC.:
6 credit hours, studio, required grad, spring semester

PREREQUISITE:
ARCH 7005

COURSE DESCRIPTION:
Emphasis on the synthesis of all issues addressed in previous studios in the comprehensive design of buildings.

Syllabus description: This studio focuses on the comprehensive design development of a building program emphasizing the integration of site, program tectonics, and mechanics. As a future architect, your ability to integrate and coordinate these components with each other and under the auspices of an overarching investigation is a fundamental necessity.

This semester is arranged such that each phase informs the next and each phase must be completed in order to continue to the next. These phases draw on skills you have accumulated over the past four years and, when combined, point to architecture.

COURSE OBJECTIVES:
1. Reinforce and extend the knowledge and skills required to identify, evaluate, and develop appropriate design concepts.
2. Integrate the technical considerations as design influences.
3. Reinforce and develop the contextual issues, both manmade and natural, as design determinants.
4. Reinforce analytical and evaluative skills.
5. Reinforce and develop communication skills both visually and audibly.
6. Reinforce, test, and extend the one’s understanding of the design process and the sequence of development from an idea to construction.
7. Interpret and develop an architectural program, and analyze and interpret a specific site in relationship to that program.
8. Demonstration of an understanding of the basic principles of sustainable design.
9. Take a schematic design for a building into the design development phase.
10. Test one’s ability to maintain a precise and consistent rigor in the development of a project and their understanding of reiteration in the clarification of a design.

COURSE ASSIGNMENTS:
- PHASE 1: Research – Programming, Site Analysis, Precedents Studies, Code Analysis
- PHASE 2: Schematic Design
- PHASE 3: Design Development
- PHASE 4: Final Presentation

ATTENDANCE POLICY:
Class attendance is crucial because group and personalized instruction is given during studio. Therefore, attendance is required during all scheduled class times. Unexcused absences in excess of three (3) will result in the student being reported to the Dean’s Office and may result in failure of the course. Students are required to attend school meetings and lectures outside of class time as assigned by the instructor.

GRADING POLICY:
Grades will be assigned for each phase of the semester.
- Phase 1: 15%
- Phase 2: 35%
- Phase 3: 35%
- Phase 4: 15%

The grade for each phase will be determined using evaluation criteria clearly stated in advance. The following general criteria will be used.
- Meeting the stated objectives.
- Clear evidence (through diagrams, sketches, drawings, models, written and/or verbal presentations, etc.) of the student’s investigation of the issues relevant to the successful solution of the design problems.
- Evidence of a sustained daily effort with continuous progress toward a resolution of design problems.
- Evidence of professional approach as indicated by class attendance, class participation, and preparation for each class, discussion, presentations, timely completion of assignments, and a mature and responsible attitude toward the course.
- The quality of the material presented.
- The quality of the final design, its resolution, and its reliance on creative problem solving.
- Leadership and participation.

TEXT
No textbooks are required for this course, but several readings will be assigned. Students are expected to read these in accordance with the schedule. Articles are posted on a Blackboard web page.

Faculty
Cronrath, Ford, Theis, Sullivan

NAAB Criteria
4, 14, 16, 17, 23, 26, 28
COURSE TITLE
ARCH 7600  Seminar in Architecture

CREDITS, ETC.:
3 hours (may be taken for a maximum of 9 hours of credit when topics vary), seminar

PREREQUISITES
none

COURSE DESCRIPTION
Selected topics in architecture.

LEARNING OBJECTIVES
(varies)

COURSE REQUIREMENTS
(varies)

FACULTY
(varies – available only to members of the graduate faculty)

NAAB CRITERIA
(not a required course in the architecture curriculum)

COURSE TITLE
ARCH 7900  Architectural Studies/Research

CREDITS, ETC.:
3 hours (may be taken for a maximum of 6 hours), seminar

PREREQUISITES
Written consent of School of Architecture Graduate Committee

COURSE DESCRIPTION
Selected readings and/or research under the supervision of graduate faculty.

LEARNING OBJECTIVES
(varies)

COURSE REQUIREMENTS
(varies)

FACULTY
(varies – available only to members of the graduate faculty)

NAAB CRITERIA
(not a required course in the architecture curriculum)
COURSE TITLE
ARCH 8000  Thesis Research

CREDITS, ETC.:
1-12 hours

COURSE DESCRIPTION
Thesis preparation under the supervision of graduate faculty (typically thesis chair).

LEARNING OBJECTIVES
(varies)

COURSE REQUIREMENTS
(varies)
Grading: “S” / “U” grades only.

FACULTY
(varies – available only to members of the graduate faculty)

NAAB CRITERIA
(not a required course in the architecture curriculum)
4.4 Faculty Resumes

David Baird, R.A.
Associate Professor
Appointment 100%

Teaching Area
Architectural Design Arch 3001, 5002
Architectural Seminar, ARCH 5004
Independent Study in Architecture, ARCH 3000

Education

Academic Experience
Louisiana State University School of Architecture, Baton Rouge, Louisiana 1995-present.

Grants (selected)
Mexico Project. 1997-Present. Principal Investigator. $40,400.

Publications (selected)

Exhibition Catalogues (selected)
Solo Exhibits (selected)

**Academic and Professional Honors (selected)**
Arizona AIA Merit Award. 1995.
Department of the Navy Design Excellence Award 1994.
A.I.A.S. National Design Competition, Fall 1987, First Place.
Juror Award.  The 26th Annual Juried Competition. 1999.
First Place Award. West Coast Works on/of Paper. 1996.
Experimental Award. The Don Ruffin Memorial Exhibition. 1991.
Sax Art Award. 28th Annual Fine Arts Exhibition. 1993.
College of Design Outstanding Teaching Award, May 1998. Louisiana State University.
ACSA Tube Steel Competition Merit Award, May 1998.

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**C. David Bertolini, RA**
Assistant Professor    Appointment: 100%

**Teaching Areas**
ARCH 5005  Advanced Architectural techniques
ARCH 4993  Advanced Architectural Graphics (BIM)
ARCH 2001  Architectural Design III
ARCH 1002  Architectural Design IV
ARCH 7001  Graduate Design Studio I

**Education**
Temple University, PhD English, ABD 2006
Virginia Polytechnic Institute, Master of Architecture, with Honors. 1993
University of Florida, Bachelor of Design, with Honors. 1985

**Professional Licensure**
Architectural License, Louisiana 2005
Architectural License, Pennsylvania 2001

**Academic Experience**
Villanova University, Adjunct Instructor, 1999-2003

**Professional Experience**
Bower Lewis Thrower Architects, Philadelphia, PA 1998-2003
Project Architect; Manager of Information Services
Project Architect
Project Manager
Publications

Other Publications
"A Problem with Public Art; Lipshitz and his piece F***ing the Chicken". Philadelphia Weekly. 1999

Research Support / Grant Activities
$54,050.00: Technology Fee Grant. FY 2006-07 proposal titled "Interactive Design Display Systems," with Brad Cantrell.

Academic and Professional Honors
Appreciation Award. Laville Honors College House. Spring Semester 2006.

Service

Other Creative and Artistic Contributions
The following is a representative list of projects where I had a major consulting or assisting role. My role was focused on designing, detailing, organization of the following projects

Cira Center; w/ Bower Lewis Thrower Architect and Cesar Pelli Architects, $1.2 million dollars Office Building Philadelphia, Pa, 2002-2003
The Borgata. w/ Bower Lewis Thrower Architect 1.3 Billion dollars Hotel and Resort. Atlantic City, NJ 1999-2001

Other Scholarly or Creative Activities
06.2005 LSU School of Architecture, Summer Career Discovery Workshop
06.2004 LSU School of Architecture, Summer Career Discovery Workshop
08.2005-2006 PhD : Relationships between architecture and film using the theories of space, time and narrative.

Memberships
Associate Member American Institute of Architects; Society for Cinema Studies; American Society of Cinematographers; PAMLA; ACADIA
Frank Mauling Bosworth, III, PH. D., R.A.
Professor of Architecture
Appointment 100%

Teaching Area
ARCH 4001, Architectural Design VII
ARCH 4002, Architectural Design VIII
ARCH 3000, Independent Study

Education
Virginia Polytechnic Institute and State University, Blacksburg, Virginia, Ph.D. in Environmental Design and Planning - 1995
Rensselaer Polytechnic Institute, Troy, New York

Academic Experience
Southern University School of Architecture, Baton Rouge, LA - Dean of the School of Architecture, Professor with tenure, 1997 - 1999
Virginia Polytechnic Institute and State University, Blacksburg, Virginia - Research Associate, 1986 – 1989
Bowling Green State University, College of Technology, Department of Visual Communication and Technology Education, Bowling Green, Ohio - Associate Professor with tenure, and Member of Graduate Faculty (1989-1997), Director, Architecture/ Environmental Design Program (1989-1997), Coordinator, Dual Major Program in Architecture/ Environmental Design and Construction Management (1991-1997)
Pinellas Vocational-Technical Institute, Pinellas County, Florida - Adjunct Instructor, 1976 – 1979

Professional Experience
CE Maguire Florida, Inc. (Branch Office of C.E. Maguire Inc. Providence, RI), Vice President and Operations Manager, 1983 - 1986
Frank M. Bosworth Architecture Inc., President and Owner, 1976 - 1983
King Melody Associates/ Southeastern Engineering Company, Project Manager and Vice President. 1973 - 1976

Research and Creative Activity
Study and Test High Performance, Energy Efficient, Retrofits of Existing Shotguns on Piers Residences in Baton Rouge, LA. (1997, 3 years); Grantor: U.S. Department of Energy (Oak Ridge Laboratory), $59,318
School of Architecture Enhancement (1996, 4 years), Grantor: U.S.; Department of Education, Title III, $900,000.
Review and Analysis of City of Bowling Green, Ohio Administration; Building Space Utilization (1990, 1 year), Grantor: City of Bowling Green, Ohio $9,949

Publications:


Academic and Professional Honors
1996 Who’s Who in American Higher Education
1995 Epsilon Pi Tau -William Everett Warner Research Award
1994 Sigma Lambda Chi Honor Society
1993 AIAS National Educator of the Year, (American Institute of Architecture Students)
1992 Faculty Excellence Award, Bowling Green State University
1990 Epsilon Pi Tau Honor Society
1987 Tau Sigma Delta Honor Society
1983-2 Honor Citations, Southeast Builders Aurora Awards for Excellence in Architectural Design

Registration
Florida

Kenneth E. Carpenter, AIA
Professor of Architecture
Appointment: 100%

Teaching (06-07 AY)
ARCH 2401 Appreciation of Architecture
ARCH 3001 Architectural Design V

Education
M.Arch., University of Minnesota, 1967.

Academic Experience
Louisiana State University, Professor of Architecture, 1986 – present and Dean, College of Design, 1986-97 and 2001-02 (Interim Dean), Interim Executive Director of International Programs, 1997-98.
Iowa State University, Professor & Chairman, Dept. of Architecture, 1981-86.
Ball State University, Professor & Chairman, Dept. of Architecture, 1977-81.
Clemson University, Associate Professor of Architecture, 1971-77 and Assistant Professor of Architecture, 1967-71.

Professional Experience
Wyman Perry Laseau Carpenter, Architects, Indianapolis, IN, 1979-81.

Research and Creative Activity
Sabbatical Leave (Study of British Architecture) December 1999 – August 2000
The Dialogues of Architecture, P.I., Funded in 1997 at $180,000.
Photo Serigraphy and Urban Analysis, P.I., Funded in 1980 at $4,000.
Photo Serigraphy and Architecture, P.I., Funded in 1979 at $6,000.
Publications/Exhibits
British Character, LSU, 04/01 and Louisiana Arts and Science Museum, 01/02-03/02 (90 B&W photographs plus text and maps)
Architecture of Simple Elegance, LSU, 1996 and AIA Dallas, 1997 (120 B&W photographs).
College of Design Faculty Show, Iowa State University, 1983.
Mississippi River Corridor Printmakers Show (Juried) 1981, Davenport, IA

Service
Louisiana State University: Faculty Athletics Representative (SEC/NCAA), 2002-present; Chair Athletic Council 2002 – present; Chair, Academic Center for Student Athletes Director Search Community; Spring 2006, Member, LSU System Architectural Review Committee, 1995-97; Chair, Committee to rewrite University Promotion and Tenure Document, 1995-97; Chair, Business Administration Dean Search Committee, 1994-95; Chair, University Planning Committee, 1990-93 and Member, 1989-97; Chair, Board of Supervisors Committee on LSU System Design Guidelines, 1993-96; Chair, Arts & Sciences Dean Search Committee, 1991-92.
Louisiana: Member, State Architectural Selection Board 1997-98; Member, EBR Parish School Board Citizen’s Committee, 1996-97; Member, Baton Rouge Junior League Advisory Board, 1996-97; Member, Mayor's Community Cultural Initiative, 1995-96; President, Board of Trustees, Louisiana Arts and Science Center, 1993-94 and Board Member, 1988-95; Member, Baton Rouge Lakes Commission, 1992-96; Member, Steering Committee, Baton Rouge Comprehensive Land Use and Development Plan (Horizon Plan), 1989-91.
Iowa: Member, State Board of Architectural Examiners, 1984-86.
AIA (Louisiana): Member, Board of Directors, AIA Louisiana, 1994 & 1996; President, AIA Baton Rouge, 1996 and Board Member, 1991-97.
AIA (Iowa): President, Iowa Chapter AIA, 1984 and Board Member, 1981-86.
AIA (National): Chair, Scholarship Committee, 1997 and Committee Member, 1995-98; Chair, Architects in Education Committee, 1985 and Committee Member, 1983-85.
NAAB: Architecture Accreditation Team Member; Cal Poly at San Luis Obispo, Wentworth Institute of Technology, Texas Tech University, Illinois Institute of Technology, University of Detroit, Oklahoma State University, University of Oklahoma (alumni observer).
LAAB: Landscape Architecture Accreditation Team Member; Virginia Polytechnic Institute, City College of New York, University of Arizona, University of Massachusetts, Cal Poly at Pomona, Utah State University, Penn State University.

**Registration**
Architecture: LA, '88; IA, '81; IN, '78; SC, '68; NY, '66; NCARB #20449.

**Memberships**
Phi Kappa Phi; American Institute of Architects (AIA); American Association of University Professors (AAUP).

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**David Cronrath, AIA**
Professor of Architecture and Dean
100% Appointment

**Teaching Area**
Various Design Studios

**Education**
University of California at Berkeley, MARCH, 1976
Pennsylvania State University, BARCH, 1971

**Academic Experience**
Louisiana State University, Dean College of Art + Design, 2000-present
University of Nebraska-Lincoln, Chair and Professor, 1994-2000
Temple University, Associate Professor, 1983-94
University of California at Berkeley, Statewide Coordinator Continuing Education, 76-78

**Professional Experience**
1983-93 Principal, FRIDAY Architects/Planners Inc., 26 S. 20th Street, Philadelphia, PA.
1980-83 Principal, Murphy Levy Cronrath, 16th and Sansom Street, Philadelphia, PA.
1978-80 Director, The Philadelphia Architects Workshop - A Community Design Center, Phila., PA
1972-75 Project Architect, Murphy Levy Wurman, 1214 Arch Street, Philadelphia, PA.

**Research and Creative Activity**
1999-Ankerson, Katherine and Cronrath, David. Pilot Course Development for the Delivery of Architecture Courses through Distance Education. Division of Continuing Education, The University of Nebraska.; 1998-Cronrath, David, Al Stone and Sara Moshman. Developing an Interactive Student/Faculty Addressable Multimedia Library. Teaching Council, The University of Nebraska-Lincoln.; 1997-98-Cronrath, David, Rumiko Handa, Pilot Study to Develop and Evaluate Tools to Evaluate Student Learning Outcomes, Teaching Council, The University of Nebraska-Lincoln,

**Publications** (selected)
Academic and Professional Honors
2002 American Architecture Award sponsored by the Chicago Athenaeum Museum of Architecture and Design; 2000 Tau Sigma Delta Honor Award; 1992 AIA Merit Award - The Caring Center Day Care Facility; 1991 AIA Honorable Mention Award - Dickey Hall, Lincoln University; 1988 Design Award, Interiors - juried competition, award.; 1977 Progressive Architecture Citation in Research.

Service
NCARB Committee on Examination; NCARB National Grading Subommittee; AIA-Baton Rouge President; Chair, Nebraska State Board of Examiners for Professional Engineers and Architects; NAAB Accreditation Visit ACSA Representative – University Montana, The Catholic University, CCNY, NYIT, Oregon; ASLA Accreditation Visit – University of Minnesota, University or Oregon; University Steering Committee for Southern Association of Colleges and Schools Accreditation; Mayor-President's Planning Task Force - Smart Growth Subcommittee; Baton Rouge Smart Growth Conference Planning Committee.

Registration
Pennsylvania and Nebraska

Memberships
American Institute of Architects

Marsha Cuddeback, AIA
Professional-in-Residence,
Director, Office of Community Design and Development
Louisiana State University IDP Educator Coordinator
State IDP Coordinator, Louisiana

Teaching Area
ARCH 4001, ARCH 4002

Education and Professional Registration
Boston Architectural Center, Boston, MA, Bachelor of Architecture
Ryerson Polytechnic University, Toronto, Ontario Canada, Bachelor of Applied Arts, Interior Design
American Institute of Architects, Licensed Architect in LA (previously MA), NCARB Certificate

Professional and Academic Experience
Professional
Principal, Desmond-Cuddeback, Architects, Baton Rouge, Louisiana 1999-present
Project Designer/Manager, Kallmann, McKinnell & Wood, Architects, Boston, Massachusetts, 1983-1989
Design Consultant, Tamarkin Techler Group, Boston, Massachusetts, 1989

Academic
Director, Office of Community Design and Development, Louisiana State University, 1999-present
Louisiana State University, School of Architecture, Professional In Residence, Fall 1999-present
Southern University, School of Architecture, Professional In Residence, Spring 1999
Louisiana State University, School of Architecture, Assistant Professor, Fall 1998

Publications and Citations
Louisiana State University, Department of Interior Design, Wachob, George S. And Mathews, Carroll King, Wang Yue Li
(Nanjing Forestry University, Nanjing P.R. China) translator, ‘Realities and Challenges: Interior Design at the end of the Twentieth Century’, Interior Design + Construction, January 1998

Recent Creative Activity
Architect & Co-Designer for the Bluebonnet Swamp Interpretive Center Education Building, $1.2 est., 2003-present
Architect & Co-Designer for the Bluebonnet Swamp Interpretive Center Exhibition Building, $900,000, 1996-1998
Co-Designer, Bluebonnet Swamp Interpretive Center Master Plan, Baton Rouge Recreation and Parks Commission (Exhibition Building, Education Building and Entry Pavilion), 1995-1998
Project Architect, Unitarian Church of Baton Rouge Additions and Expansion (Music Building, Education Facilities, Meeting Room Renovation), $780,000, 1997-1999
Architect, Co-Designer & Contractor, Desmond/Cuddeback Residence, Baton Rouge, 1998

Published Technical Reports

Research Support and Grant Activities
3|30|1, Learn Build Project, Lower 9th Ward, New Orleans
Enhance Community Futures Demonstration Initiative (HUD), Marsha R. Cuddeback and Frank M. Bosworth
Mobile Technical Assistance Repair Program (2006)
Foundation for the Mid South, Avon Housing Program Fund, $57,000 (pending), Principal Investigator: Marsha R. Cuddeback
Getty Foundation (2006)
LSU Heritage Grant, $275,000 (pending), Principal Investigator: J. Michael Desmond, Co_PIs: Marsha R. Cuddeback, Sadik Artunc, Rod Parker, Paul Hoffman
Community Futures Demonstration Initiative (2003-06)
US Department of Housing and Urban Development, COPC, (2003-6) $767,392 ($399,939 HUD Funds), Principal Investigators: Marsha R. Cuddeback, Frank M. Bosworth, C. Barrett Kennedy, David Baird
Second Annual Environmental Streamlining Summit (2003)

Professional Workshops and Conferences on Teaching
A TECH-Knowledge Approach to Improved Teaching and Learning Concurrent Session
How People Learn with Technology, Facilitated Discussion, AACU Learning and Technology: Implications for Liberal Education and the Disciplines, Network for Academic Renewal Meeting, April 2006, Seattle, Washington, Co-Session Leader: Frank M. Bosworth
Community Design, Concurrent Session
COPC 2006: Leadership and Sustainability for University/Community Partnerships, March 2006, Baltimore, MD, Co-Session Leader: Frank M. Bosworth

Honors and Awards
AIA Gulf States Regional Honor Citation Award for the Design Excellence of the Bluebonnet Swamp Interpretive Center Exhibition Building in Baton Rouge
LSU Departmental Award, Integrating Service-Learning in the Curriculum, 2005, James Sullivan, Co-Recipient
LSU Service-learning Incentive Award, Summer 2002, ARCH 4221

Academic and Community Service
Louisiana State University School of Architecture
Intern Development Program Educator Coordinator
Curriculum Committee Member 2005-Present
NOMAS Faculty Advisor
Pella Competition, 2001-2003
Student Career Development Program, Mentorship Program

Professional and Community Service
State Intern Development Program Coordinator, Louisiana
Tools for Schools, Katrina Recovery Assistance
Louisiana ACORN, Home Clean-out Demonstration Project, Katrina Recovery Assistance
Share-Your-Home Project, Baton Rouge, LA, Katrina Recovery Assistance
Mid-City Redevelopment Alliance, Coalition of Historical Cemeteries, Project Development Support Strategic

J. Michael Desmond, Ph.D., AIA
Associate Professor
Appointment 100%

Education
Ph.D. History, Theory & Criticism of Architecture - Massachusetts Institute of Technology, 1996
Master of Architecture in Urban Design - Harvard University, Graduate School of Design, 1986
Bachelor of Architecture - Louisiana State University, 1979

Teaching Area
ARCH 2001 Second Year Design Studio
ARCH 2002 Second Year Design Studio
ARCH 3005 History of Western Architecture, Ancient to Medieval
ARCH 3006 History of Western Architecture, Renaissance to Modern
ARCH 4051 Settlement on Louisiana’s Deltaic Plain
ARCH 4700 Graduate Research Methods
ARCH 7005 Graduate Design Studio

Academic Experience
Louisiana State University School of Architecture, Associate Professor, 1997-2000
Louisiana State University School of Architecture, Assistant Professor, 1991-1997
Tulane University School of Architecture (part-time), Adjunct Professor, 1994
Boston Architectural Center, Instructor, 1989-1991
Professional Experience
Principal, Desmond-Cuddeback, Architects, Baton Rouge, Louisiana 1999-2006

Research and Creative Activity
Gotley Foundation Campus Heritage Grant Award, July 2006. $180,000 for preparation of a Preservation Plan for the core area of the LSU campus.
"Heritage at Risk: New Orleans and the Gulf Coast" – BUILD BOSTON Workshop. November 13-17, 2006 (invited participant and speaker)
“Cities and Rivers II: New Orleans, the Mississippi Delta, and Katrina” Lessons from the Past, Lessons for the Future conference in New Orleans, March 21-25, 2006 organized by the New Directions: Science, Humanities, Policy group dedicated to interdisciplinary approaches to problems in research, education and society in collaboration with the University of North Texas Water Program. (conference participant)
“Your Town: Bogalusa, Louisiana” urban design symposia and workshop sponsored by the National Endowment for the Humanities through a grant to the Your Town Program in the SUNY School of Landscape Architecture in Syracuse, New York. Conference organizers included the Louisiana State Department of Historic Preservation and the Louisiana Main Street Program. (Lecture on the urban structure of Bogalusa, Louisiana and graphics workshop participant) This symposia was organized as a response to the tremendous tree damage caused in Bogalusa by Katrina as a way of addressing hurricane recovery outside of New Orleans.
“Urban Visions New Orleans: Design Ideas for Rebuilding”, Massachusetts College of Art, April 29, 2006 symposium of architectural design studios from Mass College of Art, Wentworth Institute of Technology and Massachusetts Institute of Technology. (I was the Keynote speaker invited to this symposium)
“Good Morning Live” appearance on the New England Cable News Network (NECN) news segment, April 28, 2006 discussing the Urban Visions conference and the situation in New Orleans.
The LSU Master Plan: Research into the origins and conditions of the 1922 master plan for Louisiana State University by Theodore Link and Frederick Law Olmsted, Jr. This research has included work in LSU’s Hill Memorial Library as well as at the Frederick Law Olmsted National Historic Site in Brookline, Massachusetts.
Project Architect & Co-Designer for the Bluebonnet Swamp Interpretive Center Education Building ($1,200,000). 2006.
Project Architect & Co-Designer for the Bluebonnet Swamp Interpretive Center Encounter Building ($1,000,000). 2006.

Service
LSU Comprehensive Parking Planning Committee member 2004-2005
LSU Comprehensive Master Plan Working Committee, 2000-2003
LSU Comprehensive Master Plan (technical editor), 2003.
Chancellor’s Commission for the LSU Jubilee Anniversary Celebration, 1999
Art History Search Committee, 2002-3
Graduate Faculty, Louisiana State University, 1992-2006
Curriculum Development Committee Chair 2005-2007
Academic and Professional Honors
AIA Gulf States Regional Honor Citation Award for the Design Excellence of the Bluebonnet Swamp Interpretive Center Exhibition Building in Baton Rouge.
Outstanding Teacher Award, College of Design, Louisiana State University, 2004

Registration
Professional Architectural License in Louisiana (1983)
Professional Architectural License in Massachusetts (1984)

Memberships
American Institute of Architects (1983)

Ursula Emery McClure, A.I.A.
Associate Professor
Appointment: 100%

Teaching Areas
ARCH 5001 Comprehensive Architectural Design
ARCH 3001 Architectural Design V
ARCH 3002 Architectural Design VI
ARCH 3007 Architectural Systems
ARCH 5003 History of Materials and Methods
ARCH 4221 (5004) History of the Modern Detail

Education
Columbia University G.S.A.P.P., M.Arch, Advanced Standing, 1995,
Washington University, B.A. major in Architecture, Magna Cum laude, 1992

Academic Experience
Louisiana State University, Associate Professor, 1999-present

Professional Experience
emerymcclure Architecture, 1996-present

Publications
“Fluid and Tolerant Teaching.” Getting Real: Design Ethos Now, Co-authored w/ Michael McClure
“Hybrid Tectonic Nature: Terra Viscus”-the art of architecture/the science of architecture, Co-authored w/ Michael McClure
“Volume 2, Contingency,” Batture, LSU School of Architecture, Founding Editor
“Volume 1, Critical Regionalism,” Batture, LSU School of Architecture, Founding Editor/Editor
“Gumbo Practice, Heterologous Learning and Building in Southern Louisiana”-306090-05, Teaching + Building Beyond the Imagined, Co-authored w/ Michael McClure
“Hybrid Tectonic Nature: Terra Viscus”-the art of architecture/the science of architecture, Co-authored w/ Michael McClure
“Presentation of an Idea – IMAGE” Design Communication Association Journal
“Supersaturated Solution – A suspended Tourist Landscape”-Archipelagos: Outposts of the Americas, Co-authored w/ Michael McClure
“The Luxury of Languor”-Culture, Community, and Identity, Co-authored w/ Michael McClure
“Harnessing Collisions: A SEARCH FOR AN APPROPRIATE PROCEDURAL MODEL”, Dichotomy 15-Ground, Co-authored with Michael McClure
“The MAKING of an IDEA”, Imaging Realms; Remaking Worlds
“Gumbo Practice”, Land Culture Practice, Co-authored with Michael McClure
“Commodity of Time in Architecture”, Speed : Space, Co-authored with Michael McClure
“A Language of Place”, Constructing Place University of Newcastle, England, Co-authored with Michael McClure
“Mystery and Manners”, Confluences, Co-authored with Michael McClure
“Finding Land in the Great Expanse of Border”, Borderlands: Contested Terrain Co-authored with Michael McClure
“Felix Candela-Experiment”, The Paradoxes of Progress: Arch. and Education in a Post-Utopian Era
“Proving the Supposed Arbitrary Original”, Reviewing the Tectonic

Projects
HGTV, “Generation Renovation,” 640max House by emerymcclure architecture featured1/05
Architecture Record Web Insider - February 2004, “House of the Month: 640max House” authored by Randy Greenberg
Recalibrating Centers and Margins, “Pure Time and Reconstructed Architecture” authored by Patricia Boge, 640max house, emerymcclure architecture
Imaging Realms; Remaking Worlds, “Pure Time and Reconstructed Architecture” authored by Patricia Boge, 640max house, emerymcclure architecture
Borderlands: Contested Terrain, “Finding Land in the Great Expanse of Border”, 3 projects by emerymcclure architecture
DWELL Magazine, “Living in a Shotgun Shack”, feature article on 640max, emerymcclure architecture

Exhibitions
Build Boston, 2004 BSA’s Unbuilt Architecture Design Awards, “ABF Barn” Final Selections, 2004 Design Communication Exhibition, “Veranda” and “HHSG”
Smart Growth 2003, a conference hosted by Plan Baton Rouge, “Veranda” and “HHSG”
Habitat for Humanity Baton Rouge Design Competition 2003 Exhibition “Veranda” and “HHSG”
AIA Louisiana Award Winners 2002 Exhibition, State Convention, “blumRoom” and “640max”
ACSA Student Award Winners 2001-2002 Exhibition, ACSA Annual Convention
AIA Regional Award Winners 2002 Exhibition AIA National Convention, “640max”
Metropolis Magazine, 2001 ICFF, NY, “Metropolitan Images”

Academic and Professional Honors
Selected for Exhibition – Terra Viscus, 2006 Venice Biennale; Selected for Exhibit. High Density for High Ground Competition 2005; Finalist, Benjamin Moore Hue Color in Design Awards 2005-blumRoom and 2509 Olive; CSI Gulf States Region Merit Award for Creative Publications – Batture; Gold Addy Award – Batture; 2003 Phi Kappa Phi Non-tenured Faculty Award, AIA/Habitat for Humanity 2003 Competition – Best of Awards, 2002 AIA Gulf States Region Merit Award-640max House, 2002 AIA Louisiana Merit Award-640max House, 2002 AIA Louisiana Merit Award-blumRoom, 2002 CSI Gulf States Region Award, 2002 Washington University Distinguished Young Alumni Award, 2001 LSU College of Art and Design Outstanding Teacher of the Year;
**Service**
Chair, LSU School of Architecture Lectures, Exhibits, and Public Relations Committee, 99-06; Upper-Level Coordinator, BArch Program, LSU, 04-present; Chair, College Curriculum Committee 05-06; Chair 04-05; Faculty Advisor, AIAS, 05-07; Lecturer, AIA Louisiana Design Conference, 10/04; Member, ACSA Southwest Region Nominations Committee, 04-05; Juror, AIA Virginia 11th Annual Inform Awards, 5/03; Coordinator, Fifth Year of Architecture Program, LSU, 99-03; LSU COAD Woodshop Committee, 02-04; LSU COAD Dean’s Search Committee, 01-02; LSU COAD Teacher of the Year Committee, 01-04; LSU Union Visual Arts Committee, 01-02; LSU School of Architecture Bylaws Committee, Fall 00; Dean’s Representative, Organ Performance Doctoral Exam, 9/00, 10/01, 11/04; Faculty Development Committee, LSU School of Architecture, 99-00; Associate Member, Graduate Faculty, LSU, 00-08; Curriculum Committee, LSU School of Architecture, 99-03; LSU COAD Lecture Committee, 99-01, 04-05;

**Registration**
Louisiana

**Memberships**
American Institute of Architects, since 2001

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**Jack M. Ford, R.A.**
Professional in Residence
Appointment: 50%

**Teaching Area:**
Arch 2001, 3001, 3002 2nd and 3rd-Year Design Studios

**Education:**
Bachelor of Architecture, Cum Laude, Virginia Polytechnic Institute and State University, 1985

**Teaching Experience:**
Louisiana State University, Adjunct Faculty, 2000
Visiting Critic, Southern University School of Architecture, Spring 1999

**Memberships:**
American Institute of Architects, 1985 to present
AIA Louisiana
AIA Baton Rouge
Southern University School of Architecture Co-op Advisory Board
Virginia Tech Alumni Association, Baton Rouge Chapter (President, 1988)
Forum 35 (Baton Rouge Service Organization)

**Academic and Professional Honors:**
Outstanding Senior, College of Architecture, Virginia Tech, 1985
Finalist (one of three), Virginia Tech Man of the Year, 1985
Numerous honors for student media work at Virginia Tech including the Pacemaker and Medallist Awards (highest awards given by the Columbia Scholastic Press Association and the Associated Collegiate Press)
Tau Sigma Delta
Mortar Board
Omicron Delta Kappa
Order of the Gavel
Order of Omega
Kappa Tau Alpha / Society of Collegiate Journalists

**University Honors Curricula**
- AIA Louisiana Honor Award, Perkins Properties, Baton Rouge, Louisiana, 1998
- AIA Baton Rouge Rose Award, Perkins Properties, Baton Rouge, Louisiana
- Baton Rouge Growth Coalition Good Growth Award, 1998 Best Commercial and 1999 Best Multi-family
- Lead Designer and/or Team Designer on numerous AIA-award-winning projects including the Aquarium of the Americas -- New Orleans, The Contemporary Arts Center -- New Orleans, Kalakaua Center – Honolulu

**Registration:**
- Louisiana, #4127, 1989
- NCARB Certification, #52,135

**Professional Experience:**
  - Intern / Architect
  - Duties consisted of mostly design. New Orleans projects included the Aquarium of the Americas, Contemporary Arts Center, Woldenberg Riverfront Park. Other significant projects included New Public Schools for DeSoto Parish and Mansfield, Louisiana.

  - Duties at Piazza consisted of design, production drawings, specifications, and project management. Significant projects included the New Orleans East Braketag Station. During a three-month sabbatical from Piazza Architecture Planning, performed graphic design, art direction and print production services for the overwhelmingly successful AIA and AAF capital fund drive to restore the Octagon Museum in Washington, DC.

- **1991-1993.** Trahan Architects, Baton Rouge, Louisiana
  - Vice President • Design
  - Main duties included design, project management, staff management, and programming. Representative projects included New Library Programs at the University of Louisiana at Monroe and the University of Louisiana at Lafayette, Renovations to the Manresa House of Retreats in Convent, Louisiana, and the Master Plan and various projects for St. Jean Vianney Catholic Church in Baton Rouge.

- **1993-1996.** Jack Ford Design Studio, Baton Rouge, Louisiana
  - Owner -- Executed small design projects, both architectural and graphic design, while attending LSU.

- **2002-Present.** Ford/Dickinson AAC., Baton Rouge, Louisiana
  - Principal and Director of Design
  - Responsibilities include design, planning, programming, project management, employee management, and financial management. Projects include The LaSalle Building, Perkins Properties, and St. Charles Parish Courthouse.
Barrett Kennedy, PH.D.
Professor, Associate Dean for Research and Graduate Studies, College of Art & Design
Appointment: 100%

Teaching Area
(100% Administrative Appointment)

Education

Academic Experience
Louisiana State University, Professor and Assoc. Dean, 1990-present; Director, CADGIS Research Laboratory; Savannah College of Art and Design, Professor, 1989; Virginia Polytechnic Institute, Research Associate, 1987-89; Virginia Polytechnic Institute, Assistant Professor, 1985-87.

Professional Experience

Research and Creative Activity (selected)
LA Board of Regents: LEQSF Grant, “Mobile Planning and Design Studio,” 04-06 ($20,000).
National Science Foundation: “Community Sustainability in South Louisiana,” 03-05 ($40,000).
LA Board of Regents Distance Education Initiative: “Preservation Training,” 01-02 ($32,000).
LA Board of Regents LEQSF Grant: “Photogrammetry in Heritage Conservation,” 01-02 ($40,000).
Nat. Center for Pres. Tech. & Training: “Preservation Training at a Distance,” 00-01 ($25,000).
LA Budget Control Council: “State Capitol Park,” 96-00 ($260,000).
LA Board of Regents LEQSF Grant: “Delta Visions,” 97-99 ($200,000).
Nat. Inst. Conservation and National Park Service: “Save Outdoor Sculpture!” 96-97 ($95,000).
LA Board of Regents LEQSF Grant: “Louisiana Heritage Information Network,” 94-95 ($175,000).

More than 40 additional grants from various sources since 1986, totaling over $2,000,000.

Publications (selected)
Academic and Professional Honors

Service (selected)
LSU Service-Learning Council; LSU Information Technology Task Force; Rural Life Museum Advisory Board; Training & Education Committee, US/ICOMOS; More than 50 service projects for various communities and organizations, 1990-2006.

Memberships (selected)
International Council on Monuments and Sites (ICOMOS), National Trust for Historic Preservation, George Wright Society (Life Member), Sierra Club (Life Member).

John Lackett, A. I. A.
Adjunct Appointment
Appointment 45%

Teaching Areas
Arch 7001, Arch 3002

Education
University of California at Berkeley, M. Arch, 1997
Louisiana State University, B. Arch, 1992

Academic Experience
Louisiana State University, Spring 2002 – present

Professional Experience
Architect, Remson Haley Architects, Baton Rouge, LA, 1997-present

Research and Creative Activity
Contributing Architect, F O L D, a collaborative of local Baton Rouge architects, 2000-present

Academic and Professional Honors
Honorable Mention, 8th National Healthcare Design Competition, Conceptual Medical transport System, 1995
Dean’s Medal, College of Art and Design, Louisiana State University, 1992

Service
Elections Committee, AIA Baton Rouge, 2002
Nominations Committee, AIA Baton Rouge, 1999
Registration
Louisiana

Memberships
American Institute of Architects, 1997-present
National Council of Architectural registration Boards, 1996-present

J. Micheal Pitts, NCARB
Associate Professor
Appointment: 100%

Teaching Area
ARCH 7004, 1001, 3008

Education
University of Detroit, Our Sisters of Mercy: M. Arch-1977; B. Arch-1977

Academic Experience
Associate Professor, Louisiana State University

Professional Experience
1983 to present Pitts and Assoc Architects and Planners- Baton Rouge, La.

Research and Creative Experience
Life cycle cost considerations in lease buildings
Numerous articles on historic preservation and adaptive reuse

Projects (selected)
4 Hurricane related reconstruction projects, single family dwellings, Wave land Mississippi
Acoustical Consulting at narthex Saint Francis Xavier Cathedral, Alexandria Louisiana
Teche Theatre, A register restoration and design project, Franklin Louisiana
Olla Cultural Center, Community Center for a small community, Olla Louisiana
Shepis building renovation and space planning Columbia Louisiana
Crowel School renovation, Franklin Louisiana

Academic and Professional Honors (selected)
Design Award Governor of Louisiana, for Teche Theatre design work
Award National Trust, design Educator of the year
Educator of the Year Student Government Association, University

Service (selected)
University member Program Review Council
School of Architecture member Faculty Development Committee
School of Architecture Secretary
College Policy Committee member
Jason C. Shih, PH.D., P.E.
Emogene Pliner Professor of Architecture
Appointment: 100%

Current Teaching
Arch 3003, Arch Structures I
Arch 3004, Architectural Structures II
Arch 4031, Arch Structures III, Arch 4032, Advanced Arch. Technology
Arch 4032, Advanced Architectural Technology

Education
Ph.D. Duke University
M.S. VPI & State University
B.S. National Cheng Kung University

Academic Experience
Professor 1982- present
LSU Assistant Professor 1976-78, Associate Professor 1978-82
Emogene Pliner Endowed Professor 2005-
Director Office of Building Research, 1978 - present
VPI & Duke Graduate Teaching & Instructor 1964-1969

Professional Experience
6/1/68 - 8/31/71 Hakan/ Best Associates, Chapel Hill, N.C.
9/1/71 - 8/15/76 John D. Latimer Associates, Durham, N.C. Tauton, M.A.
9/1/76 – now Jason Shih, Ph.D., P.E., Architectural Engineering and Energy Design Consultant

Publications (Selected)
"Design Analysis of "Ice House" Roofs Applications in Warm Climates" paper published-Proceedings ARCC/EAAE Conference, Montreal, Canada,2002
"Louisiana Building Energy Rating System" Funded Research Project by U.S. Dept. of Energy and La. Dept. of Natural Resources, 1997-2001 $85,000.00
Co-Author “Architectural Research,” Published by Van Nostrand & Reinhold
Executive Editor, Proceedings ACSA Technology Conference 1989, along with more than 100 published papers, research reports, books and professional works.

Academic and Professional Honors
Five times NCAIA Honor Award, Who is Who in America, Who is Who in the South & Southwest, LSU Teaching Award, Energy Innovation Award- U.S. Dept. of Energy,
Invited One of 75 worldwide Building researchers in participation of the Building Research Agenda Conference in London, England, April 2002. Selected by AIA Research Committee
Awarded first endowed professorship, School of Architecture, LSU 2005
Symposium on Architecture for the 21st Century, Conference Director

Registration
Licensed Professional Engineer in USA
Licensed Architect and Arch. Engineer in Taiwan (Inactive)
Memberships
PHI KAPPA PHI National Honor Society, La Solar Design Association, President & Board Director, Member, NSPE, ASRA, and LSDA, ARCC-Board Director(1978-1990)

Rupinder Singh
Instructor
100% Appointment

Teaching Area
Arch 4007, 4700, 2002, 7005  History Lectures & Design Studio

Education
Princeton University
Ph.D. candidate (ABD) / anticipated graduation Dec. 2006
MA., School of Architecture, 2000
M.I.T.
S.M.Arch.S, Dept. of Urbanism 1996
Punjab University
BArch (honors), 1988

Academic Experience
Louisiana State University, Instructor, 2005-present
Princeton University, Instructor, 1997-2004
Boston Architectural Center, Lecturer, 1996

Professional Experience
B.V. Doshi & Associates
Vastukriti
New Delhi, India, Principal Architect and Partner, 1989-1991
Group for Rural & Urban Planning
New Delhi, India, Architect, 1989-1990

Publications  (selected)
“Prolegomena to the Perceptual History of the Architectural Object” Graduate Student Symposium / MIT – Princeton, 2003
“Architecture & the Sign” 9th International Bauhaus Colloquium, Weimar, 2003
“A-Priori Urban Typologies” Milan International Conference

Academic and Honors
Research Fellowship – German Historical Institute, Washington 2002
DAAD Fellowship, 2001-2002
Mellon Graduate Fellowship / University Center for Human Values, 2000
Seeger Fellow, Princeton, 1997-1999
Thomas A. Sofranko
Interim Director
Associate Professor
Appointment: 100%

Teaching Area

Education
Kent State University: M.Arch-1991; B.Arch-1990; B.S.-1989

Academic Experience
Interim Director, LSU Architecture 2004-2005, 2006 - Present
Associate Professor, Louisiana State University 1998-Present
Undergraduate Coordinator, LSU Architecture 1998 - Present

Professional Experience

Research and Creative Activity (selected)
Research and published papers investigating the nature of beginning design as well as issues of image and identity and their relationship to contemporary architecture and culture.

Publications
Hybrid Drawing; author: M. S. Uddin, publisher: J. Wiley & Sons, 1999. contains my design work.
Proceedings: 1998 ACSA International Conference, Brazil
1996 ACSA International Conference, Denmark
1996 13th Beginning Design Conference (editor)

Projects (selected)
Dean House, Baton Rouge, La.
Rapides Parish Community Center, Alexandria, La.
Capitol Middle School, Baton Rouge, La.
Rapides Primary Health Care Center #2, Alexandria, La.
Rapides Primary Health Care Center #1, Alexandria, La.
Peabody Magnet School, Alexandria, La.
1996 Louisiana Technical University

Academic and Professional Honors (selected)
2005 National Conference on Beginning Design Student – abstract review and moderator
Invited Moderator: 1996 ACSA Regional Conference, Tulane
1995 ACSA European Conference, Lisbon
Invited Critic: Columbia University; Lisbon University

Service (selected)
School of Architecture Undergraduate Coordinator
School of Architecture Curriculum Committee
University Policy Committee
University SACS Assessment Committee
National Conference on Beginning Design Steering Committee
Jim Sullivan, R.A.
Associate Professor
100% Appointment

Teaching Area
ARCH 1001, Architectural Design I
ARCH 1002, Architectural Design II
ARCH 2005, Architectural Topics I
ARCH 4441, Mortal Detail

Education
University of Pennsylvania, Master of Architecture, 1990
Miami University, Bachelor of Environmental Design, 1987

Academic Experience
Louisiana State University, Associate Professor. 2000 – present
Louisiana State University, Visiting Fellow. 1996 – 1998
Miami University, Visiting Assistant Professor. 1995-1996
Parsons School of Interior Design, Adjunct Critic. 1995

Professional Experience (selected)
Ken Tate Architect, Jackson, MS. Freelance Architect. 1994 - 1998

Publications (selected)
The New Revised Syllabus, in The Beginning Designers Mind, University of Texas, 2005 (Proceedings of National Conference on Beginning Design)
Ken Tate Architect: Selected Houses, Images Publishing Group, New York, NY. 2003
GA Document Extra: Bernard Tschumi. ADA Edita, Tokyo, JA. 1997
Hariri + Hariri, Monacelli Press, New York, NY, 1995
Event-Cities, MIT Press, Boston, MA. 1994
Service
Lower Division Coordinator, 2005 - present
First Year Coordinator, 2003, 2004
Second Year Studio Coordinator, 2000, 2002
Graduate Committee, 2000, 2001, 2002
Registration
New York State, 1994

Christopher C. Theis, AIA
Professor and Graduate Program Coordinator
100% Appointment

Teaching Area
Arch 4041, Issues in Sustainability
Arch 5001, Comprehensive Architectural Design
Arch 7002, Graduate Design Studio II

Education
Columbia University, M.S. (Arch.), 1969
Tulane University, B. Arch., 1968

Academic and Administrative Experience
Louisiana State University, School of Architecture:
  Graduate Program Coordinator, 1995-1999, 2001-present
  Interim Director, 1999-2000
  Director, 1988-1994
  Professor, 1988-present
University of Kansas, School of Architecture and Urban Design:
  Acting Director, 1986-1988
  Associate Director, 1982-1986
  Associate Professor, 1980-1988
  Assistant Professor, 1974-1980

Professional Experience
Christopher C. Theis, AIA, Architect, Baton Rouge, LA, 1988-present

Research and Creative Activity (selected)
Project Team Member, HUD/COPC grant ($400,000), 2003-present (sustainability consultant)
Fellowship (funded by FIPSE grant) to attend Agents of Change Workshop, Oberlin College, 2003
Louisiana Educational Quality Support Fund (LEQSF) grants (3) totaling over $350,000, 1991-1994
Numerous architectural projects over a 30-year period
Publications (selected)
Over 25 articles and presentations at meetings of the ACSA, AIA, ASES, and SBSE
Projects in anthologies published by McGraw-Hill and Taunton Press, and in several periodicals

Academic and Professional Honors (selected)
Kansas AIA Award for Excellence in Architecture, 1987
National Passive Solar Design Award, USDOE, 1980

Service (selected)
President, Society of Building Science Educators (SBSE), 2005-present
Board Member, Magnolia Mound Plantation, 2005-present
Chair, O.J. Baker Awards Committee, AIA Baton Rouge, 1990-2000
Chaired and/or served on several other AIA Baton Rouge committees, 1990-2000
Member, Dean’s Advisory Council, School of Architecture, Tulane University, 1998-present
Member, LSU Centers for Excellence in Learning and Teaching Advisory Council, 2000-2005
Member, LSU Faculty Senate, 1997-2000
City of Baton Rouge and Parish of East Baton Rouge Planning and Selection Board, 1993-1995

Registration
Kansas, 1977-present

Memberships (selected)
AIA, American Solar Energy Society (ASES), Society of Building Science Educators (SBSE)

Kenneth W. Tipton, AIA
Adjunct Professor
Appointment: 25%

Teaching Area
Arch 5006 Professional Practice

Education
B.Arch., Louisiana State University, 1976-1981

Academic Experience
Instructor, Louisiana State University, 1989-2000

Professional Experience
President – Tipton & Associates, 1995 – present
Vice-President – Smith, Champagne & Tipton, Architects, 1991-1995

Research and Creative Activity
Managing principal for 12-person practice. Current projects range from residential renovation to $8 million elementary school
Planetarium and Space Theater, Louisiana Arts and Space Center; $3.6 million
Managing principal for Northeast Elementary School, East Baton Rouge Parish School Board; $8 million; anticipated opening date Fall 2001
LSU Student Recreation Sports Center; $8.65 million; completed; Project received a design award from AIA Baton Rouge.
Ag Chemistry Building; $6.5 million; completed 1992.

Academic and Professional Honors
Tau Sigma Delta
Phi Kappa Phi
Biography published in Who's Who in American Colleges and Universities, 1980
Henry Adams Award & Medal, Louisiana State University, 1981
Biography published in Outstanding Yong Men in America, 1987
Work published Athletic Business, June 1993
Work published Louisiana Life Magazine Spring, 1998

Service
AIA Louisiana Secretary Treasurer 1997-present
Baton Rouge Chapter AIA President 1995
Baton Rouge Chapter AIA Treasure, 1991-1993
Baton Rouge Chapter, AIA Board Member, 1990-1996
Professional Advisor, IDP

Registration
Louisiana License No. 3201, 1983
NCARB Certificate No. 45568, 1994

Memberships
American Institute of Architects, Baton Rouge Chapter
AIA Louisiana
National Fire Protection Association
Southern Building Code Congress
Baton Rouge Chamber of Commerce

Robert Zwirn, AIA
Professor of Architecture
Appointment: 100%

Teaching Areas
2nd, 3rd, 4th, 5th and Grad. studio
5th yr. topics and 20th C. History

Education
B.S., RPI, 1968
B. Arch., RPI, 1969
M. Arch. Oregon, 1970
J.D., Thomas G. Jones Law School (now part of Faulkner University, Montgomery, AL), 1976
Visiting Fellow, Princeton, 1979-81

Academic Experience
Auburn, 1970-79
Miami of Ohio, 1984-94
LSU, 1994-present
**Professional Experience** (selected)
I.M. Pei and Partners (now Pei, Cobb, Freed and Ptnrs.) 1981-84.

**Research and Creative Activity** (selected)
Lloyd Wright in Los Angeles, a study of work in context
Suburbia and civility, architecture and urban design in American 1950-2000

**Publications** (selected)

**Academic and Professional Honors**
Fellowship, Princeton University, 1979-81.
NEH Summer Grant (UCLA), 1994.

**Service**
Numerous committees, boards, etc.

**Registration**

**Memberships**
NCARB
4.5 \textit{Visiting Team Report from the Previous Visit}

The following pages contain the \textit{Visiting Team Reports} from the previous two visits:

1. B.Arch VTR from April 2001
2. M.Arch VTR from March 2004
The National Architectural Accrediting Board
April 4, 2001

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

1. Team Comments

A. Program Strengths

The School of Architecture is well positioned to advance its agenda through the collaboration of faculty, School Director, and College and University administration. The team has observed several impressive strengths within the program at this time:

Leadership: David Cronrath should be applauded for his thoughtful leadership as Director of the School of Architecture. In less than a year he has built on the strengths embedded in the program while challenging the faculty and students to move forward in newly defined directions. Chris Theis, as interim Director, provided a strong foundation for the shift that the team has witnessed. Finding an appropriate balance between forceful and clear leadership, collaborative engagement, and staying the course is always a challenge. If the strong positive spirit continues, the program will experience great progress in the coming years, as it has since the last accreditation visit.

Team Room: The Team Room is exceptionally well organized and effective in presenting the students' work. There is justifiable pride and cause for celebration. The School is using the Team Room along with the impressive faculty and alumni exhibition to reach out to the community, including local architects, leaders of the University, and faculty colleagues, and students from other disciplines. The Chancellor and Provost viewed the exhibition and expressed their enthusiasm for the work.

Faculty: The School has succeeded in attracting dynamic new faculty members, adding to the fine group of experienced faculty. Together they hold the promise of the school's future. New faculty members have brought diverse perspectives to the program, challenging some of the traditional boundaries of architecture while reinforcing the professional content of the students' education. They represent a tremendous asset. The School, College, and University leadership should strengthen their support for this group in every way they can.

Students: The Team is very impressed with the quality and commitment of students in this program. Many undergraduate students have shown initiative in taking charge of their own educational development amidst challenging circumstances over the past five years or more. They have made a positive impact on the direction of the school and continue to function in many important roles. They are an engaging and dynamic group, and there is wonderful evidence of pride and commitment in their work. The graduate students recognize their unique path-breaking opportunity in helping to shape this new M.Arch. program as it moves through candidacy and toward eventual accreditation. Their initiative is inspiring, and their dedication to their future profession is sincere.

The Team applauds the ambition of the new Master of Architecture program. It promises to bring additional strength to the School of Architecture, connecting well with the LSU institutional goals, advancing the stature of the University through its contribution to graduate-level study in the profession of architecture.

The Office of Community Design and Development is a tremendous asset for the School of Architecture, as is the Office of Community Preservation. The College of Design computer resources supported by the CADGIS lab are impressive. The lab enjoys strong leadership and
smooth operations, and it represents an important crossdisciplinary aspect of the College. The School on its own would not be able to support such an operation.

B. Program Concerns

Condition 5: Human Resources – deficiency

The faculty seems to be stretched beyond its capacity. Several studios have a higher studio student to faculty ratio than this team believes is desirable for excellence to be achieved in student performance. Although computing infrastructure appears to be in place, and computer purchase is required of all students, the one-to-one support that is necessary to elevate the administration, faculty, and student body into a desired position of technological excellence is anemic at best. Additional support is needed in the woodshop, Visual Resources Library, College Design Library, and elsewhere throughout the program.

The faculty, staff, and administration of the School of Architecture have voluntarily achieved remarkable success given the financial and physical resources from which they have been operating. However, this team cannot confidently report that this program provides adequate Human Resources for a professional degree in architecture. The team is aware that the School is immediately interviewing to fill two vacant positions, and these two faculty members will make a positive impact in some cases of excessive student/faculty ratios. Even this anticipated improvement beginning next year may not fully cover the staffing needs as the new Master of Architecture program is phased in.

Financial Resources

While this condition is minimally met and resources are available to meet the basic operating requirements of the program, there are several areas of concern. These include:
- Ability to have faculty deliver a rich range of architectural electives
- Ability of the new faculty to travel and seek development opportunities as their numbers increase
- Timely upgrading of faculty computers
- Ability to technically and academically support the mandatory student-owned computer requirement
- Ability to institutionalize such programs as the Office of Community Design and Development
- Ability to support the new M.Arch. degree with appropriate faculty and course work

Money must be found to complete the rehabilitation of Atkinson Hall. Given the ambition of the program, the unique focus and mission of the school needs to be specifically identified and supported with appropriate financial resources. The preliminary feasibility study identifies a convincing case for renovation.

A School development strategy for external funding needs to be identified and implemented through the assistance of the College development office. Additional discretionary funds are needed to promote the mission of the school.

The Tuition Opportunity Program for Students (TOPS) provides significant resources in the form of tuition assistance and, in some cases, cash grants to all Louisiana students who maintain established quality standards.

Finally, additional funding may be necessary to support the ambitious addition of a master of architecture degree program currently in candidacy.
Facilities

Considerable progress has been made in physical resources. Overall, Atkinson Hall looks clean and orderly, with adequate display walls lined along the corridors, bright new lighting as a result of a recent electrical upgrade, and wiring to accommodate increased computer use.

New schematic drawings describe a $3 million–$4 million renovation of Atkinson Hall, with a concentration on the basement level. Central administration has indicated a commitment to make this happen. Formal planning is expected to start in 36–48 months, when the basement is vacated by its present occupants. This renovation will provide still-needed lecture, seminar, exhibit, and studio spaces. It will also include the addition of an elevator to allow access to all levels of the building. At present a lift provides access to the first floor and programs are brought here to the physically impaired.

The isolation of some students in a studio located in the neighboring Design Building is a concern, as is the absence of design studio space for the exclusive use of each full-time student. First-semester students are now sharing desks because there is insufficient room for dedicated desks. The physical condition of the equipment, the desks in particular, has improved somewhat since the last visit, and efforts to continue improving this situation are evident. Issues of cleanliness and security were concerns in the last report, and these have been successfully resolved.

Interaction of School within the College

Interdisciplinary opportunities are not pursued very systematically (e.g., landscape architecture, sculpture, other courses from the Art program, construction management, etc.). This aspect of the School’s location within a multidisciplinary College of Design could be strengthened.

Strategic Planning

Continued work on the program’s vision statement and strategic plan, addressing coordination and opportunities, will be beneficial. The investment in and complexity of computer resources make the Computational Strategic Plan particularly important. Finally, additional funding may be necessary to support the ambitious addition of a master of architecture degree program currently in candidacy.

2. Progress Since the Previous Site Visit

Condition 3.4. Recognition of Ethical Responsibilities. Previous Team Report: Whereas the institution does publish a statement in its General Catalog and program information indicating that the architecture program is accredited by NAAB, the statements are not in conformance with the language required by the NAAB.

This issue has been addressed.

Other observed nonconforming conditions (Previous Team Report) are the NAAB requirement that students be given appropriate access to the formulation of the program’s policies, procedures, and academic studies. Discussion with a range of students enrolled in architecture indicated to the Team that procedures within the school do not exist to ensure that this responsibility is being fulfilled.

This issue has been addressed.
Condition 3.5 Self-Assessment. Previous Team Report: The school employs some self-assessment activities, such as utilizing an annual graduate survey and working with an Advisory Committee. Evidence of an on-going, systematic, and effective assessment, however, is not apparent. The school's 1997 NAAB Self-Study lists fundamental goals and measures for the program, but does not go further to explain how these goals will be achieved.

This issue has been addressed. Additional comments appear under Condition II.2.

Condition 3.6 Meeting Curriculum Requirements. Previous Team Report: The total curriculum consists of 169 credits for graduation. Twenty percent of the curriculum for liberal studies (general education requirement) equates to 33.8 credits. The existing program only provides for 21. Twenty percent of the curriculum for electives equates to 33.8 credits. The existing program only provides for 27 credits.

While progress has been made, this issue has not been fully resolved and remains unmet. See Condition II.11 for additional comments.

Condition 3.10 Physical Resources. Previous Team Report: At present, the building has limited accessibility for the disabled, and their use of it is restricted to ground-floor rooms and studios.

Several important improvements have been made. Some problems remain, yet the team considers this condition met at this time. See Condition II.7. Physical Resources for information on the team's concerns.

Accreditation criteria prescribe that all students are to be provided with appropriate space for the exclusive use of each full-time student, and there must be space allocated for related instructional and support activities. Increased enrollment in studio classes and/or multiple sections has reduced the amount of area for student use to unacceptable levels for professional education. In terms of specific student use of studio space in Atkinson Hall, students are held responsible for any initial repair and all continuing maintenance for the drafting tables housed in the building. They are required to supply their own project storage, and they must clean their own studio spaces. Existing cubicles throughout the school have not been maintained and are heavily damaged, many beyond acceptable use. Tables, in many instances, are also in such a state of disrepair that they are no longer functional. Pin-up space for student use in the Atkinson Hall studios is less than acceptable. Security within the building and studios has become a critical issue to the program's students, and theft of student possessions is a major problem.

See Condition II.7. Physical Resources for information on the Team's concerns.

Criterion #13: Understand the ecological impact of buildings and their occupants, including their influence on the renewability of the environment. Previous Team Report: The team did not find acceptable evidence that graduates understand the impact on the environment of building and development, including the impact of various types and groups of users. This is a continuing deficiency from the previous Team's report.

This issue has been addressed.

Criterion #26: Understand life-safety requirements in site and building design and selection processes for construction materials and building equipment. Previous Team Report: The Team
did not find that graduating students understand issues regarding life safety in the design of their projects.

This issue has been addressed.

**Criterion #27:** Understand the problems related to the use of hazardous and toxic materials in new and existing buildings. Previous Team Report: The team did not find that graduating students understand the range of issues associated with hazardous materials and toxic waste found in construction. This deficiency is ongoing from the previous visiting team's observations and report.

This criterion no longer appears in the Conditions and Procedures.

**Deficiencies in Design Criteria:** Previous Team Report: The level of design quality has continued to erode since the last visit. In addition to the four deficiencies noted by the last team—that have not been addressed by the school—this team has identified five other deficiencies through the assessment.

The superbly organized Team Room provided clear evidence that the program's deficiencies in this area have been fully resolved. It is impressive to see how the faculty and administration over the past two years have been able to turn around so many outstanding issues. Students, alumni, administration, faculty, local practitioners, and others recognize the amazing progress that has been made, indicating that the program has improved dramatically in the last several years.

**Criterion #28:** Be able to gather and analyze information about human needs, behavior, and aspirations to inform the design process and to conduct basic research as it relates to all aspects of design.

This issue has been addressed.

**Criterion #31:** Be able to integrate natural and imposed site constraints into the development of the program and the design of the project.

This issue has been addressed.

**Criterion #32:** Be able to articulate and clarify basic project goals and objectives and to plan appropriate design activities using techniques of programming, analysis, and synthesis applicable to a variety of project types.

This issue has been addressed.

**Criterion #33:** Be able to design both site and building to accommodate those with varying physical abilities.

This issue has been addressed.

**Criterion #34:** Be able to apply the principles that underlie the design and selection of life-safety systems in the general design of buildings and their subsystems.

This issue has been addressed.
Criterion #35: Be able to assess, select, and integrate structural and environmental systems into building design.

This issue has been addressed.

Criterion #36: Be able to select building materials and assemblies to satisfy requirements of building programs as an integral part of the design.

This issue has been addressed.

Criterion #37: Be able to develop interior and exterior building spaces, elements, and components using basic principles of architectural form-making.

This issue has been addressed.

Criterion #38: Be able to use the interactions between technical, aesthetic, and ethical values in the formation of architectural judgments in the design process.

This issue has been addressed.

Deficiencies in Communications Criteria:

Criterion #40: Be able to apply theories and principles of representation, communication, and information technology and apply them to design.

This issue has been addressed.

Criterion #42: Be able to use computer technology in the display and use of information, images, and architectural design. This deficiency is ongoing from the previous visiting team's observations and report.

This issue has been addressed. However, the team has concerns about the absence of any computational strategic plan. Comments about this appear under Section 1.5. - Causes of Concern.

Criterion #43: Be able to communicate with those who must review and/or construct the project through technically-appropriate precise descriptions and documentation of the proposed design. This deficiency is ongoing from the previous visiting team's observations and report.

This issue has been addressed.

3. Conditions Well Met

Criteria Well Met
12.6 Collaborative Skills (within the School)
12.22 Building System Integration
12.25 Building Materials and Assemblies
12.29 Comprehensive Design
4. Conditions Not Met

Conditions Not Met
5. Human Resources
11. Professional Degrees and Curriculum

Criteria Not Met
12.11. Non-Western Traditions

5. Causes of Concern

A. Financial Resources: Concerns are cited under Team Comments.

B. College Dean: Dean Stocopoulos is retiring at the end of this academic year, and a search is underway for his successor. This is clearly a key position for the School, which will be looking for collaborative opportunities, additional development efforts, and financial support.

C. Computational Strategic Plan: As noted elsewhere, an effective planning process is vitally important in this area.
II. Compliance with the Conditions for Accreditation

1. Program Response to the NAAB Perspectives

Programs must respond to the relevant interests of the five constituencies that make up the NAAB: education (ACSA), members of the practicing profession (AIA), students (AIAS), registration board members (NCARB), and public members.

1.1 Architecture Education and the Academic Context

The program must demonstrate that it benefits from and contributes to its institutional context.

As the state's comprehensive institution of higher education, Louisiana State University provides a rich environment for a program in architecture. The School of Architecture is held in high regard by the university and college administration. It is considered one of the most academically demanding programs on campus. Architecture faculty and students contribute to the overall life of the university in a variety of ways. In particular, the School of Architecture is perceived to be a model for several important activities, including community service and outreach, student outcomes assessment, use of digital media in teaching, and personal attention to the needs of students.

Collaborative and interdisciplinary activities take place between the school and the college and between the school and other programs on campus. In this respect, a significant opportunity exists for the architecture program to create an interdisciplinary synergy with other disciplines, especially at the graduate level. This collaboration can be most effective with strengths and themes that might emerge from the strategic planning process, including heritage conservation, multicultural community design and development, urban design for small towns, regional planning and ecology, and the cultural importance of craft. The university and college should provide the appropriate resources to realize this exciting potential and to support the development of faculty expertise and research to advance these and other mission-related elements of the program.

1.2 Architecture Education and Students

The program must demonstrate that it provides support and encouragement for students to assume leadership roles during their school years and later in the profession, and that it provides an interpersonal milieu that embraces cultural differences.

This team is impressed with the students in the School of Architecture. The students are knowledgeable and dedicated to their education as future professionals. Their views of architecture are continually enriched through every year that they spend at LSU. Positive experiences and bonds with their faculty are often cited by students, and students are proud to be part of the school community. They also note their positive experiences outside the school, either in general education or in collaboration efforts between the school and other disciplines. General education and enriching opportunities are vital to the whole education of an architect, and they should be reinforced.
The Student Advisory Committee and the American Institute of Architecture Students Chapter should be commended for their involvement and advocacy both inside and outside the school. The students are well organized and dedicated to the issues surrounding their education and future profession. Actions of particular note are the student-initiated survey, serving as an excellent document to record student perspectives and provoke discussions involving the students’ education and preparation. The students have provided meaningful input to the recent changes to the curriculum. The AIAS should be commended for their introduction of Intern Development Program (IDP) seminars to the school and involvement in the AIAS and AIA beyond the school.

There is a need for continual advising for the students who have moved through several different stages of graduation requirements. New opportunities, such as building details and working with students in other disciplines, have been added to the curriculum as a source of energy for the students. With some of the recent changes come the introduction of laptop computers. The students are concerned with the resources available to foster their proficiency of the software. There is widespread concern over the ratio of students to faculty in certain studios. With this comes a team concern of admission numbers and the attention to efforts promoting diversity in the school. Both the undergraduate and graduate students share excitement for the development of the graduate program.

The TOPS program for student financial support is extremely important and commendable. Several students commented that they would not be able to attend college without such assistance. Part-time jobs held by the students concern the team and some faculty; however the students seem content with and sometimes proud of the jobs they are holding.

1.3 Architecture Education and Registration

The program must demonstrate that it provides students with a sound preparation for the transition to internship and licensure.

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The work reviewed in this visit clearly demonstrates that the students, upon graduation, will have a sound preparation for transition into the work force — through internship and subsequent registration. The existing architectural program covers both theory and practice as well as issues dealing with the protection of the public’s health, safety, and welfare, which is the charge to architects from the State licensing boards. This was shown in sample studies of life-safety systems and their components, egress, corridors, stairs, number and size of exits, fire protection systems, and the like. Students have also shown the ability to integrate these systems in their studio projects, and it was especially visible in the Comprehensive Architectural Design Studio.

Students are encouraged to join the IDP program upon eligibility after completion of their third year (or first year of the graduate program). They recognize that completion of their professional degrees leads to their next education phase of internship. More than 75 percent of the faculty has architectural registration, and along with visits from the State IDP Coordinator, the relationship between education and practice is reinforced. Pass rates of LSU alumni over the past three years are at or above the national averages in 9 of 9 divisions of the Architectural Registration Exam, with Structural, Building technology and Construction documents being well above the national norm.
1.4 Architecture Education and the Profession

The program must demonstrate how it prepares students to practice and assume new roles within a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base.

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The program prepares students very well for the practice of architecture and should be commended for its engagement with the professional community. Positive features include:

- The Advisory Board, as reinstated by the Director, is a valuable asset to the School.
- The AIAS Chapter seems to have attained a new life in the school. It is gaining momentum and should be encouraged.
- The mentoring program with the Baton Rouge Chapter of the AIA presents an exciting new initiative and should be nurtured. This program is especially important because it will expose students to the architect’s obligations to clients, the public, and the profession.
- Approximately half of the faculty is actively involved in the local AIA Chapter, including two who have served as past presidents of the chapter.
- The Paula Manship Lecture Series is valuable because it encourages the vital integration of the profession with the School and demonstrates to the students the need to advance their knowledge of architecture through a lifetime of practice and research.

The 1998 NAAB team wished to see greater interdisciplinary cooperation. Although there is some evidence of such activity, more interaction should be strongly encouraged. The potential for interdisciplinary learning and growth is tremendous. Within the context of the ever-increasing diversity and complexity of the profession, such integration is vital to the future success of the student as a professional. The Office for Community Design and Development and the Office of Community Preservation offer wonderful opportunities for such crosspollination. Additionally, the study-abroad program in Mexico should be applauded for its enrichment opportunities and for crossing disciplinary lines. Potential for interdisciplinary cooperation in the Graduate Program is strong, with connections to the School of Landscape Architecture showing particular promise.

1.5 Architecture Education and Society

The program must demonstrate that it not only equips students with an informed understanding of social and environmental problems but that it also develops their capacity to help address these problems with sound architecture and urban design decisions.

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The program offers clear evidence of an engaged understanding of contemporary social and environmental issues. The school supports a legacy of considered and thoughtful observation of its immediate geographic locale, both physical and social. Through a variety of community outreach initiatives, the work of students and faculty brings the instruments of physical planning and design to bear upon significant and pressing
2006-2007 LSU NAAB Architecture Program Report

Louisiana State University
Visiting Team Report
April 4, 2001

Concerns. The Office of Community Preservation and Office of Community Design and Development have a direct impact on design studio pedagogy.

Enrichment of the curriculum provided by active processes of collaboration and dialogue with public agencies, allied professionals, academics, and local community groups brings the complex conditions of contemporary practice into the academy. This context, in turn, measures the development of analytical and communication skills essential to design decision making.

The program's strength in this regard suggests an emerging leadership role for the School in effectively bringing the University's academic concerns to community awareness while enriching the School's central educational mission. The level of engagement evident will unquestionably encourage faculty and students to maintain the kind of commitment to serve so essential to the fully realized practice of architecture.

2. Program Self-Assessment

The program must provide an assessment of the degree to which it is fulfilling its mission and achieving its strategic plan.

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Impressive evidence was presented, including institutional self-study and program review, internal strategic planning discussions, and curriculum development. The end-of-the-term review of all studio work is an excellent way for the program to assess its strengths and weaknesses, leading to continual curriculum development.

Additional planning efforts are critically important for the future of the program. How the master's degree integrates with or distinguishes itself from the bachelor's program is one important area of study. Another involves computing resources; the School suffers from the absence of any coordinated Computing Strategic Plan for the College. The Dean's office needs to take the lead in advancing this work, and substantial involvement by School of Architecture faculty, students, and administration will be key to its success.

3. Public Information

The program must provide clear, complete, and accurate information to the public by including in its catalog and promotional literature the exact language found in Appendix A-2, which explains the parameters of an accredited professional degree program.

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The required language appears in the catalogs. At the same time, the program should engage the current and future M.Arch. students in conversations about the process of NAAB candidacy. The team sensed some anxiety and confusion among the graduate students.
4. Social Equity

The program must provide all faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with equitable access to a caring and supportive educational environment in which to learn, teach, and work.

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Issues of social equity are considered as part of the School’s ambition to reflect the rich community of interests that characterize its region. Present efforts to promote increased equity and diversity in faculty appointments and student admissions should be encouraged, especially in the light of ongoing faculty recruitment efforts and the newly reconfigured protocol for student admissions. Women faculty and African-American students and faculty are under-represented in the School. Just as recruitment will continue to be important for the School, retention must be addressed as well.

5. Human Resources

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

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6. Human Resource Development

Programs must have a clear policy outlining both individual and collective opportunities for faculty and student growth within and outside the program.

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There are sufficient resources and policies in place. However, the faculty will benefit from a more clearly outlined description of support opportunities for professional development. In particular, modest financial support available through the School’s budget needs to be extended by resources provided by College and University sources. New faculty members appear to be very active in conference presentations, and the need for support is likely to grow as additional faculty members arrive.

7. Physical Resources

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

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8. Information Resources

The architecture librarian and, if appropriate, the staff member in charge of visual resource or other nonbook collections must prepare a self-assessment demonstrating the adequacy of the architecture library.

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The library in the Design Building provides an effective resource for students and faculty. The librarian, Sandra Morency, should be commended for her diligent work in building the collection and supporting the needs of the School for many years. As a resource for the entire College of Design it provides an excellent example of the positive synergy of various disciplines brought together. The Visual Resources Library is another excellent resource. The digitization and slide work are exemplary. It is clear that Angela Cinquemani provides excellent guidance and service, and the College is fortunate to have a young professional with her strong background in this...
position. Both of these operations would benefit from additional human resources to keep up with the constant and growing demands for their services.

9. **Financial Resources**

Programs must have access to institutional support and financial resources comparable to those made available to the other relevant professional programs within the institution.

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The Tuition Opportunity Program for Students (TOPS) provides significant resources in the form of tuition assistance and, in some cases, cash grants to all Louisiana students who maintain established quality standards.

10. **Administrative Structure**

The program must be a part of, or be, an institution accredited by a recognized accrediting agency for higher education. The program must have a degree of autonomy that is both comparable to that afforded to the other relevant professional programs in the institution and sufficient to ensure conformance with all the conditions for accreditation.

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The School of Architecture has experienced serious challenges over its recent history. The successful recruitment of David Cronrath is a key element in turning the tide on a number of administrative difficulties. Chris Thiel deserves credit for stepping in effectively as interim Director last year. The School administration, including its excellent staff, is perceived as effective and concerned for the well-being of students and faculty alike.
A search for a new College dean is underway. This represents another key element in the School’s potential for future progress. The dean will be essential in supporting interdisciplinary opportunities within the College and in the arena of private support and development. She or he will also be key in supporting the new School Director as he continues to consolidate and strengthen the architecture programs. The University administration is superb and impressive in the value that they hold for the institution as a whole and for the architecture program.

11. Professional Degrees and Curriculum

The NAAB only accredits professional programs offering the Bachelor of Architecture and the Master of Architecture degrees. The curriculum requirements for awarding these degrees must include three components—general studies, professional studies, and electives—which respond to the needs of the institution, the architecture profession, and the students, respectively.

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Progress has been made since the last visit in seeking an appropriate balance between general education, professional studies, and electives. Nonetheless, the program has yet to achieve a genuine limit of 60 percent for the professional studies component.

The B.Arch. program consists of 180 credit hours, as compared with 168 credits at the time of the last visit. The School lists 84 credit hours (40 percent) as general studies or elective courses. However, the curriculum is highly prescriptive in regard to electives, several of which are specified (Advanced Technology, Advanced Computers, 20th Century History, Advanced Architectural History). This limits student opportunities and choice. Further, several courses are listed as general studies (Arch 1003 & 1004, for example) for which the categorization is dubious. It is also difficult to view Architectural History as “general studies” given its central role in the student curriculum in architecture. Students will benefit from the additional flexibility in their course of study afforded by the continued calibration of the curriculum.

12. Student Performance Criteria

The program must ensure that all its graduates possess the skills and knowledge defined by the performance criteria set out below, which constitute the minimum requirements for meeting the demands of an internship leading to registration for practice.

12.1 Verbal and Writing Skills

Ability to speak and write effectively on subject matter contained in the professional curriculum

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12.2 Graphic Skills

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

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### 12.3 Research Skills

Ability to employ basic methods of data collection and analysis to inform all aspects of the programming and design process

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Additional course electives in theory, technology, history, and advanced topics will support the students in their development of research skills.

### 12.4 Critical Thinking Skills

Ability to make a comprehensive analysis and evaluation of a building, building complex, or urban space

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### 12.5 Fundamental Design Skills

Ability to apply basic organizational, spatial, structural, and constructional principles to the conception and development of interior and exterior spaces, building elements, and components

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### 12.6 Collaborative Skills

Ability to identify and assume divergent roles that maximize individual talents, and to cooperate with other students when working as members of a design team and in other settings

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The team found commendable evidence of the students' ability to collaborate in the studio, to generate critical discussion of each other's projects in the classroom, and to organize themselves to carry out initiatives beyond the curriculum. Design-build projects are among several impressive examples of collaboration in the program.

### 12.7 Human Behavior

Awareness of the theories and methods of inquiry that seek to clarify the relationships between human behavior and the physical environment

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### 12.8 Human Diversity

Awareness of the diversity of needs, values, behavioral norms, and social and spatial patterns that characterize different cultures, and the implications of this diversity for the societal roles and responsibilities of architects

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</table>
12.9 Use of Precedents

Ability to provide a coherent rationale for the programmatic and formal precedents employed in the conceptualization and development of architecture and urban design projects

- Met [X] - Not Met [ ]

12.10 Western Traditions

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

- Met [X] - Not Met [ ]

12.11 Non-Western Traditions

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

- Met [ ] - Not Met [X]

Little evidence was seen involving this criterion. The inclusion of non-Western traditions in the curriculum will reinforce and complement the school’s emphasis on heritage conservation, multiculturalism, and regional study.

12.12 National and Regional Traditions

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

- Met [X] - Not Met [ ]

While this condition is met, it could be further engrained in the curriculum to strengthen this focus, as set out in the Strategic Plan. This area is also related to the program of heritage preservation, the Office of Community Design and Development, and design-build projects.

12.13 Environmental Conservation

Understanding of the basic principles of ecology and architects’ responsibilities with respect to environmental and resource conservation in architecture and urban design

- Met [X] - Not Met [ ]
12.14 Accessibility

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

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While there is evidence of understanding of accessibility issues, it is not clear that accessibility is understood as an essential element in the circulation pattern—from site to entrance and from there to all levels of the structure. This should be recognized consistently in design projects.

12.15 Site Conditions

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

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12.16 Formal Ordering Systems

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

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M.Arch. Candidacy

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12.17 Structural Systems

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

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12.18 Environmental Systems

Understanding of the basic principles that inform the design of environmental systems, including acoustics, lighting and climate modification systems, and energy use.

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12.19 Life-Safety Systems

Understanding of the basic principles that inform the design and selection of life-safety systems in buildings and their subsystems.

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12.20 Building Envelope Systems

Understanding of the basic principles that inform the design of building envelope systems

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12.21 Building Service Systems

Understanding of the basic principles that inform the design of building service systems including plumbing, electrical, vertical transportation, communication, security, and fire protection systems

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12.22 Building Systems Integration

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

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The work of Studio 5001 - Comprehensive Architectural Design is impressive. The students clearly demonstrate their ability to select and integrate various building systems in successful design projects, and the faculty should be commended for organizing and directing this challenging studio.

12.23 Legal Responsibilities

Understanding of architects' legal responsibilities with respect to public health, safety, welfare; property rights; zoning and subdivision ordinances; building codes; accessibility and other factors affecting building design, construction, and architecture practice

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12.24 Building Code Compliance

Understanding of the codes, regulations, and standards applicable to a given site and building design, including occupancy classifications, allowable building heights and areas, allowable construction types, separation requirements, means of egress, fire protection, and structure

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12.25 Building Materials and Assemblies

Understanding of the principles, conventions, standards, applications, and restrictions pertaining to the manufacture and use of construction materials, components, and assemblies

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12.26 Building Economics and Cost Control

Awareness of the fundamentals of development financing, building economics, and construction cost control within the framework of a design project

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12.27 Detailed Design Development

Ability to assess, select, configure, and detail as an integral part of the design appropriate combinations of building materials, components, and assemblies to satisfy the requirements of building programs

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12.28 Technical Documentation

Ability to make technically precise descriptions and documentation of a proposed design for purposes of review and construction

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12.29 Comprehensive Design

Ability to produce an architecture project informed by a comprehensive program, from schematic design through the detailed development of programmatic spaces, structural and environmental systems, life-safety provisions, wall sections, and building assemblies, as may be appropriate; and to assess the completed project with respect to the program's design criteria

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The school has been particularly successful in achieving this criterion in the rigorous coursework produced in 5001 - Comprehensive Architectural Design. The complete process, including research, analysis, programming, schematic design, and design development, is evident in the work.

12.30 Program Preparation

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

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12.31 The Legal Context of Architectural Practice
Awareness of the evolving legal context within which architects practice, and of the laws pertaining to professional registration, professional service contracts, and the formation of design firms and related legal entities

Met | Not Met
[X]  | [ ]

12.32 Practice Organization and Management
Awareness of the basic principles of office organization, business planning, marketing, negotiation, financial management, and leadership, as they apply to the practice of architecture

Met | Not Met
[X]  | [ ]

12.33 Contracts and Documentation
Awareness of the different methods of project delivery, the corresponding forms of service contracts, and the types of documentation required to render competent and responsible professional service

Met | Not Met
[X]  | [ ]

12.34 Professional Internship
Understanding of the role of internship in professional development, and the reciprocal rights and responsibilities of interns and employers

Met | Not Met
[X]  | [ ]

12.35 Architects' Leadership Roles
Awareness of architects' leadership roles from project inception, design, and design development to contract administration, including the selection and coordination of allied disciplines, post-occupancy evaluation, and facility management

Met | Not Met
[X]  | [ ]

12.36 The Context of Architecture
Understanding of the shifts that occur—and have occurred—in the social, political, technological, ecological, and economic factors that shape the practice of architecture

Met | Not Met
[X]  | [ ]
12.37 Ethics and Professional Judgment

Awareness of the ethical issues involved in the formation of professional judgments in architecture design and practice

Met | Not Met
---|---
[X] | [ ]
III. Appendixes

Appendix A: Program Information

1. History and Description of the Institution

The following text is taken from the 2000 Louisiana State University Architecture Program Report:

Louisiana State University and Agricultural and Mechanical College is located in the capital of the State of Louisiana, Baton Rouge. The city of Baton Rouge has a metropolitan area population of more than 500,000, is an inland port and a major petrochemical center. Located in the southern portion of the state, it is significantly influenced by the geographical, climatological, and cultural characteristics of the region. New Orleans is about 80 miles to the southeast. Less than an hour’s drive north lie the gently rolling hills of the ante bellum country of the Feliciana parishes. The famed French-Louisiana country of bayous, marshes and lakes is about an hour’s drive to the southwest.

The University is situated on more than 2,000 acres of land on the southern edge of the city, bordering on the Mississippi River. The University’s more than 250 principal buildings are grouped on a 550-acre plateau that constitutes the main part of campus. The original plan for the present campus was begun in 1920 by the Olmsted Brothers and completed by Theodors Link of St. Louis. While the institution’s origin dates back to 1853, it has occupied this site since April 30, 1920. Early campus buildings, classrooms, and administrative offices, grouped around quadrangles and connected by colonnaded passageways, reflect the domestic style of northern Italy (stucco walls, red-tiled roofs) popularized by the Italian Renaissance master architect Andrea Paladio. This campus was initially conceived and laid out in 1920 by the Olmsted Brothers of Brookline, Massachusetts. The final plan was revised and executed by the St. Louis architect, Theodore Link, who designed all of the original campus buildings.

LSU has been designated by the Louisiana Board of Regents as the state’s only comprehensive university. The comprehensiveness is recognized nationally by LSU’s classification by the Carnegie Commission as a Research University I—one of 45 public and 25 private universities in the nation to be so designated—and by its unusual status as one of only 25 universities in the nation designated as both a land grant and sea grant institution. Its instructional programs include approximately 220 curricula leading to undergraduate and graduate/professional degrees. Degrees in medicine, veterinary medicine, and law are offered from the respective LSU professional schools.

The academic year 2000-2001 has been designated the Campus Jubilee Year in celebration of the first 75 years of the University on the present campus. Various activities and events meant to commemorate this have been scheduled throughout the year. The University has contracted the internationally acclaimed planning firm Smith Group/JR to create a master plan for the growth and development of the campus into the next century. This master plan will be in progress over the fall and spring semesters and is to be unveiled April 30, 2001.
2. Institutional Mission

The following text is taken from the 2000 Louisiana State University Architecture Program Report:

The mission of Louisiana State University and A&M College is the generation, preservation, dissemination, and application of knowledge and cultivation of the arts for the benefit of the people of the state, the nation, and the global community.

3. Program History

The following text is taken from the 2000 Louisiana State University Architecture Program Report:

The program in architecture began in 1947 as a four-year curriculum in architectural engineering offered by the Department of Architecture in the College of Engineering, then housed in Atkinson Hall. In 1951, the program was changed to a five-year professional curriculum. In 1962, the professional program was accredited, and the Department of Architecture became a part of the newly formed School of Environmental Design. Also included in that school were the Departments of Landscape Architecture and Fine Arts. In 1973, the School of Environmental Design was renamed the College of Design. The college includes the School of Architecture, the School of Landscape Architecture, the School of Art, and the Department of Interior Design. The School of Architecture moved back to reoccupy Atkinson Hall, prominently situated on the Main Quadrangle, in 1979.

In 1985, the Louisiana Board of Regents for Higher Education approved the initiation of a graduate program in architecture leading to a Master of Science degree. The first graduate students were admitted in the fall of 1987. In 1998, the Board of Regents approved the change of the M.S. degree to a Master of Architecture. The first students were admitted to the M.Arch. program in the summer of 2000. The School is currently pursuing accreditation for this new professional program. The Louisiana State University School of Architecture will celebrate its 50th anniversary as a five-year professional program in the fall of 2001.

4. Program Mission

The following text is taken from the 2000 Louisiana State University Architecture Program Report:

To generate, preserve, disseminate, and apply the knowledge of our profession through education, research, creative work, and service.
5. Program Strategic Plan

The following text is taken from the updated 2006 Louisiana State University Architecture Program Report:

Vision
To lead Louisiana and set an example for all schools of architecture in contributing to the understanding, creation, and conservation of the built environment.

Mission
To generate, preserve, disseminate, and apply the knowledge of our profession through education, research, creative work, and service.

Strategic Goals
Strategic Goal 1.0: Develop a curriculum that produces high-quality professional architects and lifelong learners
Strategic Goal 2.0: Develop facilities that foster and programs that promote exploration and creativity in support of a quality architectural learning experience
Strategic Goal 3.0: Foster the development of a diverse community of faculty and students
Strategic Goal 4.0: Aggressively pursue the application of information technology to architectural issues
Strategic Goal 5.0: Cultivate the School's available resources to support the scholarship of discovery, integration, application, and teaching

Strategic Directions and Objectives
Strategic Direction 1: To create a challenging undergraduate curriculum that surpasses accreditation standards and meets the demands of a changing profession
Strategic Direction 2: To develop the graduate program to achieve full NAAB accreditation
Strategic Direction 3: To improve student advising and services to ease the transition from school through internship to leadership roles as a registered architect
Strategic Direction 4: To provide students and faculty hands-on experiences with communities pursuing social and physical improvement
Strategic Direction 5: To improve the physical environment of Atkinson Hall
Strategic Direction 6: To improve access to equipment
Strategic Direction 7: To expand faculty opportunities for professional, creative, and scholarly enrichment
Strategic Direction 8: To improve the quality and diversity of entering students. Strategic Direction 9: To improve the diversity of faculty
Strategic Direction 10: To develop a stronger partnership with the profession, alumni, and the community in an effort to enhance the awareness of architecture's significance and expand the horizons of architectural education
Appendix B: The Visiting Team

Team Chair, Representing the ACSA and NAAB
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(225) 767-8811
(225) 767-8811 fax
trula@remsonhailey.com
## Appendix C: The Visit Agenda

**Saturday, March 31, 2001**

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Activity</th>
</tr>
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<tbody>
<tr>
<td>2:45-5:30</td>
<td>Pleasant Hall</td>
<td>Team arrives; picked up at airport</td>
</tr>
<tr>
<td>6:30</td>
<td>Jubans Restaurant</td>
<td>Dinner with Dean Chris Saccopulos, Director David Cronrath, Undergraduate Program Coordinator Tom Sofranko, Graduate Program Coordinator Michael Desmond, AIA President Nelson Estrada Team members meet at 6:15 p.m. Pleasant Hall lobby; transport team to the restaurant</td>
</tr>
<tr>
<td>8:00</td>
<td>Pleasant Hall</td>
<td>Team orientation, hotel suite</td>
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**Sunday, April 1, 2001**

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<tr>
<th>Time</th>
<th>Location</th>
<th>Activity</th>
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<tbody>
<tr>
<td>A.M.</td>
<td>Pleasant Hall</td>
<td>Continental Breakfast with Director Cronrath</td>
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<tr>
<td></td>
<td>Atkinson Hall</td>
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</tr>
<tr>
<td>8:00</td>
<td>107 Atkinson Hall</td>
<td>Introduction of program, curriculum, and team room overview and initial review of Response to Previous VTR: David Cronrath, Director, and Chris Theis, former Interim Director</td>
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<tr>
<td>10:30</td>
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<td>Tour of facilities, team room, and display areas. Visit facilities: library/design resource center, shop, CADGIS lab (computer facility); David Cronrath, Director, conducts tour</td>
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<tr>
<td>P.M.</td>
<td>107 Atkinson Hall</td>
<td>Lunch catered in team room</td>
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<tr>
<td>12:00</td>
<td>107 Atkinson Hall</td>
<td>Team reviewing student work in team room</td>
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<tr>
<td>1:30</td>
<td>102 Atkinson Hall</td>
<td>Team meeting with faculty</td>
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<tr>
<td>4:00</td>
<td>Atkinson Hall Lobby</td>
<td>Reception with faculty, staff, and administration</td>
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<tr>
<td>5:15</td>
<td>Drakes the Restaurant</td>
<td>Team dinner with Ken Carpenter, Chris Theis, Robert Zvirm, and David Cronrath</td>
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<tr>
<td>6:30</td>
<td></td>
<td>Meeting in team room or hotel suite</td>
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### Monday, April 2, 2001

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<th>Time</th>
<th>Location</th>
<th>Activity</th>
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<tbody>
<tr>
<td>A.M.</td>
<td>The Faculty Club</td>
<td>Breakfast with David Cronnath (meet in hotel lobby)</td>
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<tr>
<td>7:30</td>
<td>107 Atkinson Hall</td>
<td>Review student work</td>
</tr>
<tr>
<td>8:30</td>
<td>102 Design</td>
<td>Meeting with Dean Cristos S家装oids and Associate, DeaN Machita Mauck, Ph.D.</td>
</tr>
<tr>
<td>9:00</td>
<td>156 Thomas Boyd</td>
<td>Meeting with Dr. Daniel Fogel, Provost, and Dr. Mark Emmert, Chancellor</td>
</tr>
<tr>
<td>10:00</td>
<td>The Faculty Club</td>
<td>Team meets</td>
</tr>
<tr>
<td>11:00-11:30</td>
<td>The Faculty Club – Chancellor’s Dining Room</td>
<td>Lunch with studio year coordinators, Erik Heintz, Jim Sullivan, Ken Carpenter, Frank Bosworth, Ursula Emery-McClure</td>
</tr>
<tr>
<td>P.M.</td>
<td>107 Atkinson Hall</td>
<td>Review student work</td>
</tr>
<tr>
<td>1:00</td>
<td>Studios</td>
<td>Visit studios</td>
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<tr>
<td>3:00-4:00</td>
<td>103 Design</td>
<td>Schoolwide meeting with students</td>
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<tr>
<td>4:00-5:00</td>
<td>Atkinson Hall Lobby</td>
<td>Reception with alumni and local professionals</td>
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<td>5:15</td>
<td>The Chimes Restaurant</td>
<td>Team dinner</td>
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<tr>
<td>6:00</td>
<td>8:00</td>
<td>Meeting in team room or hotel suite</td>
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### Tuesday, April 3, 2001

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<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Activity</th>
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<tbody>
<tr>
<td>A.M.</td>
<td>The Faculty Club</td>
<td>Breakfast with David Cronnath</td>
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<tr>
<td>8:00</td>
<td></td>
<td>Review student work and team work session</td>
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<tr>
<td>9:00</td>
<td>104 Design</td>
<td>A. Meeting with Librarian: Sandy Mooney</td>
</tr>
<tr>
<td>10:30</td>
<td>102 Atkinson</td>
<td>B. Meeting with program staff: Dana Mitchell, Lee Ann David, Jani Day, Hunter Roth, Angela Cinquemano</td>
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<tr>
<td>11:30-12:30</td>
<td>102 Atkinson Hall</td>
<td>Lunch with student leaders</td>
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<tr>
<td>Time</td>
<td>Location</td>
<td>Event Description</td>
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<tr>
<td>P.M.</td>
<td>4347 Perkins Road</td>
<td>Meeting with Office for Community Preservation, Bokrell Kennedy; Office for Building Research, Jason Shih; Office for Community Design and Development, Frank Bosworth and Marsha Cuddieback; Building Research Yard, David Baird (Shih, Baird, and Kennedy to transport team members between school and community design center. Pick up team members at lobby of Atkinson hall)</td>
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<td>2:00</td>
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<td>Review student work and team work session</td>
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<td>5:00</td>
<td>102 Atkinson Hall</td>
<td>Meeting with Director Cronnath</td>
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<tr>
<td>6:00</td>
<td>Gino's Restaurant</td>
<td>Team Dinner with Director Cronnath</td>
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<td>8:00</td>
<td>Pleasant Hall</td>
<td>Return to hotel</td>
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<tr>
<td>A.M.</td>
<td>The Faculty Club</td>
<td>Breakfast and exit interview with Director Cronnath</td>
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<tr>
<td>7:30</td>
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<td>Exit interview with Dean Sacopoulos</td>
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<td>8:30</td>
<td>102 Design</td>
<td>Exit interview with Dr. Emmert, Chancellor, and Pauline Rankin, Associate Vice Chancellor</td>
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<tr>
<td>9:30</td>
<td>139 David Boyd</td>
<td>Exit interview with school community: students, faculty, staff, and administration</td>
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<tr>
<td>11:00</td>
<td>313 Design</td>
<td>Exit interview with school community: students, faculty, staff, and administration</td>
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<tr>
<td>Lunch</td>
<td>The Chimes Restaurant</td>
<td>Director Cronnath and Team</td>
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<tr>
<td>P.M.</td>
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<td>Team departs</td>
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IV. Report Signatures

Respectfully Submitted,

[Signatures]

Kenneth A. Schwartz, FAIA
Team Chair
Representing ACSA and NAAB

Stephen Vogel, FAIA
Team member
Representing AIA

Audrey Jo McElhiney
Team member
Representing AIAS

Christopher Macdonald
Team member
Representing ACSA

Brenda A. Sanchez, AIA
Team Member
Representing NCARB
Louisiana State University
School of Architecture

Visiting Team Report

Master of Architecture (Candidacy)

The National Architectural Accrediting Board
March 24, 2004

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

1. Team Comments

The visiting team would like to begin this report by acknowledging the effort and hospitality of the Louisiana State University (LSU), its College of Arts and Design, and its School of Architecture. The thoroughness of the program's preparation for this visit by the NAAB was matched only by the courtesy and graciousness of the individuals with which this team had the pleasure to interact. Everyone involved, starting with Dana Mitchell in the School of Architecture office, was professional and helpful.

APR and Team Room—The material assembled by the School of Architecture for review by this visiting team was well organized, complete, and clearly presented. The Architectural Program Report was succinct and easy to follow. The team room was both a readily understandable presentation of the required material and a comfortable milieu for the team to conduct its work. The attention shown to these preparatory steps by the School of Architecture made the job of the visiting team easier: it allowed the team to focus on a detailed review of the Master of Architecture (M. Arch.) program.

Leadership—The visiting team found that M. Arch. students at LSU benefit from engaged and concerned leadership. Rick Ottner, the dean of the College of Arts and Design, is dedicated to advancing the educational mission of his college and committed to the best for the School of Architecture. The M. Arch. coordinator, Chris Thie, has done an admirable job in shepherding this young program through its initial years. The visiting team found that David Connath, the director of the School of Architecture, excels in his multiple roles. He was widely complemented by students and faculty for his clear leadership of the program, for his availability to all of the school's population, and for his willingness to constructively address any meaningful concern brought to him.

Faculty—The M. Arch. students at LSU benefit from a committed and competent faculty that is open and available to its students. Its unwavering dedication to the intellectual and professional development of its students was readily apparent to the visiting team. It constitutes a significant resource of the program, and the visiting team can only hope that the upcoming important searches to fill vacant faculty positions will be used to further strengthen this vital resource of the school.

Students—The first M. Arch. classes of the School of Architecture are impressive groups of mature and dedicated students. Not only are they committed to their professional architectural education, but they take full advantage of the opportunities to be involved in the school's governance and policy formulation. M. Arch. students are valued contributors to the work of the school's two curriculum committees. Studio representatives from the M. Arch. program are vigorous participants on the Student Advisory Committee that meets twice monthly with the director.

M. Arch. Program—The visiting team was encouraged by the progress made by the nascent M. Arch. program since the 2001 NAAB visit. It was impressed by the attention the program pays to ensuring the instruction addresses the student performance criteria established by the NAAB. While the M. Arch. students themselves acknowledge that their graphic presentations are not always the equal of their undergraduate peers', there are indications that these representational skills are improving. Further, the success of the LSU M. Arch. students in developing a comprehensive design that well meets NAAB criteria is particularly noteworthy. The program benefits from regular exposure to the practice of architecture. Several faculty members have considerable professional practices, and the leaders of the Louisiana architectural community regularly serve as jurors for studio presentations. This interaction with architects enriches the M. Arch. program and facilitates an easier transition from the academy to practice.
Opportunities and concerns—The visiting team believes there are several opportunities LSU might consider as the M. Arch. program at LSU continues to grow and mature. The program is situated in a college with several fine programs in related disciplines. Currently, the various programs in the college function separately in most areas, and there is little collaboration. Course 7004, Graduate Design Studio IV is the only required course in which M. Arch. students now interact with another discipline in the College of Arts and Design. The team believes that the opportunity for additional collaboration with other academic units should be explored. If feasible, such collaboration would both strengthen the required M. Arch. curriculum and enrich the overall college.

As the team noted above, the M. Arch. program at LSU is generally successful in addressing the NAAB’s Student Performance Criteria. This is being accomplished by an ongoing and diligent effort to ensure that the curriculum focuses on the core needs of a sound professional program. This emphasis is well-placed; indeed, it shows that the leadership of the school understands that this is the primary obligation of every accredited program in architectural education. Once mechanisms are firmly in place to ensure that this core responsibility is met, the visiting team believes LSU should seek to more fully reflect the unique architectural heritage of Louisiana. In the past, the school has had areas of concentration that included environmentally responsible design in tropical climates and historic preservation of Southern architecture. These kinds of focused efforts add energy and depth to the program and help to differentiate LSU from other professional programs in architecture.

The M. Arch. program brings to the School of Architecture students with varied life experiences and academic backgrounds. These students support the curriculum of the program and have the potential to introduce new areas of study and research. In order for the LSU M. Arch. program to realize its full potential, it is essential the university and college administration continue to provide financial support for a rigorous program of student assistantship positions.

2. Progress Since the Previous Site Visit

Condition 5, Human Resources

Previous Team Report: The faculty seems to be stretched beyond its capacity. Several studios have a higher studio student to faculty ratio than this team believes is desirable for excellence to be achieved in student performance. Although computing infrastructure appears to be in place, the one-to-one support that is necessary to elevate the administration, faculty, and student body into a desired position of technological excellence is anemic at best. Additional support is needed in the woodshop, Visual Resources Library, College Design Library, and elsewhere throughout the program.

The faculty, staff, and administration of the School of Architecture have valiantly achieved remarkable success given the financial and physical resources from which they have been operating. However, this team cannot confidently report that this program provides adequate Human Resources for a professional degree in architecture. The team is aware that the School is immediately interviewing to fill two vacant positions, and these two faculty members will make a positive impact in some cases of excessive student/faculty ratios. Even this anticipated improvement beginning next year may not fully cover the staffing needs as the new Master of Architecture program is phased in.

The 2004 visiting team believes that the School of Architecture has made measurable progress in improving some of the human resources available to the School of Architecture. Unspate difficult economic times, LSU School of Architecture faculty report that they have regularly received salary increases during the last 3 years. Student concerns expressed in 2001 concerning the staff support in the woodshop and the Visual Resources Library were not articulated during this visit, although recent reductions in the
staff of both of these support resources may result in this once again becoming a matter of concern. The hours of operation of the College Design Library have recently been expanded, in part to address the needs of M. Arch. students whose work or family commitments make it difficult to use this facility at other times. Although still high, the ratio of student-to-faculty appears to have improved. As it had in 2001, the school again has two vacant positions on the faculty. Taking maximum advantage of the potential of these new hires will be critical if the school is to continue to advance its mission and the M. Arch. program is to reach its full potential.

Condition 11. Professional Degrees and Curriculum

Previous Team Report: Progress has been made since the last visit in seeking an appropriate balance between general education, professional studies, and electives. Nonetheless, the program has yet to achieve a genuine limit of 60 percent for the professional studies component.

The B.Arch. program consists of 180 credit hours, as compared with 169 credits at the time of the last visit. The School lists 64 credit hours (40 percent) as general studies or elective courses. However, the curriculum is highly prescriptive in regard to electives, several of which are specified (Advanced Technology, Advanced Computers, 20th Century History, Advanced Architectural History). This limits student opportunities and choice. Further, several courses are listed as general studies (Arch 1003 & 1004, for example) for which the categorization is dubious. It is also difficult to view Architectural History as “general studies” given its central role in the student curriculum in architecture. Students will benefit from the additional flexibility in their course of study afforded by the continued calibration of the curriculum.

Because this observation from the 2001 Visiting Team Report addressed general education requirements specific to LSU’s accredited Bachelor of Architecture (B. Arch.) program, the 2004 visiting team did not assess progress in this area during its visit.

Criterion 11: Awareness of the parallel and divergent canons and traditions of architecture and urban design in the non-Western world.

Previous Team Report: Little evidence was seen involving this criterion. The inclusion of non-Western traditions in the curriculum will reinforce and complement the school’s emphasis on heritage conservation, multiculturalism, and regional study.

The 2004 Visiting Team found that an adequate treatment of non-Western traditions in architecture is still missing in the required curriculum of the LSU program. (See comments under Student Performance Criterion 12.11, Non-Western Traditions).

3. Conditions Well Met

1.2 Architecture Education and Students
1.4 Architecture Education and Registration
2 Program Self-Assessment
12.1 Verbal and Writing Skills
12.10 Western Traditions
12.27 Detailed Design Development
12.33 Contracts and Documentation
4. Conditions Not Met
   4 Social Equity
   7 Physical Resources
   12.11 Non-Western Traditions
   12.15 Site Conditions

5. Causes of Concern
   9 Financial Resources
   12.14 Accessibility
II. Compliance with the Conditions for Accreditation

1. Program Response to the NAAB Perspectives

Programs must respond to the relevant interests of the five constituencies that make up the NAAB: education (ACSA), members of the practicing profession (AIA), students (AIAS), registration board members (NCARB), and public members.

1.1 Architecture Education and the Academic Context

The program must demonstrate that it both benefits from and contributes to its institutional context.

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The M. Arch. program is viewed positively by university and college administrators. They cite the academic caliber of the graduate students as an asset to the school. The university and college administration recognize the opportunities the M. Arch. program offers for interdisciplinary and collaborative work in the areas of pedagogy, digital media, historic conservation, and urban and community design.

The School of Architecture continues to provide leadership in the area of student outcomes assessment. It maintains high standards both for faculty and students. The faculty collaborates with peers from other units within the college and is actively involved in the life of the institution through participation in committees at the university level and research and practice initiatives including the Computer-Aided Design and Geographic Information Systems Laboratory (CADGIS) facility and the Office of Community Design and Development. The M. Arch. program adds to the professional degree offerings available in the institution and contributes a new track for students pursuing professional studies.

1.2 Architecture Education and Students

The program must demonstrate that it provides support and encouragement for students to assume leadership roles during their school years and later in the profession, and that it provides an interpersonal milieu that embraces cultural differences.

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The visiting team is impressed with the students' enthusiasm and dedication. Many of the graduate students expressed satisfaction at the advice and counseling they received from the faculty before deciding to attend the LSU M. Arch. program. The students also stated that the faculty continues to regularly offer informal counseling and support. They demonstrated an overall cooperation among the different studios, as well as between graduate and undergraduate architecture students.

The graduate students are beginning to increase their involvement with the AIAS and the student organized lecture series; however, opportunities for M. Arch. students to become leaders in the school have not been fully realized.

LSU M. Arch. students listed the following areas of the program in which they believe there is room for improvement:
The M. Arch. students cited the need for better technological and instructional support in the area of computing, particularly in three-dimensional computer modeling.

Some M. Arch. students voiced the concern that the graduate program lacks a clear direction, but also acknowledge the professors are still working very hard on this.

The students noted the lack of actual architectural exploration experiences, such as field trips.

The limited availability of assistships to prospective graduate students was frequently mentioned, although some of the current graduate students also acknowledged that the tuition fees for the LSU M. Arch. program compares favorably with those of other institutions and that these relatively low fees were a factor in their decision to attend this program.

1.3 Architecture Education and Registration

The program must demonstrate that it provides students with a sound preparation for the transition to internship and licensure.

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The written and graphic student work the visiting team reviewed clearly demonstrated that graduates of the M. Arch. program are well prepared to enter the architectural workforce. Health, safety, and welfare topics including building occupancy, exiting requirements, and life safety issues are addressed in the curriculum. An understanding of architecture as a business is communicated formally in the curriculum and regularly reinforced by faculty members who are licensed and active in practice.

The stated desire of a majority of the current M. Arch. students to enter the profession upon graduation has led them to gain a good understanding of the internship and examination process. Faculty participation in a recent statewide Intern Development Program (IDP) conference indicates a commitment to achieve even greater success for their graduates as they transition to the profession.

It should be noted that the graduates of the B. Arch. program continue to outperform the national pass rates on six of the nine divisions of the Architect Registration Examination (ARE). Graduates of the M. Arch. program share many of the same courses as the undergraduate students and could be expected to perform similarly once they sit for the ARE.

1.4 Architecture Education and the Profession

The program must demonstrate how it prepares students to practice and assume new roles within a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base.

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The visiting team believes there has been a significant improvement in the relationship between the school and the profession in recent years, although this positive change has been primarily at the administrative and faculty levels. As noted earlier, local professionals are regular design jury critics. More than half the faculty are licensed
architects and the majority are members of the American Institute of Architects (AIA). Faculty participation in professional organizations and regulatory agencies enhances the graduate student's academic experience.

While the students are aware of this improving relationship, they continue to desire more opportunities for interaction, engagement, internship and career development with the professional community. Students also note that attendance by the local profession community at student- and school-sponsored events has not been robust.

1.5 Architecture Education and Society

The program must demonstrate that it not only equips students with an informed understanding of social and environmental problems but that it also develops their capacity to help address these problems with sound architecture and urban design decisions.

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The visiting team observed that the criterion was met. Through their coursework, seminars, and collaborative design studios such as the Winniboro planning and analysis project (Course 7004, Graduate Design Studio IV), students gain an understanding of many of the aspects of the complex social and environmental contexts in which today's architect must function.

2. Program Self-Assessment

The program must provide an assessment of the degree to which it is fulfilling its mission and achieving its strategic plan.

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The Master of Architecture ... Architectural Program Report was thorough and very well done. Examples of self assessment documents evaluating the program's effectiveness were found in the report. Meetings with faculty, students, and student leaders communicated methods of informal program assessments. The School of Architecture's assessment process and the survey tools are distributed by the university to other academic units as a model of successful self-assessment.

Response to the assessment data was evidenced in the ongoing "tweaking" and realignment of coursework during the graduate experience. The director and graduate faculty are to be commended for their desire and ability to address immediate student needs while at the same time fulfilling the mission of the program.
3. Public Information

The program must provide clear, complete and accurate information to the public by including in its catalog and promotional literature the exact language found in appendix A-2, which explains the parameters of an accredited professional degree program.

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The Visiting Team found that the required statements explaining the parameters of an accredited professional degree program were clearly presented in the university catalog and in program literature.

4. Social Equity

The program must provide all faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with equitable access to a caring and supportive educational environment in which to learn, teach, and work.

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A number of worthy testatory social equity aspects are apparent at the School of Architecture at LSU. The dean of the college and the director of the school are strong advocates of the vision for an educational environment that nurtures the intellectual and social growth of all aspects of America’s population. The composition of the student population reflects the rich cultural and racial diversity of Louisiana. The make-up of the staff is similarly representative.

The LSU M. Arch. program is a supportive environment in which students have ample and varied opportunities to meet with the faculty for counseling and advice. Excellent vehicles such as the Graduate Curriculum Committee and the Student Advisory Committee ensure M. Arch. students with meaningful input into their educations.

The school continues to make strides in recruiting women faculty members. Unfortunately, similar success in hiring African-Americans for the faculty has eluded the school. The recent retirement of its sole African-American tenured professor has left the faculty unrepresented in this key area. In view both of the school and university’s commitment to social equity and of the population the school serves, this underrepresentation is a serious concern. The Visiting Team hopes that this problem may be partially alleviated as the school views itself of the opportunity that hiring new faculty members to fill vacant positions will afford.

The Visiting Team found that a second major deficiency of the program was its failure to provide access to all its programs and facilities to certain segments of the disabled community. While it could be argued that this is solely an issue of "physical resources" (see the comments under Section 7), this Visiting Team believes the absence of full and equal access is an important social deficiency in equity that must be addressed.
5. Human Resources

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

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Since the previous visit, the School of Architecture has experienced positive changes in the number of faculty members and assigned loads, the computing infrastructure, computing support staff, the Wood Shop, and the Visual Resources Library. Many of these achievements have been made possible through partnerships with other units within the College of Art and Design. The director has an effective support staff. This staff would be well served if an additional full-time member were added to compensate for the increase in development activities. The director maintains excellent working relationships with the graduate and undergraduate coordinators, as well as the faculty as a whole. The director's efforts to enhance the offerings of the School of Architecture contribute to the life of the university, and promote the institution are highly appreciated by the university administration.

The School of Architecture provides sufficient human resources for the M. Arch. program. Faculty members have experience teaching, are involved in developing a critical pedagogy, are active in practice, and are much respected by the students. Graduate students consider they have easy access to faculty members, and faculty members are responsive to their needs and provide an environment for intellectual growth. However, to maintain an adequate balance between faculty and students, continue research and practice endeavors, and to further develop the opportunities offered by the M. Arch. program, the school must be able to fill two vacant positions. In addition, funding for student assistantships is essential to attract the best student applicants, support the services the school provides, and maintain outreach programs and research within the school. In the current academic year, funds available for student assistant positions may be reduced, negatively affecting the hours of operation of the Wood Shop and Visual Resources Library.

6. Human Resource Development

Programs must have a clear policy outlining both individual and collective opportunities for faculty and student growth within and outside the program.

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The faculty members are active participating in teaching improvement workshops, professional conferences, continuing education, and scholarly research. They have been successful in obtaining grants and contracts from university, state, and national funding entities.

The School of Architecture Strategic Plan explicitly targets the improvement of student academic and career advisement as one of its priorities. Faculty members are easily accessible for consultation and advisement. Students are aware of and take advantage of the academic resources and services available in the university. Graduate students find enough flexibility in the curriculum and encouragement from their advisors to register in elective courses outside the College of Art and Design. The lecture series is well planned, bringing a variety of guest speakers, artists, and new faculty to attend. The graduate students are active in school governance bodies, such as the Student Advisory Committee and the Curriculum Committee, and in student organizations. Faculty members encourage interaction with practitioners through project reviews. Field trips to locations within the region and to other Gulf States augment the graduate students'
Louisiana State University
Visiting Team Report
March 20–24, 2004

understanding of Louisiana, the Mississippi region, and the South. Also available are exchange programs and travel abroad.

M. Arch. students have the opportunity to become acquainted with the realities of the urban realm through collaboration with the Office of Community Design and Development in one of the design studios. They also have the opportunity to discover Louisiana’s architectural heritage through hands-on historic documentation efforts under the leadership of highly experienced faculty members.

7. Physical Resources

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

    Met [ ] Not Met [X]

Since the previous accreditation visit, physical improvements to Atkinson Hall, the M. Arch. program’s primary location, include the renovation of a portion of the basement not previously assigned to the school. This space is intended for use by a crowded undergraduate program and will not provide additional space for the graduate program. Project review spaces, exhibit space and storage areas are still needed.

For those with physical disabilities, Atkinson Hall remains inaccessible above the first floor. To locate a program that is evaluated on its ability to educate students to properly design for the needs of the disabled community in a building that is inaccessible is inconsistent with the university’s mission.

Significant problems with the HVAC system were reported in the program self-assessment, observed during the site visit, and voiced by the student population.

Although the planned renovation of Atkinson Hall has not begun, the project is now a high university construction priority. For the M. Arch. program to provide a proper learning environment for all students, this renovation work must proceed quickly.

8. Information Resources

The architecture librarian and, if appropriate, the staff member in charge of visual resource or other non-book collections must prepare a self-assessment demonstrating the adequacy of the architecture library.

    Met [X] Not Met [ ]

The graduate program is fortunate to have the resources of the Design Resource Center (DRC) and Middleton Library nearby. Sandra Mooney, Design Resource Center Librarian, continues to faithfully support the needs of the Architecture faculty and staff.

Student use of both libraries is extensive. Additional Saturday hours at the DRC were added to accommodate the graduate students. Even greater use is possible if graduate students are informed of the considerable potential of the library. Clear communication of the purpose of the
M. Arch. degree will enhance the ability of the DRC staff to acquire books and journals that will
enrich the program.

Because funding is controlled by the central library, the Visiting Team was unable to assess the
extent to which sufficient financial resources exist to maintain and grow the design resource
collection.

9. Financial Resources

Programs must have access to institutional support and financial resources comparable to those
made available to the other relevant professional programs within the institution.

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The overall financial resources of the school are derived from a complex mix of state salaries,
institution-wide special programs, research and incentive programs, student fees, allocations from
the dean's office, sponsored research, endowments, and annual giving. As referred to in several
of the other sections, the university is in a state of transition with a new approach as established
by the provost. In essence, the new system is designed to decentralize the vast majority of
resources to the level of the deans. This new system has created many new conditions as well as
an increased need for exceptional clarity in communications with the directors and faculty.

As the implementation of the new system is realized, there is an effort to maximize the
interdisciplinary potential of the college through the reallocation of available resources. While
these efforts are commendable, this represents a new operational mode of joint search efforts
and potential joint appointments. These transitions require clearly stated goals and intentions.

Given these conditions, there is a need to release the two open lines as tenure lines as early as
possible. They are being released this year as entity-level adjunct positions. There are stated
concerns that the financial implications of other resources previously provided by the provost's
office may have an impact on those positions.

Minimal but adequate operational resources exist; however, there have been recent reductions in
assistant lines for basic support services in the shop and media center. As stated previously,
there is a need for additional support staff and graduate student assistantships.

Given the transitional nature of the funding systems at the university, careful stewardship must be
observed in the resolution of immediate needs and the long-range financial planning and
allocation for all programs in order to achieve a balance of resources and the attainment of the
stated aspirations of the School of Architecture.

10. Administrative Structure

The program must be a part of, or be, an institution accredited by a recognized accrediting
agency for higher education. The program must have a degree of autonomy that is both
comparable to that afforded to the other relevant professional programs in the institution and
sufficient to assure conformance with all the conditions for accreditation.

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Louisiana State University and Agricultural & Mechanical College is accredited by the recognized
regional accrediting body, the Commission on Colleges of the Southern Association of Colleges.
and Schools. The School of Architecture resides in the College of Art and Design. It is administered by a full-time director, David Cronrath. Although the responsibility for important financial decisions rests with the dean of the college, the director otherwise enjoys considerable administrative autonomy. The level of autonomy afforded to the School of Architecture is comparable to that afforded other professional programs in the College of Art and Design and to that afforded to other professional programs at LSU.

11. Professional Degrees and Curriculum

The NAAB only accredits professional programs offering the Bachelor of Architecture and the Master of Architecture degrees. The curricular requirements for awarding these degrees must include three components—general studies, professional studies, and electives—which respond to the needs of the institution, the architecture profession, and the students respectively.

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The NAAB requires that the curriculum of an accredited program in architecture include three components—general studies, professional studies, and electives. Because all of the students in the LSU M. Arch. program are graduate students with a first degree in another discipline, the general studies requirement is deemed met by the previous academic coursework. Students in the LSU M. Arch. program are normally required to take 98 hours of professional studies and 16 hours of electives. This course load and distribution satisfies this NAAB requirement.

12. Student Performance Criteria

The program must ensure that all its graduates possess the skills and knowledge defined by the performance criteria set out below, which constitute the minimum requirements for meeting the demands of an internship leading to registration for practice.

12.1 Verbal and Writing Skills

Ability to speak and write effectively on subject matter contained in the professional curriculum

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The LSU M. Arch. students are articulate men and women who can speak effectively on the subject matter of their education. Abundant examples of good writing were found in the coursework for Courses 3005, History of Architecture I; 3006, History of Architecture II; 4700, Research Methods; 5005, Advanced Architectural Topics; 5006, Professional Practice; and other required courses.
12.2 Graphic Skills

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

Met | Not Met
---|---
[X] | [ ]

The Visiting Team found ample evidence that LSU M. Arch. students develop sufficient graphic skills to satisfy this student performance criterion. It should be noted that the current M. Arch. students acknowledge that their graphic skills do not always measure up to those of the upper-level undergraduate students.

12.3 Research Skills

Ability to employ basic methods of data collection and analysis to inform all aspects of the programming and design process

Met | Not Met
---|---
[X] | [ ]

This criterion was met in the student work for Courses 3005, History of Architecture I; 4700, Research Methods; 5005, Advanced Architectural Topics; and in the written components of third-year design studio required courses.

12.4 Critical Thinking Skills

Ability to make a comprehensive analysis and evaluation of a building, building complex, or urban space

Met | Not Met
---|---
[X] | [ ]

Ability in critical thinking skills is demonstrated in the student work found in Courses 4007, Research Methods and 7004, Design Studio IV, and elsewhere in the curriculum.

12.5 Fundamental Design Skills

Ability to apply basic organizational, spatial, structural, and constructional principles to the conception and development of interior and exterior spaces, building elements, and components

Met | Not Met
---|---
[X] | [ ]

The Visiting Team found that the student work for the design studios demonstrated an ability level in fundamental design.
12.6 Collaborative Skills

Ability to identify and assume divergent roles that maximize individual talents, and to cooperate with other students when working as members of a design team and in other settings

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Evidence of student ability in collaboration were found in the coursework for Courses 4062, Urban Design and Planning; 5003, Advanced Architectural Topics; 7005, Graduate Design Studio V; and 7006, Graduate Design Studio VI.

12.7 Human Behavior

Awareness of the theories and methods of inquiry that seek to clarify the relationships between human behavior and the physical environment

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Student awareness of human behavior and its relationship to the physical environment is demonstrated in the coursework for Courses 3005, History of Architecture I; 3006, History of Architecture II; 4062, Urban Design and Planning; 5005, Advanced Architectural Topics; and in the design studios.

12.8 Human Diversity

Awareness of the diversity of needs, values, behavioral norms, and social and spatial patterns that characterize different cultures, and the implications of this diversity for the societal roles and responsibilities of architects

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Awareness of diverse needs and cultures is imparted to LSU M. Arch. students in the coursework for Courses 3005, History of Architecture I; 3006, History of Architecture II; and 4062, Urban Design and Planning.

12.9 Use of Precedents

Ability to provide a coherent rationale for the programmatic and formal precedents employed in the conceptualization and development of architecture and urban design projects

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Evidence of an ability to use appropriate precedents consistent with minimum student performance criteria was found in the design studios, particularly in Course 7002, Graduate Design Studio II.
12.10 Western Traditions

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

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Courses 3005, History of Architecture I and 3006, History of Architecture II are thorough and well-organized presentations of the Western traditions in architecture.

12.11 Non-Western Traditions

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

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The 2-year presentation of architectural history in Courses 3005, History of Architecture I and 3006, History of Architecture II does devote a two-lecture sequence to Chinese, Japanese, and Indian architecture. However, the architectural heritages of the Islamic Middle East, the societies of Africa, the Islands of Polynesia and Indonesia, Orthodox Russia, and other non-Western societies are not addressed in the required class work.

12.12 National and Regional Traditions

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

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National traditions are well-covered in Course 3005, History of Architecture II. Although there is no specific course that addresses the architectural heritage of Louisiana, it was demonstrated to the Visiting Team that the studios impart to each student an understanding of the very rich and complex architectural traditions of this historic part of America.

12.13 Environmental Conservation

Understanding of the basic principles of ecology and architects' responsibilities with respect to environmental and resource conservation in architecture and urban design

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LSU M. Arch. students gain an understanding of environmental controls through the coursework of Course 3008, Environmental Control Systems and through several of the studio courses.
12.14 Accessibility

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

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The Visiting Team found that student work in the design studios demonstrated consistent awareness of the importance of accessible sites and buildings and a minimal ability to design for the needs of the disabled. Although they ultimately concluded that this performance criterion was met, the Visiting Team encourages the program to stress design for accessibility more fully in the future.

12.15 Site Conditions

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

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Although there are some excellent isolated examples of emphasis on thoughtful response to site found in Courses 7002, Graduate Design Studio II and 7004, Graduate Design Studio IV and elsewhere in the required curriculum, the Visiting Team found insufficient evidence that demonstrated that LSU M. Arch. students had attained an ability to respond to site conditions.

12.16 Formal Ordering Systems

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

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Student work for the history of architecture sequence and for Course 7002, Graduate Design Studio II clearly shows an understanding of formal ordering systems.

12.17 Structural Systems

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

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An understanding of structural systems is demonstrated in the required coursework of Course 3007, Architectural Systems and in the second- and third-year studio work.
12.18 Environmental Systems

Understanding of the basic principles that inform the design of environmental systems including acoustics, lighting and climate modification systems, and energy use.

Met  Not Met

Through the required coursework of Courses 3008, Environmental Control Systems and 7006, Graduate Design Studio, LSU M. Arch. students gain an understanding of environmental systems.

12.19 Life-Safety Systems

Understanding of the basic principles that inform the design and selection of life-safety systems in buildings and their subsystems

Met  Not Met

An understanding of life-safety systems is demonstrated in the required coursework of Courses 3007, Architectural Systems, and 3008, Environmental Control Systems, and in the third-year studio work.

12.20 Building Envelope Systems

Understanding of the basic principles that inform the design of building envelope systems

Met  Not Met

Evidence of this understanding is found in student work for the courses in the following sequence, in Course 3007, Architectural Systems, and in the second- and third-year design studios.

12.21 Building Service Systems

Understanding of the basic principles that inform the design of building service systems including plumbing, electrical, vertical transportation, communication, security, and fire protection systems

Met  Not Met

Student work found in Course 3007, Architectural Systems and in third-year design studios demonstrates that an understanding of building service systems has been gained by LSU M. Arch. students.
12.22 Building Systems Integration

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

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Student work for the classes in the structure sequence, for Course 3007, Architectural
Systems, and for second- and third-year design studies demonstrate that LSU M. Arch.
students have attained this ability.

12.23 Legal Responsibilities

Understanding of architects' legal responsibilities with respect to public health, safety,
and welfare; property rights, zoning and subdivision ordinances; building codes;
accessibility and other factors affecting building design, construction, and architecture
practice

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The student work for Course 5006, Professional Practice demonstrates an understanding
of the legal responsibilities of the architect.

12.24 Building Code Compliance

Understanding of the codes, regulations, and standards applicable to a given site and
building design, including occupancy classifications, allowable building heights and
areas, allowable construction types, separation requirements, means of egress, fire
protection, and structure

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LSU M. Arch. students gain an understanding of building code compliance in the required
coursework of Courses 3007, Architectural Systems and 3008, Environmental Control
Systems. This understanding is reinforced in the third-year studio work.

12.25 Building Materials and Assemblies

Understanding of the principles, conventions, standards, applications, and restrictions
pertaining to the manufacture and use of construction materials, components, and
assemblies

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LSU M. Arch. students gain an understanding of building materials and assemblies from
the required Course 3007, Architectural Systems as well as through studio work.
12.26 Building Economics and Cost Control

Understanding of building economics and construction cost control within the framework of a design project

Met  Not Met
[X]  

An awareness of cost control and building economics is seen in Courses 3007: Architectural Systems and 3008: Environmental Controls Systems and in studio work.

12.27 Detailed Design Development

Ability to assess, select, configure, and detail as an integral part of the design, combinations of building materials, components, and assemblies to satisfy the requirements of building programs.

Met  Not Met
[X]  

The students' abilities in detailed design development are simply demonstrated in much of the studio work.

12.28 Technical Documentation

Ability to make technically precise descriptions and documentation of a proposed design for purposes of review and construction

Met  Not Met
[X]  

The ability to make technically precise documentation is seen in the coursework of Courses 3007: Architectural Systems and 5005: Advanced Architectural Techniques and in much of the studio work.

12.29 Comprehensive Design

Ability to produce an architecture project informed by a comprehensive program from schematic design through the detailed development of programmatic spaces, structural and environmental systems, life-safety provisions, wall sections, and building assemblies, as may be appropriate; and to assess the completed project with respect to the program's design criteria

Met  Not Met
[X]  

The student work in Courses 7005, Graduate Design Studio V and 7006 Graduate Design Studio VI demonstrate that comprehensive design ability has been gained by the LSU M. Arch. students.
12.30 Program Preparation

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

Met Not Met
[✓] [ ]

The student work in the design studios, particularly in Courses 7005, Graduate Design 
Studio V and 7006A Graduate Design Studio VI, demonstrate that LSU M. Arch. students 
have gained this ability.

12.31 The Legal Context of Architectural Practice

Understanding of the evolving legal context within which architects practice, and of the 
laws pertaining to professional registration, professional service contracts, and the 
formation of design firms and related legal entities

Met Not Met
[✓] [ ]

An understanding of the legal context for architectural practice is imparted in the required 
Course 5006, Professional Practice.

12.32 Practice Organization and Management

Awareness of the basic principles of office organization, business planning, marketing, 
regulation, financial management, and leadership, as they apply to the practice of 
arquitecture

Met Not Met
[✓] [ ]

Office organization and management are thoroughly presented in the required Course 
5006, Professional Practice.

12.33 Contracts and Documentation

Awareness of the different methods of project delivery, the corresponding forms of 
service contracts, and the types of documentation required to render competent and 
responsible professional service

Met Not Met
[✓] [ ]

Contracts, documentation, and related topics are well covered in the required Course 
5006, Professional Practice.
12.34 Professional Internship
Understanding of the role of internship in professional development, and the reciprocal rights and responsibilities of interns and employers

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Internship is covered in the required Course 5006, Professional Practice, and the Visiting Team learned from interviews that students had the requisite understanding of the internship process.

12.35 Architects’ Leadership Roles
Awareness of architects’ leadership roles in project execution from inception, design, and design development to contract administration, including the selection and coordination of allied disciplines, post-occupancy evaluation, and facility management

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An awareness of the leadership roles and opportunities available to the architect is imparted in the required Course 5006, Professional Practice.

12.36 The Context of Architecture
Understanding of the shifts which occur—and have occurred—in the social, political, technological, ecological, and economic factors that shape the practice of architecture

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Evidence that LSU M. Arch. students gain an understanding of the various contexts that shape the practice of architecture is found in Courses 4002, Urban Design and Planning and 5006, Professional Practice.

12.37 Ethics and Professional Judgment
Understanding of the ethical issues involved in the formation of professional judgments in architecture design and practice

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An awareness of the ethical requirements of the architect is imparted in required Course 5006, Professional Practice.
III. Appendices

Appendix A: Program Information

1. History and Description of the Institution

The following text is taken from the 2003 Louisiana State University Architecture Program Report.

Louisiana State University and Agricultural and Mechanical College is located in the capital of the State of Louisiana, Baton Rouge. The city of Baton Rouge has a metropolitan area population of more than 500,000, is an inland port, and a major petrochemical center. Located in the southern portion of the state, it is significantly influenced by the geographic, climatological and cultural characteristics of the region. About 80 miles to the southeast of Baton Rouge lies New Orleans, one of the most distinctive American urban areas. Less than an hour’s drive north is the gently rolling hills of the antebellum country of the Feliciana parishes. The fabled French-Louisiana country of bayous, marshes, and lakes is about an hour’s drive to the southwest.

The University is situated on more than 2,000 acres of land on the southern edge of the city, bordering on the Mississippi River. The University’s more than 250 principal buildings are grouped on a 500-acre plateau that constitutes the main part of campus. The original plan for the present campus was begun in 1920 by the Olmsted brothers and completed by Theodore Link of St. Louis. While the institution’s origin dates back to 1853, it has occupied the current site since April 30, 1926. Early campus buildings, classrooms, and administrative offices are grouped around a series of quadrangles and connected by colonnaded passageways. The architecture reflects the domestic style of northern Italy (fan-stucco walls, red-tiled roofs) popularized by the Italian Renaissance master architect Andrea Palladio. St. Louis architect, Theodore Link, designed all of the original campus buildings.

LSU has been designated by the Louisiana Board of Regents as the state’s only comprehensive university. The comprehensiveness is recognized nationally by LSU’s classification by the Carnegie Commission as a Research University—I—one of 45 public and 25 private universities in the nation to be so designated—and by its unusual status as one of only 25 universities in the nation designated as both a land-grant and sea-grant institution. Its instructional programs include approximately 250 curricula leading to undergraduate and graduate/professional degrees. Degrees in medicine, veterinary medicine, and law are offered from the respective LSU professional schools.

As part of the Campus Jubilee Year, a celebration of the first 75 years of the University on the present campus, the University contracted the internationally acclaimed planning firm Smith Group/UR to create a master plan for the growth and development of the campus into the next century. This master plan is in its final phases.

In 2002 the Chancellor, Dr. Paul M. Kedersha, identified the re-affirmation of LSU’s flagship status as the university’s planning focus. Chancellor Kedersha, through widespread participation of the university community, is leading the campus on a path to recapture LSU’s historic tradition of national academic leadership while directing the University’s resources on the issues that face contemporary society at all scales—locally, nationally, and globally.
2. Institutional Mission

The following text is taken from the 2003 Louisiana State University Architecture Program Report.

PREAMBLE TO THE UNIVERSITY PLANNING DOCUMENT, RELEASE 2.0

We believe that LSU can best accomplish its mission by providing the people of Louisiana with access to academic excellence. As Louisiana's flagship research institution, Louisiana State University and A&M College must be a leader in the intellectual, cultural, social, and economic advancement of the state. LSU must attract the brightest students from Louisiana and around the nation in order to develop talented, productive, responsible citizens. LSU must be a source of new knowledge, innovation, and cutting-edge technologies.

With appropriate support, LSU will continue to rise among the leading public research universities in the nation; LSU will model the highest aspirations of higher education as a learner centered, faculty and staff supportive, research intensive, diverse university, with a commitment to public service; and LSU will be a leader of education in Louisiana, with special emphasis on partnerships aimed at the improvement of K–12 education.

We affirm that:

- LSU is a distinctive institution with special opportunities; we must make the most of these attributes—for example, the unique culture and history of our state, our strategic relation to the Caribbean and to Central and South America, and our resource-rich wetlands and coasts.
- LSU is a public institution; we must provide access to excellence and we must be accountable, always showing that LSU has used its resources wisely and efficiently.
- LSU is committed in practice and by policy to equal rights for all, to providing a learning environment and a workplace free of intolerance, discrimination, and any form of harassment or violence, whether by virtue of religion, race, national origin, gender, or any other of the attributes that create the rich diversity of our LSU community.
- Planning and assessment are continuous and essential processes: we must know where we are heading and how to gauge our progress.
- Shared governance is a fundamental principle: we must work as a team, with full respect for dialogue and due process.

The University is not the monomous mix of its students, faculty, and staff, nor is it a particular place. Rather, it is a complex, fluid network of changing relations that extend far beyond our immediate community and the borders of our campus. To stay abreast of a rapidly changing world, LSU must be flexible, bold, and imaginative. At the same time, it is essential for the economic and social well-being of Louisiana that LSU hold steadfastly to a vision: to be a leading research university, challenging undergraduate and graduate students to achieve the highest levels of intellectual and personal development.

VISION

To be a leading research university, challenging undergraduate and graduate students to achieve the highest levels of intellectual and personal development.
MISSION

The mission of Louisiana State University and A&M College is the generation, preservation, dissemination, and application of knowledge and cultivation of the arts.

STRATEGIC GOALS

- LSU must offer excellent curricula and must attract, retain, educate, and graduate highly qualified students.
- LSU must attract, retain, develop, and support excellent faculty and staff.
- LSU must facilitate and encourage teaching, research, and service that benefit society and advance knowledge.
- LSU must contribute to the social, economic, and cultural well-being of the state, the nation, and the world.

3. Program History

The following text is taken from the 2003 Louisiana State University Architecture Program Report.

The program in architecture was founded by O. J. Baker in 1947 as a four-year curriculum in architectural engineering offered by the Department of Architecture in the College of Engineering. This program was housed in Atkinson Hall. In 1961, the program was changed to a five-year professional curriculum with the first degree awarded in the spring of 1990. In 1992, the professional program was accredited, and the Department of Architecture became a part of the newly formed School of Environmental Design. Also included in the School at that time were the Departments of Landscape Architecture and Fine Arts.

In 1971, William McMinn became the new department head for the School. He served until 1974 when Fount Smothers replaced him. In 1979, the School of Environmental Design was renamed the College of Design and included the newly restructured Schools of Architecture, Landscape Architecture, and Art. At this time the interior design program was part of the School of Architecture. Interior Design would emerge as its own department in 1990. During this period the architecture program was housed in Hill Memorial Hall.

The School of Architecture moved back to reoccupy Atkinson Hall, prominently situated on the Main Quadrangle, in 1979.

In 1981, A. Peters Opperman became the new director of the School replacing Fount Smothers. Professor Opperman launched the graduate program, the Master of Science in Architecture. This post-professional program was dedicated to advancing the state of architectural research. Professor Opperman served until 1987 when Chris Theis was selected by the faculty to lead the School.

Professor Theis set about re-building the faculty after several retirements. He hired Wayne Allon as graduate program coordinator and under Wayne’s leadership the graduate program flourished. Professor Theis also initiated the creation of the Foundation for Architectural Education to supplement the resources for the School. He used these funds, plus funds obtained from the Louisiana Education Quality Support Fund, to improve and expand computer equipment and establish the Office of Community Preservation. He led the School to its fourth straight five-year term of accreditation from the National Architectural Accreditation Board. Finally, during his tenure the School re-
Louisiana State University
Visiting Team Report
March 20–24, 2004

4. Program Mission

The following text is taken from the 2003 Louisiana State University Architecture Program Report.

PREAMBLE

The School of Architecture at Louisiana State University believes the rich cultural heritage and physical setting of Louisiana and the Lower Mississippi Delta region provide an invaluable resource for the study of architecture. It is our belief the investigation of this shifting and fluid context will result in the construction of frameworks useful for the study of architectural issues that can have both local and global import. Accordingly, we
view our most valuable resource to be our context. By making this resource central to all our endeavors we will realize an avenue for the School to lead Louisiana and set an example for all schools of architecture.

VISION
To lead Louisiana and set an example for all schools of architecture in contributing to the understanding, creation and conservation of the built environment.

MISSION
To generate, preserve, disseminate and apply the knowledge of our profession through education, research, creative work and service.

To generate knowledge: The School of Architecture believes knowledge is a value-laden commodity. Therefore, within the School who generates knowledge is as important a concern as what knowledge is generated. Our mission dictates that the production of knowledge be an activity for the entire community—faculty and students, graduates and undergraduates.

Our goal is to continually redefine the potentials of architecture and address the problems that beset the contemporary practice of architecture. We will accomplish this goal by establishing new relationships with practitioners and the public. We will use this partnership to inform our understanding of architecture, and as a consequence, expand our definition of architecture. This goal involves the discovery, integration, application, and teaching of architectural ideas and knowledge to a wide and diverse audience.

To preserve knowledge: If inquiry is to be advanced, the School of Architecture has a responsibility to preserve the knowledge within the profession. To meet its responsibility the School should preserve and make available reference materials for students and the profession; significant documents of research interest for scholars; and architectural materials for public exhibition.

To disseminate knowledge: The primary function of the School of Architecture is the education of students to assume leadership roles in the profession of architecture. In the broadest sense this requires the development of abilities to research the issues facing a changing profession and formulate future directions.

Within the context of a curriculum, learning about architecture is best accomplished through an exploration of design. Design thinking prepares one to participate in an increasingly complex world, one that requires interdisciplinary and collaborative learning relationships. Through a thorough understanding of the process of design a graduate of the School of Architecture will be prepared to conduct inquiry into a multitude of issues, both inside and outside of the profession, and contribute to an expanded vision of architecture. Teaching how to think is more important than teaching what to think.

This challenge requires the School to expand the definition of architectural education and the audiences to be served.

Within the context of contemporary higher education, studio-based architectural education can serve as a model for those interested in hands-on, active learning. To fulfill this role the School must be a leader in educational innovation and academic outreach.

To apply knowledge: The School of Architecture intends to build upon its long-standing tradition of community service as a means to explore and expand the contributions made by architects to society. As academics and professionals we embrace our societal
responsibility and welcome leadership roles in maintaining ethical and just behavior as it relates to the environment.

5. **Program Strategic Plan**

The following text is taken from the 2003 *Louisiana State University Architecture Program Report*.

**CURRENT STATUS**

In 2003 the School undertook the task of making a comparison between the School and its peers. This task became the background for the School to re-envision its plans and strategic thinking—a process that is part of an ongoing strategic planning effort. The peer comparison was made using common data sets from regionally ranked schools and schools listed on the Chancellor’s peer list. The statistical comparison showed the School of Architecture to have considerable strength. The comparison indicates that while lagging behind peers along several key attributes, the School is poised to make substantive advancement in national rankings. The potential for substantial change in status exists even when compared to the regional representatives on the top 40 Design Intelligence ranking. Given this strength one might ask why the School currently lacks recognition in national polls. The answer to this question is the relative recent statistical progress made by the School in many of the key categories. Simply put, the advancements made by the School as reflected by ACSA statistics are not yet perceived by its peers. This lack of recognition can be attributed to several factors.

1. **In the last three years the School has implemented a controlled-admission policy that brought resources into alignment with enrollment. This was a profound change in direction that has set the stage for excellence. The consequence of this policy has been the recruitment of very high-performing students, significantly above the University average. At the same time, the School has discovered the difficulties of recruiting national merit scholars, whether in-state or out-of-state, without financial incentives. The experience over the last three years shows the TOPS program, a program that provides tuition-free education for qualified Louisiana residents, often is not perceived as a sufficient inducement for in-state high-performing students (ACT 30 or higher) to attend LSU. Obviously, without the TOPS inducements, it is harder to recruit high performing out-of-state candidates.**

2. **The facilities of the School are inadequate when compared with the School’s peers. The lack of quality facilities and non-conformance with contemporary codes (especially ADA) has a negative impact on the quality of students and faculty that can be recruited (particularly to the graduate program), the services offered to students, and the educational interchange between faculty and students. Specifically, the problems created by a lack of any project review spaces, inadequate and dilapidated workstations, exhibition spaces, student work product archive (an essential feature of an outcome assessment program), inadequate restrooms, and no student lounges hamper the teaching-learning environment. Classes continue to meet in corridors when large pin-up areas are required.**

3. **In 1999 the School re-directed its graduate program and established a first professional degree program. This change has increased the number of graduate students enrolled in the School. However, this change is just beginning to meet its potential. More resources for graduate student support are needed. Without this support the program will struggle to achieve a reputation similar to programs at peer institutions.**
4. A significant component of achieving national ranking is related to professional and peer perception of the program. To achieve the desired ranking will require the promotion of the School and its achievements to architects and peers in the field. The fact that both the winner and runner-up of the 2002 SOM Traveling Fellowship were LSU students certainly raised awareness of the strength of the program. However, without a sustained effort of promotion of the School’s achievements and strengths within the national architecture community no change in perception will occur.

ADVANCING TOWARD EXCELLENCE

The School has been fortunate to address many aspects of its strategic plan since being updated in 2001. Below is a list of its achievements:

1. Accreditation—The School achieved full accreditation in 2001. NAAB recognized improvements adopted and implemented by the School.

2. Objective 1.1: Organize first two years to expose all students to fundamental information—Through curricular change and an all-day workshop with CELT, the curriculum committee has written clear learning objectives for the studios of the first two years and has devised an assessment strategy to determine a student’s ability to think critically. With the curricular revision, this objective has been addressed and the School will admit the first cohort into the re-design fall 2003.

3. Objective 1.2: Make student’s program of study more flexible to respond to a broader definition of architecture and Objective 1.6: Organize the curriculum to facilitate student directed inquiry—The faculty has enriched the curriculum to provide for more student-directed courses while maintaining professional rigor. This was possible through an effort of identifying and re-allocating learning objectives. The curricular change will bring the program into compliance with NAAB for the number of required professional courses.

4. Objective 3.4: Provide better advising tools and procedures—the School has written an advising notebook for faculty as well as established a minimum of five advisor-student contacts per academic year.

5. Objective 4.1: Integrate the Office of Community Design and Development into the curriculum—OCDD projects are integrated into ARCH 4001 and students are now able to work in the OCDD for credit. This initiative builds upon the School’s historical strength of incorporating service learning into the curriculum. The students and faculty in the School are among the most active in service learning on campus.

6. Objective 7.1: Implement a program for continued undergraduate admissions—the admission system has been implemented and tested with positive results. The School continues to admit students who exceed University standards and may be second highest on campus.

7. Objective 9.3: Cultivate graduate status for faculty—62% of the faculty has obtained graduate status.

8. Objective 10.4: Encourage input from the Professional Advisory Board (PAB) on the School’s relationship to the profession, the community, and its alumni—The PAB has met each year and has been active in advancing the image of the School among professionals, both locally and nationally.

FORMING A VISION FOR 2010

To draft a revision to the School’s strategic plan the faculty met on three occasions. The first meeting was used to generate a list of items that would help the School respond to the Chancellor’s call for advancing the LSU flagship agenda. The second meeting was used to poll the faculty on priorities, and the third was a discussion on strategy. In addition to faculty meetings, the School sought input from students through the Student
Advisory Committee. The Student Advisory Committee met with the Director on two occasions to share thoughts and provide feedback on the plan. The results of these collective efforts are contained in the updated strategic plan.

The major changes to the strategic plan for the School are an outgrowth of the ideas and priorities of the faculty and students. In rank order they are:
1. Improved facilities and equipment.
2. Continue to develop and implement assessment tools for major design attributes of the curriculum.
3. Develop a public relations program that increases the School's visibility to a national audience.
4. Hire new faculty that advance areas of specialization.
   a. University the program through interdisciplinary connections, certificate programs, continuing education, etc.
5. Advance faculty quality.
7. Increase financial rewards for undergraduate and graduate students.
8. Actively recruit high-performing students.

STRATEGIC GOALS
Strategic Goal 1.0: Develop a curriculum that produces high-quality professional architects and lifelong learners.

Strategic Goal 2.0: Develop programs that promote exploration and creativity in support of a changing profession.

Strategic Goal 3.0: Foster quality and integrity in the design programs.

Strategic Goal 4.0: Foster the development of a diverse community of faculty and students.

Strategic Goal 5.0: Aggressively pursue the application of information technology to architectural issues.

Strategic Goal 6.0: Cultivate the School’s available resources to support the scholarship of discovery, integration, application, and teaching.

Strategic Directions and Objectives

**Strategic Direction 1:** To create a challenging curriculum that surpasses accreditation standards and meets the demands of a changing profession.

(assessment measures: Accredited Program, Professional Licensure Scores, Alumni Survey)

Objective 1.1: Improve student’s verbal (written and speech) communication skills.

Actions: Develop relationship between freshman English and first-year design; establish writing intensive courses in the curriculum that provide feedback on student writing.

Outcomes: An improvement in student writing in the comprehensive project program statement; writing sample as a component of the third-year grade; improved retention rate in first year.

Objective 1.2: Enhance student competence in the process of design.

Actions: Administer a critical thinking examination to measure skills.

Outcomes: Establish baseline data in academic year 2003–04.

Objective 1.3: Organize curriculum to develop a greater technical competence and promote greater integration of building technologies in studio.

Actions: to be established

Outcomes: to be established
Objective 1.4: Provide extraordinary learning experiences within the confines of the curriculum.
Actions: Develop semester abroad programs, develop exchange programs, implement field trips in second, third, and fourth years; undergraduate teaching assistantships for first-year design studio as part of undergraduate research and teaching program.
Outcomes: Improvement in critical thinking skills; increased admission standards; increase in out-of-state enrollment.

Objective 1.5: Increase options for student-directed learning through interdisciplinary and collaborative efforts.
Actions: Develop program in Urban/Community Design with Landscape Architecture, Geography, Environmental Studies, etc.; develop options for minors for architecture students in the fine arts, construction management, community design, finance and marketing, etc.
Outcomes: Student retention to increase by 20%, greater satisfaction in alumni survey and annual student survey.

Objective 1.6: Provide students hands-on experiences with communities pursuing social and physical improvement. (Assessment measures: Retention/Graduation Rates; Alumni Survey)
Actions: Intensify service learning activities; develop program in Urban/Community Design with Landscape Architecture, Geography, Environmental Studies, etc.
Outcomes: Each graduating student has an experience working in a community context

Objective 1.7: Develop a graduate program curriculum that meets NAAB criteria for accreditation.
Actions: Integrate graduate students into the School's activities; identify learning objectives for all studio courses.

Objective 1.8: Study changing the first professional degree for all programs to the Master of Architecture.
Actions: Formulate committee to study impacts of changing to a 4+ masters program

**Strategic Direction 2:** To improve student advising and services to ease the transitions from high school to college and from college through internship to leadership role as a registered architect. (Assessment measures: Retention/Graduation Rates)

Objective 2.1: Develop student leadership training and experiences.
Actions: Increase AIA participation in University Leadership program; develop a leadership advisory group for students.
Outcomes: AIA member elected to a national office by 2005.

Objective 2.2: Foster the mentoring of students.
Actions: Continue to develop the AIA-student mentorship program, continue to encourage the "mini-me" student-to-student mentoring program founded by AIA.
Outcomes: 50% of all students desiring an architect-mentor will have a contact by 2004.

Objective 2.3: Enhance job placement opportunities for students.
Actions: Design and implement an active job placement process through the IDP Officer.
Outcomes: Increase in employment opportunities for students.
Strategic Direction 3: To improve the physical environment of Atkinson Hall. (Assessment measures: Alumni Surveys; Peer School Comparison)

Objective 3.1: Improve physical accessibility to all parts of Atkinson Hall.
Actions: Install elevator, accessible drinking fountains, accessible toilet rooms; power-assisted doors.
Outcomes: ADA Compliance by 2008.

Objective 3.2: Develop spaces for student socialization, relaxation, and student organizations.
Actions: Outdoor furniture for balcony; develop student supply store; provide lounge with snack area and micro-kitchen; develop coffee bar for faculty, staff and students.
Outcomes: Greater sense of community and more informal exchanges between faculty and students.

Objective 3.3: Promote an active and collaborative learning environment that facilitates exchange and inquiry.
Actions: Provide a critique space for studio reviews; provide adequate studio space for all years—eliminate "hot desks"; re-furbish faculty office spaces.
Outcomes: Improved student retention; advancement toward national recognition.

Objective 3.4: Develop support spaces (archive space, thumbnail and photo studio) that promote student and faculty excellence.
Actions: Install darkroom equipment in new facility; establish photo studio; create new archive space.
Outcomes: Improved student portfolios; improved student retention; advancement toward national recognition.

Objective 3.5: Improve the main office so it can serve as an example of quality design and represent the School's design focus.
Actions: Acquire new office furniture; exhibition space; guest seating; information display.
Outcomes: Improved admissions standards.

Objective 3.6: Improve studio, computing, and model-making equipment available to students in the undergraduate and graduate programs consistent to the demands of contemporary professional education.
Actions: Enlarge shops space to reflect the size of the College; provide new drafting tables; provide adequate equipment for each student; provide adequate pin-up space in each studio.
Outcomes: All students will have a place to sit in studio; shop facility can accommodate multiple classes and projects; peer parity as measured by ACSA statistics.

Strategic Direction 4: To improve the quality and diversity of the student body. (Assessment measures: Admission Statistics; Diversity of Students)

Objective 4.1: Develop marketing strategies for the graduate program.
Actions: Publish booklet featuring student work and the program's efforts.
Outcomes: Increase enrollment.

Objective 4.2: Advance academic standards that reflect a rigorous professional education.
Actions: Investigate required portfolio for admissions; develop new academic procedures that reflect a more rigorous program; develop a Career Discovery Program.
Outcomes: Improvement in quality of student performance at the fourth- and fifth-year level; committee report on admissions process for freshman and graduate students in spring 2004; improved retention; increase diversity.

Objective 4.3: Improve financial aid opportunities for high-performing students.
Actions: Increase financial aid opportunities for national merit scholars applying to the School; increase the amount and number of graduate assistants.
Outcomes: Higher standardized test scores for admitted students; more competitive graduate program.

Strategic Direction 5: To expand faculty opportunities for professional, creative and scholarly enrichment. (Assessment measures: Faculty Achievement)

Objective 5.1: Encourage the dissemination of scholarly and professional information.
Actions: Develop a School publication; develop scholarly publication with student editors.
Outcomes: Increased national recognition.

Objective 5.2: Increase cooperation/collaboration with other schools of architecture in Louisiana.
Actions: To be established
Outcomes: To be established

Objective 5.3: Enhance computer training for faculty.
Actions:
Outcomes: All studio faculty are conversant with representation techniques on the computer in their studio classes; all studio faculty are conversant with CAD/graphics/plotting requirements.

Objective 5.4: Obtain new faculty line for the development of an Urban Design program in conjunction with landscape architecture, geography, and environmental studies.
Actions: Create a program in Urban/Community Design with Landscape Architecture, Geography, Environmental Studies, etc.
Outcomes: Improved service to the state of Louisiana.

Strategic Direction 6: To improve the diversity of faculty. (Assessment measures: Faculty Diversity; Faculty Achievement)

Objective 6.1: Increase women and minority representation on faculty.
Actions: Develop protocol for all faculty searches to enrich candidate pool.

Objective 6.2: Develop appropriate rewards for outstanding faculty achievement.

Objective 6.3: Increase avenues for faculty development and enrichment.
Actions: Develop a visiting critic position(s) for design excellence; promote faculty to national and regional offices in professional organizations.
Outcomes: Increased national recognition; faculty renewal; increase in intellectual interchange.

Strategic Direction 7: To develop a stronger partnership with the profession, alumni, and the community in an effort to enhance the awareness of architecture’s significance and expand the horizons of architectural education. (Assessment measures: Alumni Survey)
Objective 7.1: Use distance education products to support and supplement architectural education as well as reach new and diverse audiences.

**Actions:** Explore the development of distance learning products for service courses and technical support courses.

**Outcomes:** National recognition; increased service to university students; leadership among Louisiana Schools of Architecture.

Objective 7.2: Engage practitioners in instruction.

**Actions:** Develop mini-courses as professional electives.

**Outcomes:** Increased variety of professional electives to match concerns of contemporary practice.

Objective 7.3: Develop stronger alumni relations.

**Actions:** Develop a program for cultivation.

**Outcomes:** 50% increase in alumni giving in 2004.


The School of Architecture has prepared the following action plan for 2003–2004 to meet its strategic objectives. The action plan addresses the first tier of actions identified from the strategic planning process, assesses their relative costs and impacts, and assigns primary responsibility to individuals for follow-through.

**Table 1: 2003–2004 Action Plan**

<table>
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<th>Action</th>
<th>Cost</th>
<th>Relative Impact</th>
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<tr>
<td>1.1</td>
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<td>Jim Sullivan</td>
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<tr>
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<tr>
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<td>Med.</td>
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<td>David Grovatt and Dene Mitchell</td>
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</tbody>
</table>
Appendix B: The Visiting Team

Team Chair, Representing the AIA
Michael J. Stanton, FAIA
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(402) 472-3616 fax
wdrummond@unl.edu
Appendix C: The Visit Agenda

Saturday, March 20

6:30 p.m. Dinner with team members at Jubans Restaurant, transportation provided via team van
8:00 p.m. Team orientation, Faculty Club

Sunday, March 21

7:30 a.m. Continental breakfast at the Faculty Club for team members only. Team escorted by Director Cronrath to Atkinson Hall
8:30 a.m. Introduction to the program, curriculum, and Team Room; overview and initial review of response to previous VTR with Director David Cronrath and Graduate Program Coordinator Chris Theis in the Team Room, 107 Atkinson Hall
10:30 a.m. Tour of facilities, Team Room, and display areas conducted by Director David Cronrath
12:30 a.m. Lunch catered in Team Room
1:30 p.m. Team review of student work in the Team Room
4:30 p.m. Team meeting with faculty in Room 143, Atkinson Hall
5:45 p.m. Reception with faculty, staff, and administration in the Atkinson Hall Lobby
6:30 p.m. Team dinner at Parrain's
8:30 p.m. Meeting in the Team Room or hotel suite

Monday, March 22

7:00 a.m. Breakfast with Director Cronrath at the Faculty Club
8:30 a.m. Meeting with Provost Rita Palm, Ph.D., and Vice Provost Chuck Wilson in the Chancellor's Conference Room (Room 156, Thomas Boyd) Team escorted by Director Cronrath
9:30 a.m. Meeting with Dean Artner in Room 102, New Design Building Team escorted by Director Cronrath
11:30 a.m.-12:30 p.m. Lunch with selected faculty members, Theis, Sofranko, Bosworth, Desmond, Sullivan, and Lewis, in the Chancellor's Dining Room at the Faculty Club
1:00 p.m. Team review of student work
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Visiting Team Report
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4:00-5:00 p.m. School-wide meeting with students in Room 103, Design
5:15 p.m. Reception with alumni/ae and local professionals in Atkinson Hall Lobby
6:00 p.m. Team dinner at the Faculty Club
8:00 p.m. Meeting in the Team Room or hotel suite

Tuesday, March 23

7:00 a.m. Breakfast with Director Cronnath at the Faculty Club
8:30 a.m. Review of student work and team work session
10:30 a.m. A. Meeting with Librarian Sandy Mooney in Room 104, Design
           B. Meeting with program staff, Dana Mitchel, Erica Hinnyard, Jonathan
              Puts, Hunter Roth, and Lisa West, in Room 143, Atkinson Hall
11:30 a.m.–12:30 p.m. Lunch with student leaders in Room 143, Atkinson Hall
12:45 p.m. Meeting with Office for Community Preservation, Barrett Kennedy; Office for
            Building Research, Jason Smith; Office for Community Design and Development,
            Frank Bosworth and Marsha Cuddinck in Room 411, New Design Building
2:00 p.m. Review of student work and team work session
5:00 p.m. Meeting with Director Cronnath in the Team Room
7:00 p.m. Team dinner at Mansur’s Restaurant
9:00 p.m. Return to the hotel

Wednesday, March 24

7:30 a.m. Breakfast and exit interview with Director Cronnath and Dean Orner at the
          Faculty Club
8:30 a.m. Exit interview with Provost Palm and Vice Provost Chuck Wilson in Room 156,
          Thomas Boyd
10:00 a.m. Exit interview with the school community, students, faculty, staff, and
          administration, in Room 313, Design
Lunch Director Cronnath and team at the Chimes Restaurant
Afternoon Departure
IV. Report Signatures

Respectfully submitted,

Michael J. Stanton, FAIA
Team Chair

Representing the AIA

Dr. Carmina Sanchez-del-Valle
Team member

Representing the ACSA

Charisse L. Bennett
Team member

Representing the AIAS

Scott C. Veazey, AIA, NCARB
Team member

Representing the NCARB

R. Wayne Drummond, FAIA
Observer
4.6 ANNUAL REPORTS

The following are the School’s annual and statistical reports filed since 2002:

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### 2000/2001 NAAB STATISTICAL REPORT

**SCHOOL:** Louisiana State Univ.  
**Completed by:** David Cronnath, Director

**ACSA REGION:** EC NE SE SW WC W (circle one)

**PUBLIC or PRIVATE** (circle one)

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#### STUDENT DATA

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*Include Eakins and Alabou

**Non-Minimum program components of 441 yrs., R.Arch degree and 4.0 yrs. M.Arch degree.

**Non-Professional: bachelor's degree that is not part of an accredited professional program.

---

#### FACILITY/RESOURCE DATA

- **Departmental Library LCNA or 720-729 Collection:** 3,156
- **Total Architecture Collection in Departmental Library:** 13,000
- **University Library LCNA or 720-729 Collection:** 5,475
- **Total Architecture Collection in University Library:** 9,175
- **Departmental Library Architecture Slides:** 32,000
- **University Library Architecture Slides:** 146,000
- **Departmental Library Architecture Videos:** 100
- **Staff in Dept. Library:** 60
- **Number of Computer Stations:** 100
- **Amount Spent on Information Technology:** 16,434
- **NOTE: FY 99-00 Actual**
- **Per-Capita Financial Support Received from University:** 3,025
- **NOTE: FY 99-00 Actual**
- **Private Outside Monies Received by Source:** 13,000
- **Studio Area (Net Sq. Ft.):** 12,000
- **TOTAL Area (Gross Sq. Ft.):** 38,000

---

**NOTE:** Degrees awarded for 2000-2001 year are preliminary figures.
2006-2007 LSU NAAB Architecture Program Report

SCHOOL: Louisiana State Univ.  Completed by: David Cronneth, Director

FULL-TIME FACULTY SALARIES

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<tr>
<th>Rank</th>
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FACULTY DATA

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</table>

*Include Eskimos and Aleuts

March 2001
12 June 2002

Mr. Delon Howell
Accreditation Manager
National Architectural Accrediting Board, Inc.
1733 New York Ave., NW
Washington, DC 20006

Dear Mr. Howell:

It is with pleasure that the School of Architecture at Louisiana State University submits the 2002 annual report. The report consists of the three elements requested by NAAB—a statistical report, a brief response to deficiencies identified by the most recent visiting team report, and a summary of changes. The statistical report is provided on the supplied form and is attached to this letter.

Please feel free to contact me should you have any questions regarding our report.

Sincerely,

David Cromartie, AIA
Director
School of Architecture

Cc: Ken Carpenter, Interim Dean College of Art and Design
File: NAAB Annual Reports
### 2001/2002 NAAB Statistical Report

**School:** Louisiana State University  
**Supervised by:** David Croweath, Director

**ACSA Region:** EC, NC, DC, GW, WG, W  
(circle one)

**Public or Private** (circle one)

#### STUDENT DATA

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*Include Eskimos and Aleuts  
**Includes four-year program component of 4+1 yrs. B-Arch degree and 4+2 yrs. M.-Arch degree.  
***Non-Professional baccalaureate degree that is not part of an accredited professional program.

#### FACILITY/RESOURCE DATA

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<th>FACILITY/RESOURCE DATA</th>
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### FULL-TIME FACULTY SALARIES

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### FACULTY DATA

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### NO. FULL-TIME FACULTY CREDENTIAL

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</table>

*Include Eskimos and Aleuts

March 2002
2002 Annual Report
School of Architecture
Louisiana State University

Part I - Deficiencies

5. Human Resources – In the past year the School conducted a successful search that led to the hiring of Professor Patricia Hoge. The School also conducted a search for a new historian. Unfortunately, this search was unsuccessful. In addition to these new faculty positions, several internal personnel transfers were made to further secure the School’s teaching faculty. As a consequence of these transfers both Dr. Frank Bosworth and Martha Cuddeback, from the Office of Community Design and Development, are permanently part of the School’s faculty. Lastly, the School received an increase of $15,000 in adjunct faculty funds to meet incidental teaching needs.

The School continues to work with the College Administration to develop an effective computing plan. To date this effort has increased student access to equipment. However, technical support, while improved, is only adequate at best.

The School continues to gain experience with its controlled enrollment plan. Each year provides additional experience with this new policy. As a consequence, procedures have been implemented that will limit future third year studio cohorts and thereby match faculty resources.

11. Professional Degrees and Curriculum – This past year the Curriculum Committee made a proposal to the faculty to reduce the number of required semester credit hours and meet the requirements of NAAB. This proposal was sent back to committee for further consideration. The Committee is now identifying curricular outcomes and associated learning objectives for each required course. It is anticipated that the committee will have another alternative for the faculty to consider sometime in the next academic year.

12.11 Non-Western Traditions – Course content in Architecture 3005 – History of Architecture I has been modified to include new coursework covering non-western traditions.

Part II – Proposed Changes

The School has made substantial progress in many areas of its strategic plan.

There is no better measure of success for the efforts of faculty and students than the six-year accreditation term received by the School in July of 2001. This achievement is strong evidence of the strength of the program and the efforts put forth by the faculty in recent years. However, the School is not resting on this full term of accreditation. Faculty and students are actively engaged in curricular discussions, small but important investments are being made in our work environment. Faculty
have taken important steps to improve faculty development and mentorship while enhancing diversity through recruitment, students and faculty are exploring information technology's application to architectural issues, and our community is expanding to more actively engage our alumni and fellow professionals. We are working on many fronts. When combined these efforts have synergy that are helping the school transform.

In every strategic direction the faculty are discussing issues, debating alternatives, and developing actions to be taken. To create a challenging undergraduate curriculum that emphasizes accreditation standards and meets the demands of a changing profession (Strategic Direction 1) the faculty now have evidence, with the awarding of a full term of accreditation, that the ground has been prepared to go beyond accreditation minimums. A key aspect for the undergraduate curriculum remains the number of credit hours devoted to required professional studies. Related to this discussion is a re-affirmation of the curricular outcomes for the "new" curriculum, a curriculum designed five years ago. Without a clear identification of curricular outcomes the faculty is not able to assess the impact reducing required courses will have on the student's educational experience. This is a difficult issue. The faculty desire to strike the appropriate balance between required courses and the student's need to direct aspects of their educational experience. With required courses comes the faculty's control over content, quality and consistency. On the other hand, student choice provides a diversity in programs of study that reflect the diversity in our changing profession. This key issue is currently being discussed and investigated by the faculty curriculum committee. We have every indication that this issue will reach resolution next academic year.

The desire to achieve full NAAB accreditation for the graduate program (Strategic Direction 2) is moving forward. The graduate committee has prepared new course descriptions to reflect continued refinement of the curriculum. All course changes have been approved by the University Curriculum Committee and the Graduate School. The committee will prepare a detailed report on the program this summer in preparation for an anticipated, and scheduled, visit by our accreditation body in spring 2005. This program is young and the School is struggling to adequately meet the related budgetary requirements associated with launching a new program. At the very least additional budget assistance will be required for marketing the program and providing assistantships at the level of our peers in the College.

Student advising and services continue to be improved (Strategic Direction 3). This year the School published an advising guide for faculty, an item in the School's Memorandum of Agreement. We also launched, in conjunction with LAE Baton Rouge, a student-professional mentorship program. The Student Advisory Council continues to play an important role in student leadership and provides a valuable service to the School by administering the annual student survey, a valuable performance indicator. We are hopeful the newly created faculty position, the IDP/Internship Officer, will assist students in more active preparation for
professional careers upon graduation and as summer interns.

Strategic Direction 4: to provide students and faculty hands-on experiences with communities pursuing social and physical improvement, is actively being pursued by the School through coursework and the faculty's participation in the University's COP-C grant (Professors Baird, Bosworth, Cuddeback, and Zwirn). The OCDD has an active role in the curriculum through Architecture 4001 studio and students are engaged in community development projects each fall.

The physical environment in Arkinton Hall (Strategic Direction 5) is slowly being improved. The new roof installed this year will help stabilize deterioration. However, new windows are required to stop water penetration into the building. Our biggest challenge is securing funding for the renovation of the basement, space that will become available to the School next spring. The School will require the assistance of the College and the University to accomplish the $1.4 million renovation.

While student satisfaction with computing access remains low, the School continues to improve accessibility to equipment and quality of work products. Through grants the School has obtained additional computer workstations as well as new input (a large format scanner) and output devices (two new plotters).

In addition, the School was also able to purchase additional equipment for the woodshop this year. The purchase of equipment helped secure the School's commitment to the woodshop as part of its resources.

Within the classroom, student workstations are in poor condition. The School is struggling to find resources to replace equipment that has been fully amortized and is at the end of its useful life. We are experiencing increasing maintenance costs as a result of poor equipment.

The School is proud of its continued improvement in the quality of entering freshman. This past year we have experienced a full point increase in the standardized test scores for students invited to the program — an ACT of 27.5 up from a 26.11 for last year’s class. (Strategic Direction 7).

The faculty has taken an important step in expanding development and enrichment opportunities. This past year we have formalized a program of release time for junior faculty and have coupled this opportunity with the submission of a research plan. All junior faculty have submitted course portfolios for review by senior faculty. These submissions are helping faculty build effective tenure dossiers and provide evidence of teaching excellence. (Strategic Direction 8).

The faculty conducted another search this year for an historian. The selected candidate, who we are currently negotiating, is a female Ph.D. If we are successful, she will add to our intellectual diversity.
This past year we have made progress in building a more active partnership with our alumni and professional community (Strategic Direction 10). The Silver Anniversary Banquet was well attended by alumni and friends of the School. The School also sponsored an alumni exhibition of architectural work. The School is planning a cocktail reception prior to a football game in fall 2007.
10 July 2003

Delon Howell, Accreditation Manager
National Architectural Accrediting Board, Inc.
1735 New York Avenue, NW
Washington, DC 20006

Dear Delon,

Attached is our two-page statistical report for 2002-2003. We will be hosting an accreditation visit in the spring of 2004 to review our graduate program for possible accreditation. Accordingly we will not be submitting the other components of an annual report. They will be incorporated into our architectural program report. However, I want to alert you to one item the faculty accomplished this academic year in our undergraduate, Bachelors of Architecture, program. The University has approved our curriculum change that will bring our students in compliance with item 11) Professional Degrees and Curriculum. Our newly approved curriculum meets the professional studies requirement of no more than 60% of a student's study devoted to required professional study courses. A copy of the new curriculum is attached. I mentioned to you this accomplishment since it was the major item listed in the previous visiting team's report.

If you desire additional information, please feel free to contact me.

Cordially,

David Cronrath, AIA
Director
School of Architecture

136 Atkinson Hall • Baton Rouge • Louisiana • 70803 • 5170 • 225/578-6985 • Fax 225/578-2168
### 2003 NAAB Statistical Report

**School:** Louisiana State Univ.  
**Completed by:** David Cronrath, Director

**ACSA Region:** EC NE SE SW WC W (circle one)

**Public or Private:** (circle one)

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*Include Eskimos and Aleuts

**Includes four-year program component of 4+1 yrs. B.Arch degree and 4+2 yrs. M. Arch degree.

**Non-Professional: bachelor's degree that is not part of an accredited professional program.

#### Facility/Resource Data

- **Departmental Library LCNA or 720-729 Collection:** 3,156
- **Total Architecture Collection in Departmental Library:** 13,000
- **University Library LCNA or 720-729 Collection:** 3,174
- **Total Architecture Collection in University Library:** 13,000
- **Departmental Library Architecture Slides:** 25,000
- **University Library Architecture Slides:** 140,000
- **Departmental Library Architecture Videos:** 50
- **Staff in Dept. Library:** 4.0 FTE
- **Number of Computer Stations:** 17
- **Amount Spent on Information Technology:** 86,131
- **Annual Budget for Library Resources:** 87,627
- **Per-Capita Financial Support Received from University:** 3,765
- **Private Outside Monies Received by Source:** 12,257
- **Studio Area (Net Sq. Ft.):** 38,500
- **Total Area (Gross Sq. Ft.):** 38,500
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| **Second-Year**|               |                 |
| 2003 Architectural Topics | 3             | 2004 Architectural Techniques | 3 |
| 2005 GE Physics I | 3             | xxxx GE Humanities | 3 |
| xxxx GE Natural Science | 3           | xxxx GE Natural Science | 3 |
| xxxx GE Humanities | 3             | xxxx GE Humanities | 3 |
| **Total**       | 18            | 18              |

|                |               |                 |
| **Third-Year** |               |                 |
| 3001 Architectural Design III | 6           | 3009 Architectural Design VI | 6 |
| 3005 Arch. Structures I | 3             | 3004 Arch. Structures II | 3 |
| 3006 History of Arch. I | 5             | 3005 History of Arch. II | 3 |
| 3007 Architectural Systems | 3           | 3008 Environmental Systems | 3 |
| xxxx GE Arts (from ARCH) | 3          | xxxx ARCH Elective | 3 |
| **Total**       | 18            | 18              |

|                |               |                 |
| **Fourth-Year**|               |                 |
| 4001 Architectural Design VII | 6          | 4002 Architectural Design VIII | 6 |
| 4003 Arch. Structures III | 3            | 4007 History of Arch. III | 3 |
| 4004 Urban Planning & Design | 3         | 5000 Professional Practice | 3 |
| xxxx Prof. Elective | 3          | xxxx Prof Elective | 3 |
| **Total**       | 15            | 15              |

|                |               |                 |
| **Fifth-Year** |               |                 |
| 5001 Comprehensive Design | 6          | 5002 Arch. Design Concentration | 6 |
| 5005 Advanced Arch. Techniques | 3         | xxxx Prof Elective | 3 |
| xxxx Prof Elective | 3          | xxxx Prof Elective | 3 |
| xxxx Fine Elective | 3          | xxxx Fine Elective | 3 |
| **Total**       | 15            | 15              |

|                | 99 | 63 |
|                | 97.2 | 64.8 |
## 2004 NAAB STATISTICAL REPORT

**SCHOOL:** LSU Architecture

**PUBLIC or PRIVATE** (circle one)

**ACSA REGION:** EC NE SE SW WC W (circle one)

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### STUDENT DATA

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*Includes Estamos and Aleuts

**Note:** Degrees Awarded are for 2003-04 and are preliminary.

**Includes four-year program component of 4+1 yrs. B.Arch degree and 4+2 yrs. M. Arch degree.

**Non-Professional:** baccalaureate degree that is not part of an accredited professional program.

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### FACILITY/RESOURCE DATA

- **Departmental Library LCNA or 720-729 Collection:** 2,150,000
- **University Library LCNA or 720-729 Collection:** 9,119
- **Total Architecture Collection in University Library:** 9,128
- **Departmental Library Architecture Slides:** 13,900
- **University Library Architecture Slides:** 13,900
- **Departmental Library Architecture Videos:** 500
- **Staff in Dept. Library:** 5
- **Number of Computer Stations:** 75
- **Amount Spent on Information Technology:** $71,043
- **Annual Budget for Library Resources:** $6,175
- **Per-Capita Financial Support Received from University:** $11,198
- **Private Outside Monies Received by Source:** $7,224
- **Studio Area (Net Sq. ft.):** 32,757
- **Total Area (Gross Sq. ft.):** 15,900

---

*Please return to:*

**Tom Sofranko,**

**School of Ar:**

**Lea Armist**

**Fax:**
### FULL-TIME FACULTY SALARIES

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*Include Eskimos and Aleuts
4.7 **School Catalog**

The 2006/2007 LSU General Catalog has been submitted as an enclosure along with this APR.
4.8 School By-Laws

BY-LAWS

OF

THE SCHOOL OF
ARCHITECTURE—LOUISIANA STATE UNIVERSITY
Article I – Program Vision, Mission and Strategic Goals

Section 1 • Vision – To lead Louisiana and set an example for all schools of architecture in the understanding, creating and conservation of the built environment.

Section 2 • Mission – To generate, preserve, disseminate and apply the knowledge of our profession through education, research, creative work and service.

Section 3 • Strategic Goals – Provide an opportunity for students to learn the professional skills, intellectual disciplines and human insights needed to plan and implement built environments for human activities;

Develop, promote and publicize new knowledge, methods and awareness related to those skills and insights; and

Provide direct service to the local, regional and broader communities in their various efforts to develop avenues by which the quality of their environments may be improved.

Article II – Nature and Function

Section 1 • The By-Laws assign responsibility and power for various duties and describe the structure and operational procedure for the School of Architecture. The By-Laws of the School of Architecture are subordinate to the By-Laws of the Board of Supervisors and Policy Statements issued by the Office of the Chancellor and subject to other properly constituted judicial authorities within the University.

Section 2 • Responsibilities and Powers of the Faculty of the School of Architecture:

a. Establish, publish, approve, and revise the By-Laws of the School and all rules and procedures necessary for the conduct of its business:

b. Approve goals, objectives and statements of purpose for the School and its various degree programs:

c. Approve and recommend for approval by appropriate higher judicial authority proposals for:

(1. New degree programs and modifications to existing degree programs of the School;

and

(2. New courses and modifications to existing courses to be offered by the School.

d. Approve criteria and procedure for such matters as grading policies, selective admissions, acceptance of transfer credits, and student petitions for exemptions to School regulations and curricula; and

e. Approve criteria for annual evaluations of faculty appointments, and tenure and promotion procedures.

Article III – Membership

Section 1 • The school faculty shall consist of all members of the academic staff of the School of Architecture with a full-time continuing appointment and whose current work, in whole or in part, is in the School of Architecture. Voting privileges and faculty rights may be extended for jointly-appointed faculty and part-time members of the academic staff as consistent with PS-36 (Section VIII, Part A-Definitions)

Article IV – Officers of the Faculty

Section 1 • Director - The Director, in conjunction with the faculty, has the responsibility of providing leadership for the School. The Director has the responsibility of preparing the agenda for each meeting, and
to see that notices, minutes and agendas are distributed in a timely manner.  (See Appendix 1: Section 1, Duties of the Director, School of Architecture)

Section 2  •  **Secretary** - The Faculty shall elect a Secretary at the beginning of each academic year for the remainder of the academic year.  The Secretary is responsible for recording and distributing the minutes of the faculty.

Section 3  •  **Undergraduate Program Coordinator** - The Director after consultation with the faculty, shall appoint an Undergraduate Program Coordinator. The Undergraduate Program Coordinator is to serve a three-year term.  The Undergraduate Program Coordinator is responsible for the implementation of the undergraduate curriculum, to coordinate the admission/continuation process at all levels of the undergraduate curriculum, and is to advise the Director on related program matters. (See Appendix 1: Section 3: Duties of Undergraduate Coordinator).

Section 4  •  **Graduate Program Coordinator** - The Director, after consultation with the faculty, shall appoint a Graduate Program Coordinator.  The Graduate Program Coordinator is to serve a three-year term.  The Graduate Program Coordinator is responsible for the implementation of the graduate curriculum and is to advise the Director on related program matters.  The Graduate Program Coordinator shall have full-graduate faculty status. (See Appendix 1: Section 4, Duties of the Graduate Coordinator)

Section 5  •  **IDP/Career Placement Coordinator** - The Director, after consultation with the faculty, shall appoint an IDP/Career Placement Coordinator.  The IDP/Career Placement Coordinator is to serve a three-year term.  The IDP/Career Placement Coordinator is responsible for the coordination of job placement, cooperative education, student internships, and the dissemination of information concerning the Internship Development Program.

Section 6  •  **Lower Division Coordinator** – The faculty shall elect a Lower Division Coordinator to a three year term.  The Lower Division Coordinator shall serve a staggered term with the Upper Division Coordinator.  The Lower Division Coordinator shall have responsibilities as outlined in Appendix 1: Section 6: Duties of the Lower Division Coordinator for the first two years of the undergraduate curriculum.

Section 7  •  **Upper Division Coordinator** – The faculty shall elect an Upper Division Coordinator to a three year term.  The Upper Division Coordinator shall serve a staggered term with the Upper Division Coordinator.
Coordinator. The Upper Division Coordinator shall have responsibilities as outlined in Appendix 1: Section 7: Duties of the Upper Division Coordinator for the last three years of the undergraduate curriculum.

**Article V – Meetings of the Faculty**

Section 1 • The Faculty shall meet as the business of the School requires, but at least once a month.

Section 2 • The Director of the School or a designated representative shall preside at all meetings of the Faculty. The presiding officer may participate in the deliberations of the faculty.

Section 3 • Robert’s Rules of Order (latest edition) shall govern the conduct of Faculty meetings.

Section 4 • A quorum shall be fifty percent of the membership. A quorum is required to transact any business except when an item has been presented in advance to two successive meetings at which either a quorum has not been present or action has not been taken, then the membership present shall constitute a quorum for the purpose of acting on that particular item.

Section 5 • All motions shall carry with a simple majority vote of the members present.

**Article VI – Committees**

Section 1 • The School shall have three standing committees:
1. Faculty Development Committee
2. Undergraduate Curriculum Committee
3. Graduate Curriculum Committee

Section 2 • Additional Ad-Hoc committees may be established as required.

Section 3 • Each committee shall meet as business requires. Action by the committees shall generally be by consensus except for actions required by PS-36.

Section 4 • Minutes are to be recorded of all committee meetings by the chair of the committee. These minutes are to be combined into an annual report submitted to the director at the end of each academic year.

Section 5 • **Faculty Development Committee**

Charges:
1. Making evaluations and recommendations to the Director regarding advancement in academic rank and/or tenure and reappointment and non-reappointment according to policy statement 36 and additional policies, criteria and procedures of the School, (see Appendix 2: Sections 1 and 2).
2. Annually monitor, evaluate, plan and recommend to the Director revisions in the program relative to the schools memorandum of agreement.
3. Making evaluations and recommendations to the Director as to the effectiveness and appropriateness of the School standing offices every 5 years. (See Article VIII.)

Membership

1. All voting members who hold indeterminate tenure.
2. One non-voting non-tenured Faculty member elected by the non-tenured Faculty members of the School.
3. The School Director will appoint a full professor as the Committee’s chairperson.
4. A student elected by the undergraduate student body in the School of Architecture.

Section 6 • **Undergraduate Curriculum Committee**

Charges:
1. Coordinate the sequence of lecture and studio based courses within the School.
2. Review, evaluate and recommend course and curriculum changes affecting the quality of the program. The Curriculum Committee shall invite appropriate faculty members to attend meetings where specific courses or course sequences (i.e. History, Structures, etc.) are being discussed.

3. Prepare a calendar of events and agenda for direct action or make an assignment through an Ad Hoc committee as appropriate within the School faculty of the School:
   a. Assist individual faculty in the process and preparation of new course proposals, course changes.
   b. Select and seek out recognition for outstanding instruction.
   c. Review and recommend academic policies and regulations of the School pertaining to the undergraduate degree program.
   d. Coordinate curriculum changes with the Graduate curriculum committee.
   e. Organize and coordinate advising and registration procedures with the College and School.
   f. Formulate a lecture and exhibit schedule and calendar for the following year in summer or early fall.
   g. Annually prepare a speakers/exhibit budget and submit to the Director.
   h. Establish and participate in School recruiting efforts.
   i. Provide faculty support to the AIAS organization.

4. The committee chair shall at the end of each academic year shall transmit an ongoing file of the committee activities, filed in the School’s office.

Membership:

1. The Undergraduate Program Coordinator, ex officio.
2. Lower and Upper Division Coordinators.
3. The Graduate Program Coordinator, ex officio.
4. One undergraduate to be elected by the student body in the School of Architecture.
5. Three at large members elected by the faculty to staggered three year terms. At the first election of these committee members the first member elected will be for a one-year term, the second a two-year term and the three for a three-year term.
6. Committee membership will be established before the end of the Spring Semester preceding the academic year of service.

Section 7 • Graduate Curriculum Committee

Charges:

1. Review the goals, objectives and statements of purpose of the Graduate Program.
2. Review proposed curriculum changes, new courses and course changes and make recommendations to the Graduate Faculty.
3. Review and recommend academic policies and regulations of the School pertaining to the Graduate Program.
4. Coordinate curriculum changes with the Undergraduate Curriculum Committee.

Membership:

1. The Graduate Program Coordinator shall serve as the chair of the Committee.
2. Three members of the Graduate School faculty shall be members of this committee – at least two members are to be full members of the Graduate Faculty. Members appointed by the Director.
3. The Undergraduate Program Coordinator.
4. One graduate student representative elected by the full graduate student body in the School of Architecture.
5. Committee membership will be established before the end of the spring semester of proceeding service.

Article VII – Amendments

Section 1 • Amendments to this By-Law may be proposed by any member of the Faculty.
Section 2 • Amendments shall become effective upon adoption by a two-thirds vote of the voting members of the faculty.
Section 3 • The Faculty Development Committee will review these By-Law in academic years that are dividable by 5.

Article VIII – Standing Offices

Section 1 • Office of Building Research –
The Director of the School shall appoint a Coordinator for the Office of Building Research. The Coordinator for the Office of Building Research shall be appointed to a three-year renewable term. The Coordinator of the Office of Building Research shall assist the Director of the School in promoting, supporting and coordinating research efforts activities of the faculty, staff and students of the School. (See Appendix 1 Section 4, Duties of the Coordinator of the Office of Building Research.)

Section 2 • Office of Community Preservation –
The Director of the School shall appoint a Coordinator for the Office of Community Preservation. The Coordinator for the Office of Community Preservation shall be appointed to a three-year renewable term. The Office of Community Preservation coordinates research and service activities associated with historic preservation for faculty, students and staff of the School. (See Appendix 1: Section 5, Duties of the Coordinator of Community Preservation).

Section 3 • Additional Offices –
The Director after consultation with the faculty may create or abolish such additional offices as may be deemed necessary or desirable.

Appendix 1: Section 1, Duties of the Director, School of Architecture
The general and specific responsibilities of the Director are outlined below. Where appropriate, the Director will solicit the counsel of the faculty in accordance with the University regulations and policies.
The person holding the position of Director, School of Architecture, shall:
1. Assume responsibility for the quality, effectiveness, and progress of the School. Maintain School correspondence, manage school office, determine faculty and support personnel needs.
2. Formulate and execute School policies and execute University and College policies as they affect the School, with due regard for the prerogatives and responsibilities of the faculty. Supervise faculty performance, protect faculty rights, defend academic freedom.
3. Recommend all appointments, promotions (other than promotions to Boyd professor), dismissals, leaves, salaries, and salary adjustments, and all other personnel actions relating to the School academic and non-academic staff.
4. Call and preside over all meetings of the School faculty. Implement faculty actions as appropriate.
5. Coordinate the recruitment of new faculty members and advertise vacancies appropriately, consistent with the University’s policies on equal employment opportunity and affirmative action.
6. Prepare and execute the School budget. Prepare budget requests and requisitions, maintain budget records, improve cost effectiveness, allocate travel and supplies money.
7. Have general charge of all University property charged to the School. Supervise use of supplies and equipment, protect against loss and unauthorized use, be responsible for maintenance.
8. Be responsible for the academic counseling of majors in the School, curricular advising, career counseling, building and maintaining good faculty-student relations.
9. Prepare class schedules and assign faculty members’ teaching schedules. Maintain proper faculty/student ratios, offer courses in desirable sequence.
10. Annually conduct a review of the service of each member of the School faculty as provided in PS-36. Evaluate teaching, research and other faculty service.
11. Recommend changes in courses and curricula, as those changes originate within the School. Evaluate academic programs, suggest and encourage appropriate faculty action.
12. Consider academic appeals by students as provided in the University’s academic appeal procedure.
14. Implement policies for the safety and protection of employees and students in the School. The School Director has the authority to take emergency action which he/she deems appropriate to avoid accidents or damage to personnel or property, pending investigation by the Dean and appropriate safety committees and other officers.
15. Assume primary responsibility for recruiting of graduate students and undergraduate majors.
16. Serve as communications officer for all official business within the School and with the Dean of the College of Design. Encourage and facilitate communication, understanding, collegiality.
17. Promote the public image of the School and University. Provide professional leadership, increase School visibility, encourage good public relations, explain and defend policies and procedures.
18. Promote excellence in teaching and scholarship. Encourage and facilitate good teaching and research, enforce academic standards, orient new faculty members, facilitate faculty growth and development; encourage preparation and submission of grant proposals.
19. Assign specific duties to school faculty members and define the faculty member’s responsibilities to the University. Appoint committees and delegate responsibility.
20. Maintain an active role in scholarship and teaching.

**Appendix 1: Section 2, Duties of the Undergraduate Coordinator.**
The person holding the office of Undergraduate Coordinator shall:

1. Review and monitor student progress through the curriculum in conjunction with the College of Art and Design and LSU advisors. Coordinate review of degree audits and degree audit substitutions.
2. Coordinate transfer student admission with Admissions Office and College of Design.
3. Consult with director on first-year selective admissions.
4. Advise director on teaching assignments and course offerings.
5. Coordinate with director and office staff on room assignments/reservations and semester schedule book preparations.
6. Serve as chair of curriculum committee.

**Appendix 1: Section 3, Duties of the Graduate Coordinator**
The person holding the office of Graduate Coordinator shall:

1. Direct and coordinate recruitment and admissions for the Graduate Program with the School Director and staff.
2. Oversee coordination between the School of Architecture and the LSU Graduate School concerning admissions, students and graduate faculty status.
3. Advise Director on faculty teaching assignments in graduate courses.
4. Advise Director on assignment of graduate research and teaching assistantships.
5. Advise graduate students on progress through the curriculum toward completion of graduation requirements, including thesis organization, selection of student’s thesis committee, etc.
6. Chair Graduate Program Committee in the School of Architecture.
7. Member of Curriculum Committee in the School of Architecture.
8. Consult with School of Architecture on the completion of the above student’s requirements.

Appendix 1: Section 4, Duties of the Coordinator of the Office of Building Research.
The person holding the office of Coordinator of the Office of Building Research, shall:
1. Assist the Director and Dean in supporting, promoting and coordinating research.
2. Assist individuals, groups of faculty members, staff and students in the preparation of individual proposals for research.
3. Serve as a repository for research proposals and by products of research.
4. Act as official contact person with the office of research, for the dissemination of research opportunities that exist through that office.
5. Identify and disseminate information involving research opportunities to faculty staff and students.
6. Act as representative for the school, faculty, staff, and students through membership in professional organizations aimed at furthering research objectives.

Appendix 1: Section 5, Duties of the Coordinator of the Office of Community Preservation.
The person holding the Office of Coordinator of Community Preservation shall:
1. Advise the faculty, students, Director of the School and the Dean on opportunities relating to heritage based education, research and service.
2. Consult with Federal, state, and local agencies, non profit organizations, and other users of Historic Preservation Technologies.
3. Promote computer based documentation and information management for Heritage conservation.
4. Aid in the development of new methods that enhance conservation and revitalization processes.
5. Aid in the assembly of distance education courses and delivery systems for community and heritage preservation.

Appendix 2: Section 1, Expectations, Policies and Procedures.
1. Expectations: Promotion to Assistant Professor
   a. Credentials:
      The candidate must possess at least a Master’s Degree in Architecture or related field, Professional Registration in Architecture or a related field is desired.
   b. Evaluation Criteria:
      The candidate is considered for promotion to the rank of Assistant Professor when that person has:
      1). Demonstrated the promise to become an effective teacher.
      2). Demonstrated the promise to become an effective scholar, researcher and/or creative professional.
      3). Demonstrated the promise for effective service to the public and University.

2. Expectations: Promotion to Associate Professor and/or Tenure
   a. Credentials: The candidate must possess, at least a Master’s Degree in Architecture or related field and professional registration in Architecture or related field, or, a Doctoral Degree in special area of study.
   b. Evaluation Criteria for tenure and/or promotion to Associate Professor
A Candidate is considered for tenure and/or promotion to the rank of Associate Professor when that person has shown evidence of having met the minimum qualifications of:
1). Effective teaching,
2). Effective research scholarship and/or creative professional activity,
3). Effective service to the public and the University, and
4). Shown evidence for gaining promise for regional stature.

3. Expectations: Promotion to Professor
   a. Credentials:
      Academic and professional credentials equivalent to that required for tenure and/or promotion to Associate Professor.
   b. Evaluation Criteria
      A Candidate is considered for promotion to the rank of Professor when they have evidence of meeting the qualifications of effective teaching, effective research scholarship and/or creative professional activity, effective service to the public and the University, and the individual has attained national or international stature and recognition.

Appendix 2: Section 2, Policies: Public Presentations
As policy, the School as a part of the review process affirms the principle that all members of the faculty should have the right and/or option to publicly make open presentations to the faculty and students of the School.
4.9 Tenure & Promotion

University Policy Statement Number: PS-36

Title/Topic: Criteria for Evaluating Academic Performance, and Policy and Procedures on Faculty Appointment, Performance Evaluation, Reappointment/Non-reappointment, Promotion and Tenure, Appeal Procedures

Effective Date: 07/01/1997
Revision Number: PS0036.R05

Criteria for Evaluating Academic Performance, and Policy and Procedures on Faculty Appointment, Performance Evaluation, Reappointment/Non-reappointment, Promotion and Tenure, Appeal Procedures

I. GENERAL POLICY
Personnel decisions described in this policy statement have the most serious long-term implications for the quality of the faculty, and therefore for the University. All such decisions, not based on financial exigency or change in departmental programs, shall be made solely on the basis of professional merit, quality of contribution to the University, and the competent and regular performance of assigned duties. Judgments may not be based on attributes of the candidate that are irrelevant to professional performance, such as age, disability, national origin, race, religion, or sex. In making these important personnel decisions, it shall be the general policy of the University to utilize peer judgment, with review by academic chairs, deans, the Provost, and the Chancellor. Faculty personnel decisions should be based on criteria for evaluating academic performance, discussed in Section IV of this policy statement. All faculty positions will be advertised according to PS-1 and PM-55.

It is the policy of the University to keep faculty who are being reviewed as fully informed as possible during processes covered by this document and to give the person under review access to all official written statements by reviewers produced as a part of the proceedings (unless designated as confidential in PS-40). When conferences are held as a part of the notification or annual review process, the candidate may invite a peer advisor. Conference attendees at the department level are the chair and the candidate (with peer advisor, if desired). The same group and the dean constitute the attendees at the college level.

Timely notification and understanding of appeal procedures are essential to the review processes. After recommendations have been finalized by any administrative officer, a candidate for reappointment, promotion, and/or tenure is notified in a timely manner, prior to submission of the review file to the next reviewer. Notification is through official university channels, either orally or in writing, and may be at a conference. Each administrative officer notifies the previous reviewer of action promptly until the process has been completed. Candidates are entitled to submit for the official record letters of dissent with negative performance evaluations and negative recommendations on reappointment, promotion and/or tenure. These formal letters are included with files submitted for review beyond the department. Faculty are also entitled to appeal negative personnel decisions through the appeal procedures outlined in Section VII of this document.

These basic principles are augmented by specific details of the various policies and procedures found in the individual sections of this policy statement that address appointment, performance evaluation, reappointment, non-reappointment, promotion and/or tenure, and appeal. Any college and/or departmental guidelines formulated must conform to PS-36 and be
approved by the Provost. If such guidelines are in conflict with PS-36, PS-36 will take precedence.

This policy statement does not increase or diminish the legally enforceable rights of the University and its employees. While strict adherence to this policy statement is expected, minor procedural errors may occur. The misapplication or failure to follow any specific provision of this policy statement should not be of itself grounds for setting aside or modifying any employment decision when it has been determined by appropriate authority that the decision was fairly made and in the best interest of the University.

II. CRITERIA FOR EVALUATING ACADEMIC PERFORMANCE

A. GENERAL
Superior intellectual attainment and ethical behavior are indispensable qualifications for appointment, promotion, and tenure. Insistence upon these criteria is necessary for maintenance of the quality of the University as an institution dedicated to the development and dissemination of knowledge and guided by established standards of ethical and professional conduct. Faculty will be judged with respect to the proposed rank and duties considering their record of performance in teaching, research and other creative achievement, and service. The eligible voting faculty and the university officials who review applications for tenure and/or promotion will evaluate the candidate's qualifications and past performance consistent with job assignments. Evaluations must be built around an analysis of the assigned tasks as well as any responsibilities initiated by the faculty member during the review period. Tenure-track faculty members will not be given major assignments that do not contribute toward tenure. While the evaluation of faculty will be based on criteria established by this policy statement, different departments and schools may have different expectations, with varying definitions and emphases for teaching, research and other creative activity, and service or other accomplishments in the discipline.

The successful candidate will have developed a strong individual professional reputation and will have clearly contributed to the functioning of the academic program of which she/he is a part. Contributions to the welfare and mission of the University such as leadership, collegiality, and mentoring may be easily substantiated, but not be easily categorized within the existing framework of criteria; the value of these contributions can be significant and should be both documented and considered. Superlative positive contributions demonstrate leadership and significantly advance the mission of the academic unit. Likewise, negative actions such as noncooperative, disruptive, or combative behavior may demonstrate a lack of collegiality and significantly interfere with the mission of the academic unit.

Recommendations are based on an overall assessment of the individual's contribution. In evaluating the qualifications of faculty, judgments will be made as to whether the individual is engaging in a program of work that is notable in at least two of the areas and satisfactory in the third. The chair will consult with the departmental faculty regarding performance expectations. As the University enters new fields of endeavor and refocuses its ongoing activities, situations will arise in which the proper work of faculty members departs markedly from established academic patterns. In such instances, exceptional care will be taken to apply the criteria with sufficient flexibility but without relaxation of high standards. The criteria set forth in this policy statement are intended to serve as guides in evaluating the individual's performance. The lists under each area represent examples of performance and are not comprehensive.
B. TEACHING
The University exists for the development and dissemination of knowledge. Excellent instruction challenges students to analyze and assimilate facts, concepts, and ideas; it ultimately frees them to become more self-directed in their own learning. Teaching, both an art and a science, takes on many forms, but good teachers consistently communicate information to their students in a planned and comprehensible manner. Of paramount importance is the teacher's ability to engage students so that instructional objectives are achieved.

Since teaching is fundamental to the role of the faculty, failure to place excellence in teaching at the center of the University's mission fails both those who come to study at LSU and those whose support the institution requires. Consequently, effective teaching is a necessary criterion for reappointment, promotion, and tenure. A distinction must be made between routine classroom performance and teaching excellence that draws upon the faculty member's depth and breadth of scholarship. The peer review process must be diligent in safeguarding the institution's commitment to excellence in teaching. Under normal circumstances a tenure or promotion commitment will not be made unless there is clear and documented evidence of ability and commitment to the teaching role.

In assessing the effectiveness of an individual's teaching, reviewers should consider: the teacher's command of the subject; evidence of continuous growth in the subject field; ability to organize material for instruction; ability to present material with force and logic; ability to arouse curiosity in beginning students; ability to stimulate advanced students to creative work; and effectiveness of student academic advising.

It is the responsibility of the chair to submit evaluative statements accompanied by evidence documenting the individual's teaching effectiveness at lower-division, upper-division, and/or graduate levels of instruction. No single set of satisfactory evidence can be prescribed. However, among significant types of evidence of teaching effectiveness are the following:

* Peer evaluations, based upon class visitations, lectures before professional societies, or performance of the individuals' students in higher sequence courses.
* Student performance on uniform departmental examinations or standardized tests.
* Accomplishments of present and former students.
* Reports or interviews with graduating students or alumni, and unsolicited testimonial letters.
* Textbooks, published lecture notes, or articles that reflect teaching contributions and scholarship, e.g., repeated textbook adoptions by comparable institutions.
* Development of new and innovative courses, preparation of creative teaching material or instructional strategies, or exceptional contributions to a department's instructional program, including those in non-traditional modes such as distance learning, correspondence and independent study, and extramural courses.
* Honors or special recognition for teaching accomplishments.
* Selection for special teaching activities outside of the University, e.g., Fulbright awards, special lecturerships, panel presentations, seminar participation, and international student and development projects.
* Courses taught including direction of individual student work, e.g., independent studies, theses or dissertations, creative and artistic student projects, and informal student seminars.
* Membership on special bodies concerned with teaching, e.g., accreditation teams and special commissions.
* Receipt of competitive grants/contracts to fund innovative teaching activities or to fund stipends for students.
* Coordination of multi-disciplinary and/or inter-departmental instructional courses.
* Selection for teaching in special honors courses and programs.
* Supervision of students enrolled in clinical activities on and off campus.
* Student evaluations and comments that reflect teaching excellence and creativity, and the stimulation of students to achieve.

C. RESEARCH AND OTHER CREATIVE ACTIVITY
A significant and continuous program of research and/or other creative activity is fundamental to the role of the faculty and essential to attaining the University's goal of academic excellence and national prominence. Inquiry and originality are central functions of the University. Faculty should develop new ideas, interpret enduring ideas, participate in the application of ideas, and disseminate the results of their work through media appropriate to their disciplines. Research and other creative activity should not only be enumerated but evaluated through peer review, administrative review, and external review. For collaborative endeavors, the degree of the candidate's contribution should be identified. Sources for evidence of excellence are suggested below:

* Scholarly and creative works such as books, articles, novels, musical compositions, plays, essays, designs, bulletins, when published by publishing houses and journals that accept work only after rigorous review and approval by peers in the discipline.
* Citation of research or other creative activities in scholarly publications, scholarly reviews, favorable impact listing in Citation Indexes; critical reviews of creative activity in juried publications.
* Award of grants and contracts to finance the development of research or other creative activity.
* Original works presented such as plays, poetry, musical compositions, art, designs, completed projects (interior designs, architecture); contributions to theater productions, artist(s) or guest artist(s) in juried solo or collaborative presentations; video or audio recordings produced for presentation or public distribution.
* Awards for excellence of research or other creative activity.
* Development of patents, processes, or instruments useful in solving important problems.
* Presentations before learned societies or before audiences where rigorously reviewed.
* Membership on important scientific expeditions or engaging in the delivery of technology through involvement in development projects.

D. SERVICE
University and public service is an important component of the University's mission. This includes service to the institution—to students, colleagues, departments, colleges, and the University—as well as beyond the campus. Service by members of the faculty to the community, state, nation, and beyond, both in their special capacities as scholars and in areas beyond those special capacities when the work is at a sufficiently high level and of sufficiently high quality, should be recognized as evidence for promotion and/or tenure.

It is also important to recognize that distinctions exist between an individual's service based on the performance of professional and academic responsibilities (including those within the institution), and service provided through the performance of civic responsibilities. The latter, while expected, is not an important factor in promotion and/or tenure considerations. The faculty plays an important role in the administration of the University and in the formulation of its policies. Recognition should therefore be given to scholars and artists who participate effectively and imaginatively in faculty governance and the formulation of departmental, college, and university policies, and who prove themselves to be able administrators.

Faculty service efforts should be planned and focused in areas appropriate to departmental and university missions. Chairs may be consulted in the planning process to ensure that the faculty
member's proposed service activities are consistent with departmental expectations. In documenting service activities it is important to emphasize those service efforts which are truly innovative, creative, and supportive of the faculty member's professional stature and appropriate to the department's role and mission. These efforts shall be carefully and completely described with particular attention to impact.
In addition to the development and dissemination of knowledge, faculty with clinical assignments (Veterinary Medicine, Education, Psychology, Communication Disorders, etc.) have a responsibility to provide service of the highest quality as a necessary basis of the education of professional, graduate, and postgraduate students. These contributions may not easily lend themselves to description under teaching or research criteria, but should be considered under service criteria.

Examples of excellence and effectiveness in service are outlined below to indicate the scope of activities valid for consideration as university and public service.
* Officer in a national professional organization.
* Committee chair of national professional organization.
* Service on a major governmental commission, task force, or board.
* Program chair or similar chair at a national meeting.
* Invitations to speak at regional, national and international meetings.
* Evidence of excellence in patient management and diagnostic support in Veterinary Medicine, Psychology, Communication Disorders, etc.
* Service on certification boards for medicine, engineering, etc.
* Officer in regional or state professional organization.
* Service as consultant to business or government agencies.
* Consultation with industry, agricultural commodity groups, or other relevant special constituency groups.
* Editorships, editorial board member, manuscript reviewer.
* Awards for service.
* Leadership in technology transfer, economic development, or job creation.
* Excellence in administrative role within the University.
* Chair or member of a standing or ad hoc Louisiana State University or LSU System Committee.
* Advisor to student organizations.
* Chair or member of college or departmental committee.
* Officer or member in the Faculty Senate.
* Contributions to faculty and staff training or development programs.

III. INITIAL APPOINTMENT

A. POLICIES

1. Minimum Qualifications (as appropriate to job assignment)
   a. Instructor (and equivalents): A master's degree, equivalent post-graduate study, or professional experience.
   b. Assistant Professor (and equivalents):
      (1) A terminal degree or equivalent professional experience.
      (2) Clear evidence of commitment to student learning and potential for scholarly achievement.
   c. Associate Professor and Professor (and equivalents):
      (1) A terminal degree or equivalent professional experience.
      (2) Publications or creative works of high quality that indicate a significant scholarly career appropriate to the rank.
      (3) A demonstrated and sustained commitment to student learning.
      (4) Demonstrated service to the academic community and the public.
d. Distinguished Professors: Appointments to these ranks are governed by the *Bylaws and Regulations* of the Board of Supervisors, Permanent Memoranda, and university and college policy statements.

2. Inbreeding
   Appointments to the rank of assistant professor or higher of persons whose terminal degrees are from LSU will be made only when the exceptional merit of the candidate is demonstrated.

3. Terms of Appointments
   a. Instructor (and equivalents): Appointed for terms of one year or less.
   b. Assistant Professor (and equivalents): Appointed initially for a term of three years (renewable for up to three years). The initial employment contract should clearly enumerate special conditions, such as years of service at another university that will count toward tenure at LSU. Persons who have not completed all requirements for the terminal degree are sometimes appointed at the rank of assistant professor, and sometimes at the rank of instructor, depending on the customs and needs of the various colleges. The special conditions of these appointments shall be clearly indicated in all contracts.
   c. Associate Professor and Professor (and equivalents): Appointed for terms of four years or less. The initial appointment should clearly enumerate special conditions such as years of service at another university that will count toward tenure at LSU. If a candidate has received tenure at a comparable university or where there is a record of exceptional accomplishments, tenure may be awarded with the initial appointment.
   d. Any deviation from terms of appointment outlined in III.A.3.b and III.A.3.c. for faculty at the rank of assistant professor, associate professor and professor whose initial appointments begin on a date other than the beginning of the fiscal year (July 1) or the academic year (date determined annually) require prior written approval of the Provost.

4. Joint Appointment
   Faculty may be appointed jointly in more than one department or academic unit but may be granted tenure in only one academic department known as the primary department. At the time of appointment, the primary department must be specified on the employment contract.

5. Voting Eligibility
   The chair will submit a recommendation independent of the faculty recommendation. Consequently, the chair shall not vote as a faculty member.
   Voting eligibility of the faculty varies according to the rank of the candidate under consideration as follows:
   a. Instructor (and equivalents): All tenure-track and tenured faculty or a committee designated by the tenure-track and tenured faculty.
   b. Assistant Professor (and equivalents): All tenure-track and tenured faculty or a committee designated by the tenure-track and tenured faculty. A majority of the eligible voting faculty must approve on an annual basis the use of a committee to appoint assistant professors.
   c. Associate Professor and Professor (and equivalents): All tenure-track and tenured faculty or a committee designated by the tenure-track and tenured faculty. Tenured appointments: Only those tenured faculty equal to or senior in rank to the candidate may vote on the question of tenure. The vote must be taken in a separate ballot. Instructors and members of the academic staff on non-tenure-track appointments (part-time, visiting, research, etc.) may be consulted but do not have a vote in recommendations for appointment.
   Faculty holding joint appointment shall have voting rights in the primary department, and when enfranchised by the eligible voting faculty of a secondary unit, may also vote in the secondary unit. However, faculty may not vote regarding the same candidate in more than one unit. An offer of employment to any candidate is not authorized until the Employment Contract has been approved at the highest level of administrative review, as delegated by the LSU System and/or the Chancellor.
B. PROCEDURES
1. Recruitment and Screening
   Recruitment of faculty begins with a description of the position to be filled. The position
   should be advertised according to PS-1 and PM-55. All appropriate faculty should be
   involved in the recruitment and evaluation process. It is the chair's duty to fill vacancies in
   accordance with equal opportunity requirements as found in PS-1, and to place before the
   eligible voting faculty the proper applicant pool for consideration and review.
   All material related to candidates' applications should be available to those eligible to vote
   on the candidates. (See PS-40 related to the confidentiality of personnel records.) A
   committee may be appointed by the chair to screen applicants to be interviewed for a
   position, or the faculty may act as a committee of the whole for this purpose.

2. Interview
   An interview is desirable at the rank of instructor and other non-tenure-track appointments.
   An interview is required for tenure-track and tenured appointments. An on-campus
   interview is preferable; however, in unusual situations, a telephone interview or an off-campus
   interview may suffice.

3. Department Review and Recommendation
   A meeting of the appropriate faculty, or faculty-designated committee, and the chair
   should be held for the purpose of selecting a candidate to be recommended for a position.
   When a candidate is being considered for joint appointment, official written statements of
   evaluation must be submitted by the faculty and the chair in the secondary unit. In such
   cases these statements become part of the appointment file.
   The official vote of the faculty is based on the total vote of eligible voting faculty as
   specified in Section III.A.5 and must be a written ballot. Eligible voting faculty may vote
   absentee, when necessary, by providing written ballots to the chair who will include them
   in the total vote. Although the official vote of the faculty is based on the total vote of the eligible
   voting faculty, ballots should identify the voter as "tenured" or "tenure-track." Additionally, a
   ballot for appointment with tenure must provide for separate votes on each
   recommendation. The chair will include the written votes of absent faculty whenever feasible.
   Separate tallies of the tenure-track and tenured faculty votes must be recorded, but the official vote
   of the faculty is based on the total vote of eligible voting faculty.
   The eligible voting faculty will submit a recommendation signed by their designated
   representative to accompany the chair's recommendation to the dean.
   The chair will submit the appointment file to the dean. The appointment file shall include:
   * Faculty report signed by a representative of the faculty. [Majority and minority
     reports from the faculty when such reports exist.]
   * Report from faculty and chair in secondary unit, when appropriate.
   * Faculty recommendation regarding term of appointment or tenure.
   * Faculty vote tallies.
   * Chair's recommendation.
   * Employment Contract signed by chair, candidate's vita, certification of academic
     credentials.

4. College Review and Recommendation
   The dean will review and forward appointment recommendations according to the rank of
   the candidate, as follows:
   a. Instructor/tenure-track assistant professor: The appointment file is submitted to the
      dean for final action. In the event the departmental faculty recommendation and the
      chair's recommendation do not agree, the dean will decide.
      In the event there are special provisions, the contract will be forwarded for additional
      approvals as required.
   b. Tenure-track associate professor/professor: The appointment file will be submitted to
      the dean for review. If the dean recommends approval of the appointment, she/he will
      sign the Employment
Contract and forward it with the candidate's vita and certification of academic credentials to the Office of Human Resource Management.

If the dean does not recommend approval of the appointment, she/he will forward the Employment Contract, candidate's vita and certification of academic credentials to the Provost with a statement explaining the reasons.

Other documents in the appointment file will be returned to the chair until final disposition of the recommendation.

Human Resource Management will route the Employment Contract and vita to the Provost for final approval. After review and recommendation by the Provost, the original of the Contract will be returned to the chair, through the dean, for signature by the candidate.

c. Tenured associate professor/professor: The appointment file will be submitted to the dean for review.

If the dean recommends approval of the appointment, she/he will sign the Employment Contract and forward it with the candidate's vita and certification of academic credentials to the Office of Human Resource Management (HRM).

If the dean does not recommend approval of the appointment, she/he will forward the Employment Contract, candidate's vita and certification of academic credentials to the Provost with a statement explaining the reasons.

Other documents in the appointment file will be returned to the chair until final disposition of the recommendation.

HRM will route the Employment Contract through the following administrative levels for review and recommendation to the System Office:

* Provost;
* Chancellor.

5. University Review (tenured appointments only)

After review and recommendation by the Provost and the Chancellor, the Employment Contract and vita will be forwarded to the Office of the President for final approval.

6. LSU System Review (tenured appointments only)

Tenured appointments must be approved by the President of the LSU System.

7. Offer of Employment

An Employment Contract cannot be forwarded to a candidate for her/his review and signature of acceptance until final administrative approval has been secured. Any supplementary correspondence from a chair/dean outlining secondary details such as office space assignments, etc., should not be forwarded to the candidate until final administrative approval of the Contract. This does not preclude a chair from having preliminary discussions with the candidate prior to offering the Contract.

IV. PERFORMANCE EVALUATION

A. POLICIES

1. Purpose

Performance evaluations should assist the faculty member with her/his future professional development as well as contribute to an understanding of how her/his contribution is viewed by students, colleagues, and the chair. Evaluators should consider the professional development of their faculty as well as evaluate achievements. Collectively, the reviews will also help the chair, dean, and other administrative officers to assess the strengths and weaknesses of a department or college.

2. Sources

Evidence of performance may be obtained from many sources including, but not limited to, annual reports from the faculty member, updated resumes, and other evidence related to the criteria set forth in Section II. The evaluations of non-tenured faculty must include
opinions of the tenured faculty. Sampling of student opinions should be carried out in such a manner as to assure that students are free to convey honest opinions without fear of reprisal and that ratings are both reliable and valid.

3. Interval
Normally, reviews will be conducted annually for all faculty during the spring semester and will cover the previous calendar year. A review for promotion and/or tenure within the same academic year may serve as the annual review.

B. PROCEDURES

1. General
While departments may differ in the manner in which they conduct the performance evaluation, the procedure devised should record accurately, in a manner which is clear even to those outside the University, the individual's achievements as measured against the appropriate criteria. Performance evaluations become part of the official personnel file and are utilized over a long period of time in making decisions regarding retention, promotion, and salary; therefore, it is important that the process be inherently fair, systematic, and uniform within the academic unit.

2. Department Review and Report
The chair will annually oversee and/or conduct a review of the performance of each faculty member.

a. Non-tenured Faculty:
As part of the annual review, the tenured faculty, or their designated committee, will meet to evaluate the performance of each non-tenured faculty member.
Joint Appointments: The reviews of faculty holding joint appointments will be conducted by the primary department. Written statements of evaluation must be submitted by the faculty and the chair of any secondary unit in which the faculty member is jointly appointed. These statements become a part of the official performance evaluation file.

As a result of the review, a written advisory and evaluative faculty report regarding each non-tenured faculty member will be provided to the chair. The report should reflect the majority as well as the minority views of the eligible voting faculty. In the case of strong disagreement, separate majority and minority reports may also be submitted. The report, signed by a faculty representative, will accompany the annual performance evaluation by the chair given to each non-tenured faculty member and will accompany the recommendation submitted by the chair to the dean. The chair will sign the form hereby designating that she/he has seen the evaluation and return it to the chair. The form and the faculty report are then forwarded to the dean.

b. Tenured Faculty:
Review of tenured faculty performance will be by the chair. Utilizing information from multiple sources (see Section IV.A.2.) the chair will summarize her/his assessments on the department report form (annual performance evaluation).
Joint Appointments: The reviews of faculty holding joint appointments will be conducted by the primary department. Written statements of evaluation must be
submitted by the chair of any secondary unit in which the faculty member is jointly appointed. These statements become a part of the official performance evaluation file. The chair will sign the form and submit it to the faculty member. The faculty member will sign the form thereby designating that she/he has seen the evaluation and return it to the chair. The form is then forwarded to the dean.

3. Individual Faculty Conferences
The chair will meet with each non-tenured faculty member to discuss her/his evaluation. The chair may meet with each tenured faculty member at the request of either the chair or the faculty member to discuss her/his evaluation.

4. Faculty Dissent
The faculty member may submit a separate formal letter of dissent with reasons for the dissent to the dean through the chair. The dean will review the evaluation and respond to the dissent in a timely manner. A copy of the dean's response will be sent to the faculty member and the chair. The annual performance evaluation, with all resulting correspondence, will be forwarded through the dean to the Office of Human Resource Management for inclusion in the faculty member's official personnel file.

5. College Review
The dean will sign or initial the department report form and forward it to the Office of Human Resource Management for inclusion in the individual's official personnel file. Those forms with formal letters of dissent will be forwarded by Human Resource Management to the Provost for review before inclusion in the individual's official personnel file.

V. REAPPPOINTMENT/NON-REAPPPOINTMENT (NON-TENURE DECISIONS)

A. POLICIES

1. General
A term appointment or a series of term appointments carries no assurance of reappointment, promotion or tenure. Reappointment is made solely at the initiative of the University. Although most probationary tenure-track appointments are made with the expectation that renewal as well as eventual promotion and/or tenure will be justified, reappointment recommendations and decisions should be made deliberately and carefully. Reappointment does not guarantee tenure, but it is expected that tenure-track candidates who are recommended for reappointment will have demonstrated reasonable progress toward meeting the criteria for the award of tenure.

2. Candidate Eligibility
Reviews are normally conducted in a time frame which allows for timely notice of nonreappointment to be given in accordance with Section V.B.5. in the event of a negative review.

a. Instructor (and equivalents): Reappointed for renewable terms of one year or less.
   Before a third consecutive renewal, the chair must provide each instructor with a written statement of the conditions of further reappointment. The chair will forward a copy of this statement, signed by the instructor, with the appropriate personnel form to the dean. If the dean recommends approval of the reappointment under the conditions outlined, she/he will sign the personnel form and forward it with the written statement of conditions to the Office of Human Resource Management to be placed in her/his official personnel file.

b. Assistant Professor (and equivalents): Reappointed for no more than three years and
not beyond the maximum total years of term appointments allowable (as stipulated in Section 2-7 of the By-Laws and Regulations of the LSU Board of Supervisors). There will be no reappointment reviews during the fifth year. Employment must end on completion of the fifth year or automatically be extended through the sixth year and mandatory review.
c. Associate Professor and Professor (and equivalents): Reappointed on a term basis, though not for more than four years of total service at LSU.

3. Voting Eligibility
The chair submits a recommendation independent of the faculty recommendation, and consequently, does not vote as a faculty member.
Voting eligibility of the faculty varies according to the rank of the candidate under consideration for reappointment as follows:
a. Instructor (and equivalents): All tenure-track and tenured faculty or a committee designated by the tenure-track and tenured faculty.
b. Tenure-track Assistant Professor, Associate Professor, and Professor (and equivalents):
   All tenured faculty equal to or senior in rank to the candidate.
   Faculty without tenure and/or at a rank lower than the candidate may be consulted but do not have a vote in recommendations for reappointment/non-reappointment.
   Faculty holding joint appointment shall have voting rights in the primary department, and when enfranchised by the eligible voting faculty of a secondary unit, may also vote in that unit. However, faculty may not vote regarding the same candidate in more than one unit.

Recusals:
a. A faculty member who must make a formal recommendation at an official stage in the review process must recuse herself/himself at the departmental level.
b. A faculty member serving in an advisory capacity at the college level may vote at the departmental level but must recuse himself/herself from voting on recommendations made at a subsequent stage in the official review of candidates from their departments.

B. PROCEDURES

1. Nomination
The dean notifies all chairs of the submission timetable for reappointment/nonreappointment recommendations. The timetable is announced annually by the Office of Human Resource Management.
The chair notifies each candidate of eligibility for reappointment and lists the documentation the candidate must prepare for the review. (Section V.B.2.)
The candidate is responsible for providing accurate Documentation and Supporting Material for the reappointment file. The chair will ensure that the candidate has opportunity to submit all relevant information and material for judgment by the eligible voting faculty and that these materials are conveyed to the appropriate persons.

2. Department Review and Recommendation
Responsibility for departmental actions concerning reappointment/non-reappointment lies with the chair, who ensures that all pertinent material is included in the reappointment file and verifies the accuracy of the material.
The chair may appoint one or more review committees annually. The review committee will evaluate the Documentation and Supporting Material and make recommendations that will provide the background for departmental discussion by the eligible voting faculty. Prior to the meeting, the eligible voting faculty must have access to material relevant to the decision. Reappointment files are maintained in a central location within the department.
Access to the reappointment file is limited to the candidate, the eligible voting faculty, the chair, and the staff involved in processing personnel forms.

A meeting of the eligible voting faculty will be held in order to vote on reappointment. The chair convenes the meeting. It may be valuable for the chair to hear faculty discussion, however, she/he plays no active role other than providing factual information requested by the eligible voting faculty.

Separate tallies of the tenure-track and tenured faculty votes must be recorded, but the official vote of the faculty is based on the total vote of eligible voting faculty. The chair does not vote as a faculty member but submits a separate recommendation. As a result of the review, a written advisory and evaluative faculty report regarding each candidate will be provided to the chair. The report should reflect the majority as well as the minority views of the eligible voting faculty. In the case of strong disagreement, separate majority and minority reports may also be submitted. The report, signed by a faculty representative, will accompany the recommendation submitted by the chair to the dean.

Joint Appointments: The reviews of faculty holding joint appointments will be conducted by the primary department. Written statements of evaluation must be submitted by the faculty and the chair in secondary units in which the faculty member is jointly appointed. These statements become part of the official reappointment file.

Prior to submission of reappointment/non-reappointment recommendations to the dean, the candidate will receive copies of all official written statements generated by faculty and chair(s) regarding her/his reappointment/non-reappointment.

Candidate Response: The candidate may prepare a formal letter of response for inclusion with the reappointment file submitted for review beyond the department. In order to be considered in the college review process, such a letter must be sent to the chair and to the dean no later than five working days after the deadline for forwarding departmental recommendations to the dean.

The chair will submit the reappointment file to the dean. The reappointment file shall include:

* Biographical information.
* Employment information.
* Evidence of candidate’s performance as provided by the candidate in her/his Documentation and Supporting Material (Appendix B).

* Faculty report signed by a representative of the faculty.
* Faculty recommendation regarding term of reappointment (when appropriate).
* Faculty vote tallies.
* All annual performance evaluations.
* Chair’s recommendation.
* Majority and minority reports from the faculty when such reports exist.
* Report from faculty and chair in secondary unit, when appropriate.
* Candidate’s formal letter of response (when such a letter exists).
* Personnel Action Form (PAF) signed by the chair.

In the case when non-reappointment is recommended, or if the candidate requests it, a conference with the chair will be held.
3. College Review and Recommendation

The dean may appoint a faculty committee(s) to review and advise her/him regarding reappointment/non-reappointment recommendations. The procedure for appointing these committees varies by college, but in all cases they are advisory only. The recommendations of the advisory committees are not part of the reappointment file. The dean has the ultimate responsibility for her/his recommendation.

The dean will review and make reappointment recommendations according to the rank of the candidate, as follows:

Instructor/assistant professor: Recommendations for reappointments/nonreappointments from the faculty and the chair are submitted to the dean for final approval. The dean shall provide written notification of her/his decision to the candidate and the chair.

In the case when non-reappointment is the decision, or if the candidate requests it, a conference with the dean will be held in a timely manner. At the conference, the candidate will receive a written statement from the dean supporting her/his decision. The statement becomes part of the candidate's official personnel file.

Associate professor/professor: If the dean recommends approval, she/he will sign and forward the Personnel Action Form to the Provost for review. The dean shall provide written notification of her/his recommendation to the candidate and the chair at the time of submission to the Provost.

In the case when non-reappointment is the recommendation, or if the candidate requests it, a conference with the dean will be held in a timely manner. At the conference, the candidate will receive a written statement outlining reasons for her/his recommendation. The statement becomes part of the candidate's official personnel file.

4. University Review (associate professor and professor ranks only)

The Provost will review, take action on and return the Personnel Action Form to Human Resource Management for inclusion in the official personnel file.

The chair will inform in writing the eligible voting faculty of the results of all reappointment reviews, including the term of the reappointment.

5. Timetable for Notice of Non-renewal

Employment under a term appointment ends unconditionally on the date indicated in the appointment form and reappointment is solely at the initiative of the University. Ordinarily, written notice of a decision not to reappoint will be given according to the following schedule:

For faculty on initial one-year appointment, at least 90 days before the end of the appointment,

For faculty whose term appointment is ending in the second year of service, at least six months before the end of the appointment,

For faculty whose term appointment is ending after two or more years of service, at least 12 months before the end of the appointment.

Once a faculty member is notified of a final decision not to reappoint, that decision shall
normally be irrevocable, and the decision is not suspended pending an appeal. The decision does not require administrative or Board of Supervisors' approval except as specifically set forth in this policy statement.

VI. PROMOTION AND TENURE

A. POLICIES

1. General
Since the granting of promotion and/or tenure has serious long-term consequences for the University, numerous stages have been built into the process to ensure a thorough and equitable review. In all cases, a review is required prior to the award of tenure. All persons at every stage have a responsibility to act in a judicious manner. Certain reviewers serve as official line officers; others serve only in an advisory capacity. The LSU promotion and/or tenure review process culminates with the President of the LSU System and the LSU Board of Supervisors. Each official stage in the process is concluded with a formal recorded recommendation on the LSU System Promotion/Tenure Review Request form as follows:

The appropriate departmental faculty;
The chair of the department;
The academic college dean;
The Provost; and
The Chancellor.

Additional University review stages which are advisory only are:

Academic dean's advisory committee(s);
Provost's advisory committee(s); and
The Dean of the Graduate School.

All promotion and/or tenure recommendations are submitted on the LSU System Promotion/Tenure Review Request form and other materials as designated in Appendix B will be attached. The promotion and/or tenure file will be forwarded for review through administrative channels to the LSU System Office.

2. Review Schedule
Normally, reviews for promotion and/or tenure will be considered only once each year as follows:

• Preliminary reviews at the department level normally begin in September, approximately nine months prior to the non-reappointment notification deadline.
• The review continues at the college level and usually concludes no later than mid-January, at which time materials are forwarded for review at the University level.
• The University level review normally ends with the submission of materials to the System Office in late February or early March.
• The entire process is usually concluded at the Board of Supervisors meeting in April.

All candidates have the right to initiate a review at any time without prejudice to subsequent reviews. All candidates have the right to voluntarily withdraw from a nonmandatory or a mandatory review at any stage prior to the submission of recommendations to the President.
3. Accelerated Review
Since it is unusual for a candidate to amass the necessary body of evidence and record of performance at LSU in less than the full service period, accelerated promotion and/or tenure is uncommon.

A promotion/tenure recommendation for non-tenured assistant professors or a tenure recommendation for non-tenured associate professor or professor is considered "accelerated" if it is submitted prior to the mandatory review period. Such a recommendation must demonstrate that the candidate clearly meets the criteria which would be expected at the time of a mandatory review.

For tenured associate professors, a promotion recommendation to the rank of professor is considered accelerated if it is submitted prior to the fifth year in rank as an associate professor.

4. Mandatory Reviews
Promotion and/or tenure reviews for non-tenured assistant professors, associate professors, and professors must be conducted no later than the mandatory review period, and at the latest time that will allow at least a one-year notification of non-reappointment.

In establishing the time of the mandatory pre-tenure review, prior service at other institutions at the rank of assistant professor or higher may be included only when recorded in the initial LSU appointment agreement.

Exceptions to the prescribed pre-tenure probationary period may be justified in some circumstances. Each request for exception will be routed through regular promotion/tenure administrative channels and addressed individually. Examples include but are not limited to the following situations:

If a candidate has been rehired after a break in tenure-track service, the prior tenuretrack service at LSU may count as part of the candidate's pre-tenure probationary time only when recorded in the reappointment agreement.

Leave without pay (including medical and hardship cases) will not count toward the pretenure probationary period unless requested by the candidate as part of the leave request and approved by the Provost.

Temporary part-time appointments interrupting a tenure-track appointment will normally not count as part of the pre-tenure probationary period. Any exception must be requested at the time of change to part-time status and must be approved by the Provost.

A change from a full-time tenure-track appointment to a regular part-time appointment will result in the cancellation of the tenure-track appointment. A change from a tenured appointment to a regular part-time appointment will result in the cancellation of tenure.

A candidate who chooses not to be reviewed at the mandatory time or who chooses to withdraw from the mandatory review process must send a written request to the dean through the chair. Such a request must include an official resignation and will result in non-reappointment at the end of the employment contract.

5. Candidate Eligibility
a. Instructor (and equivalents): May not acquire tenure.

Normally, instructors shall not be promoted to assistant professor. However, instructors may compete in a national search for appointment to an available assistant professor position.

b. Assistant Professor (and tenure-track equivalents): Must be reviewed for promotion and/or tenure no later than her/his sixth year at LSU. An assistant professor who has...
other university or equivalent service prior to employment at LSU may have an earlier date for mandatory review. Assistant professors may not be reappointed after seven years without promotion and tenure.

Normally, assistant professors in a tenure-track position who are promoted to the rank of associate professor will attain tenure.

Tenure shall not be awarded at the assistant professor rank.

c. Associate Professor (and tenure-track equivalents): Must be reviewed for tenure no later than her/his third year at LSU. The third-year mandatory review follows the same procedures required of the mandatory pre-tenure review of assistant professors. Associate professors may not be reappointed without tenure after four years of service at LSU.

Tenure-track associate professors who are promoted to professor will receive tenure with the promotion.

Normally, tenured associate professors are eligible for consideration for promotion to professor in their fifth year of service as an associate professor.

d. Professor (and tenure-track equivalents): Must be reviewed for tenure no later than her/his third year at LSU. The third-year mandatory review follows the same procedures required of the mandatory pre-tenure review of assistant professors. Professors may not be reappointed without tenure after four years of service at LSU.

6. Voting Eligibility

Only tenured faculty senior in rank to the candidate are eligible to vote on promotion and/or tenure decisions for candidates below the rank of professor. Only tenured professors are eligible to vote on tenure for tenure-track professors.

Faculty holding joint appointment shall have voting rights in the primary department; and, when enfranchised by the eligible voting faculty of a secondary unit, may also vote in the secondary unit. However, faculty may not vote regarding the same candidate in more than one unit.

Recusals:

a. A faculty member who must make a formal recommendation at an official stage in the review process must recuse herself/himself at the departmental level.

b. A faculty member serving as an administrator who may make recommendations at an advisory University review stage must recuse himself/herself at the departmental level. [Example: Dean of the Graduate School]

c. A faculty member serving in an advisory capacity at the college level may vote at the department level but must recuse himself/herself from voting on recommendations made at a subsequent stage in the official review of candidates from their departments.

In special cases, and with the approval of the Provost, the dean may appoint faculty from other departments to the departmental review committee. Such cases are normally limited to reviews in departments with fewer than three eligible voting faculty.
B. PROCEDURES

1. Nominations
The dean will notify all chairs of the submission timetable for promotion and/or tenure recommendations. The timetable is announced annually by the Office of Human Resource Management.

The chair will annually review each faculty member's current curriculum vitae to determine eligibility for promotion and/or tenure based upon the guidelines in Section VI.A.2 of this policy statement. The chair will notify each candidate of eligibility for promotion and/or tenure and will list the documentation the candidate must prepare for review. Departments must nominate faculty whose terms of service require decisions. Nominations of candidates for non-mandatory promotion and/or tenure review are made to the chair. Nominations may come from the candidate, from one of the eligible voting faculty, and from the chair.

Nominations must be made in time to permit full evaluation of the candidate, consistent with the timetable described in Section VI.A.1 of this policy statement. The candidate is responsible for providing accurate Documentation and Supporting Material (Appendix B) for the promotion and/or tenure file. The chair will ensure that the candidate has the opportunity to submit all relevant information and material for judgment by the eligible voting faculty and that these materials are made available to the appropriate persons.

2. External Evaluation
While the primary responsibility for the evaluation lies with the LSU faculty and administrators, objective evaluations from appropriate off-campus professionals can make a significant contribution to the review process. All recommendations for promotion and/or tenure must be accompanied by letters of evaluation from recognized experts in the candidate's field, none of whom may be a member of the LSU faculty. In the case of an assistant professor or associate professor candidate, the external evaluator must be of higher rank than the candidate. Care should be given to selecting evaluators who are free of bias.

In most cases, letters of evaluation should come from faculty employed at institutions with Carnegie Rankings of Research I or II. Deans can grant special permission to accept letters from other colleges and universities and/or from non-academic individuals with acknowledged professional standing. A letter from a person who has served as a candidate's major professor for a graduate degree or postdoctoral advisor is unacceptable. No more than one letter may come from any institution.

The candidate, eligible voting faculty, and chair will develop lists of potential evaluators. Both the faculty and chair are responsible for selecting the evaluators. The final confidential list of evaluators will include a brief statement of their qualifications, professional rank, and institution of employment. The list will be presented to the dean for approval prior to contacting the evaluators. After approval by the dean, the chair will contact proposed evaluators to determine willingness to participate. The candidate will not be informed of the identity of evaluators. Should a candidate become aware of the identity of evaluators, she/he will not contact evaluators at any time during the process. Normally, five to six evaluation letters are to be requested. A minimum of three should be received before a recommendation vote may be taken. All evaluation letters received by the department must be forwarded with the promotion and/or tenure file.
The chair will furnish each evaluator with the candidate's documentation. The candidate, in consultation with the chair, may select a sample of representative supporting material for inclusion.

The sample letter (Appendix C) must be sent with the Documentation and representative Supporting Material to the evaluators. The letter may be modified only with the approval of the dean.

No information from the evaluator's letters will be divulged to the candidate. (See PS-40 for confidentiality of letters of evaluation.) The letters will be maintained and reviewed in a central location within the department. Access to the letters will be limited to the eligible voting faculty, the chair, and the staff involved in the processing of personnel forms. The letters must be available to the appropriate faculty prior to a final vote on the candidate at the department level. Both the names of the evaluators and the contents of the evaluation letters are to be held in strictest confidence.

The letters are submitted with the promotion and/or tenure file for review beyond the department. A copy of the letter sent to the evaluators and a brief statement of their qualifications are to be included with the letters of evaluation. All letters received and names and addresses of solicited evaluators who did not respond must be forwarded with the promotion and/or tenure file.

3. Department Review
Responsibility for departmental actions concerning promotion and/or tenure lies with the chair, who ensures that all pertinent material is included in the promotion and/or tenure file and verifies the accuracy of the material.

The chair may appoint one or more review committees annually. The review committee will evaluate the Documentation and Supporting Material and make recommendations that will provide the background for departmental discussion by the eligible voting faculty. The promotion and/or tenure file is maintained in a central location within the department. Access to the promotion and/or tenure file is limited to the candidate, the eligible voting faculty, the chair, and the staff involved in processing personnel forms. However, the candidate shall not have access to the list of and letters from external evaluators. The recommendation of the faculty is included in the file when the recommendation is made. A meeting of the eligible voting faculty will be held in order to vote on promotion and/or tenure recommendations. The chair convenes the meeting. It may be valuable for the chair to hear faculty discussion, however, she/he plays no active role other than providing factual information requested by the eligible voting faculty. A written ballot will be taken for the final recommendation of the faculty.

Separate tallies of the tenure-track and tenured faculty votes must be recorded, but the official vote of the faculty is based on the total vote of eligible voting faculty. The chair does not vote as a faculty member but submits a separate recommendation.

a. Non-Mandatory Reviews: A meeting of the eligible voting faculty is held to determine if the documentation warrants being sent to external evaluators. The chair must notify the candidate in a timely manner if the faculty recommend against sending her/his material to external evaluators. The candidate may appeal the decision to the dean who has final authority.

Normally, the promotion and/or tenure review file in non-mandatory reviews will be forwarded from the department only with a positive majority vote of the eligible voting faculty.
b. Mandatory Reviews: The review committee will evaluate the promotion and/or tenure file and make recommendations that will provide the background for departmental discussion by the eligible voting faculty.

Regardless of the recommendations, the promotion and/or tenure file for a mandatory review must be reviewed at all designated levels of the University. As a result of the departmental review, a written advisory and evaluative faculty report regarding each candidate will be provided to the chair. The report should reflect the majority as well as the minority views of the eligible voting faculty. In the case of strong disagreement, separate majority and minority reports may also be submitted. The report, signed by a faculty representative, will accompany the recommendation submitted by the chair to the dean.

Joint Appointments: For candidates holding joint appointment, official written statements of evaluation must be submitted by the faculty and the chair in secondary units. In such cases these statements become a part of the promotion/tenure file.

4. Department Recommendation
Prior to submission of promotion and/or tenure recommendations to the dean, the candidate will receive copies of all official written statements of evaluation generated by faculty and chair(s) regarding her/his promotion and/or tenure.

Candidate Response: The candidate may prepare a formal letter of response for inclusion with the promotion and/or tenure file submitted for review beyond the department. In order to be considered in the college review process, such a letter must be sent to the chair and to the dean no later than five working days after the deadline for forwarding departmental recommendations to the dean.

The chair will submit to the dean all mandatory promotion and/or tenure review recommendations and all positive non-mandatory promotion and/or tenure review recommendations which are supported by a majority of the eligible voting faculty. All of the following items are submitted to the dean and constitute the promotion and/or tenure file:

* LSU System Promotion/Tenure Review Request Form with all required attachments.
* External Evaluations (including sample letter of request, names and addresses of all solicited evaluators, brief statement of evaluators qualifications, all evaluations received).
* All annual performance evaluations.
* Faculty report signed by a representative of the faculty (including recommendation, faculty distribution by rank, and voting tally for eligible voting faculty), as well as majority and minority reports from the faculty when such reports exist.
* Report from faculty and chair in secondary unit, when appropriate.
* Candidate's formal letter of response when such a letter exists (see Section VI.B.5).
* Chair's recommendation, including evaluative comments. The chair's recommendation will not rank candidates.

In all cases of promotion and/or tenure, a conference with the chair and the candidate will be held. At the conference, the written statements supporting the faculty recommendation
as well as that of the chair will be reviewed. The candidate will also be informed of the faculty vote tallies but does not have access to the individual faculty vote.

Supporting Material should be returned to candidates who are recommended for promotion and/or tenure after final approval by the LSU System. Supporting Material for candidates who are not recommended for promotion and/or tenure should be retained at the department level for at least six months after the final LSU System action. In cases involving grievances, administrative review, or litigation, the promotion and/or tenure file should be retained until such actions are resolved.

5. College Review
The dean may appoint a faculty committee(s) to review and advise her/him regarding promotion and/or tenure recommendations. The procedure for appointing these committees varies by college, but in all cases they are advisory only. The recommendations of the advisory committees are not part of the promotion and/or tenure file. The dean has the ultimate responsibility for her/his recommendation.

6. College Recommendation
In addition to a written evaluation that addresses the teaching, research and other creative activity, and service qualifications of each candidate, the dean officially designates "Recommend," or "Do Not Recommend" on the LSU System Promotion/Tenure Review Request form and forwards the promotion and/or tenure file without assessing relative rank to Provost.

The candidate is advised in writing of the dean's recommendation at the time of submission to Provost. In the case when promotion and/or tenure is not recommended, or if the candidate requests it, a conference with the dean will be held.

7. University Review
a. Provost: With advice from the Provost's Advisory Committee (if one is appointed), the Provost evaluates the promotion and/or tenure file, officially designates "Recommend" or "Do Not Recommend" on the LSU System Promotion/Tenure Review Request form, and forwards the promotion and/or tenure file to the Chancellor.

b. Chancellor: The Chancellor evaluates the promotion and/or tenure file, officially designates "Recommend" or "Do Not Recommend" on the LSU System Promotion/Tenure Review Request form, and forwards the promotion and/or tenure file to the President of the LSU System.

The Chancellor will notify candidates of the University recommendation at the time of submission of the promotion/tenure file to the LSU System.

8. LSU System Review
Tenure recommendations must be approved by the President. Promotion recommendations must be approved by the Board of Supervisors.

9. Notification
The Chancellor will, in a timely manner, notify candidates of LSU System decisions.

VII. APPEAL PROCEDURES (for Nonreappointment, Promotion and Tenure)
A candidate may provide additional information at any time; however, an appeal may not be initiated until action has been taken at the final approval level. The appeal procedure is a formal process of review and written responses at successive levels
of the University administration. All documents become part of the employee official personnel file.

A. Department/College Level:
The faculty member should submit a written petition of appeal, including specific issues of dispute and desired resolution, to the chair. If a satisfactory resolution is not obtained at the department level, the appeal may be forwarded to the dean for review and resolution. If the faculty member is not satisfied with the decision rendered at the level of the chair or dean, she/he may submit the appeal to the Faculty Senate Grievance Committee; should the grievant elect to bypass the Faculty Senate Grievance Committee and immediately appeal to the Office of the Provost, the Provost may nevertheless choose to refer the appeal to the Faculty Senate Grievance Committee for an advisory opinion.

B. Faculty Senate Grievance Committee:
The Faculty Senate Grievance Committee “cannot substitute its judgment for an academic judgement made in a fair and reasonable manner, according to University evaluative procedures.” Further, the Committee is charged “to report its findings and recommendations [to all parties involved], if the case is found to have merit, but a settlement cannot be effected.” A Grievance Committee Report will be forwarded to the Office of the Provost. Additional information concerning the Faculty Senate Grievance Committee can be found in the Bylaws of the Faculty Senate in the Faculty Handbook. Copies of the Faculty Senate Grievance Committee Procedures are available from the Faculty Senate Office or the chair of the Committee.

C. Provost:
If an appeal is not satisfactorily resolved at the level of the Provost, the faculty member may request that the Provost forward the appeal file to the Chancellor for review and final action.

D. Chancellor: Findings of the Chancellor shall constitute the final step in the appeal procedure.

VIII. APPENDICES

A. DEFINITIONS
academic unit: A basic budgetary and/or disciplinary division organized to facilitate teaching, research, and/or support services by faculty or other members of that unit.
accelerated review: 1) A tenure recommendation is considered accelerated if it is submitted prior to the mandatory review period. 2) A promotion recommendation is considered accelerated if it is submitted prior to the fifth year in rank as an associate professor.
certification of academic credentials: Official documentation of academic preparation, including, especially documentation of the highest degree earned. For each faculty member, the documentation will normally consist of one or more of the following documents: 1) transcripts; 2) a photocopied diploma; 3) an official degree completion letter from the Graduate School of the institution where the highest degree has been earned.
chair: An academic department chair, department head or director serving as the chief executive officer of an academic unit. In those units not organized by traditional academic departments, all responsibilities assigned to the chair normally will fall to the dean.
college: An academic unit reporting to the Provost and administered by a dean/director.
collegiality: Acting in an ethical and professional manner regarding colleagues.
confidentiality: See PS-40.
dean: An academic dean or director serving as the chief executive officer of a college,
library, or a school not within a college. 
department: An academic unit included in a college and reporting to a dean. (Includes 
schools with directors when reporting to the dean of a college as well as schools with budget 
autonomy and a dean.)
Documentation: All material used in the promotion and/or tenure review process specified in 
Appendix B as Documentation.
eligible voting faculty: The faculty eligible to vote on personnel decisions vary by type of 
action and rank of the candidate under consideration (see appropriate sections for the 
variations), but in all cases, voting rights are limited to those with a full-time continuing 
appointment in the University. Faculty who have given official notice of resignation or 
retirement or who have been given notice of non-reappointment or termination are ineligible 
to vote on appointment decisions.
enfranchised faculty: Jointly-appointed faculty and part-time members of the academic staff 
who are extended rights and privileges of full-time faculty in a particular unit as follows:

a. On matters of appointment, reappointment/non-reappointment, promotion and tenure, 
jointly-appointed faculty and members of the academic staff on non-tenure-track 
appointment may be extended the voting rights and privileges of full-time tenure-track or 
tenured faculty in a particular unit only by a majority vote of that portion of the faculty 
with whom the jointly appointed faculty would be voting.

b. Units extending the franchise to jointly appointed faculty must do so for groups of 
faculty defined by specific criteria rather than for individuals on a case-by-case basis. Such 
voting rights are then consistent with tenure and rank requirements for other faculty.

c. The rights and privileges may be limited in scope and/or in term as specified by the 
eligible voting faculty extending those rights and privileges.

d. The rights and privileges will be for a term ending with the academic or fiscal year in 
which the rights and privileges are conveyed and must be renewed annually.
faculty: For the purposes of this document, faculty is defined as full-time members of the 
academic staff at the rank of instructor and above and equivalent library and curatorial 
personnel.
joint appointment: A concurrent appointment of one person in one academic unit and one or 
more additional units.

LSU: The Louisiana State University and A&M College. References to "campus" refer 
specifically to LSU in this context.

LSU System: The system of campuses and other facilities governed by the Board of 
Supervisors of Louisiana State University and A&M College.
mandatory review: A review of non-tenured assistant professors, associate professors and 
professors which must be conducted in association with the end of a term appointment to 
allow at least a one-year notification of non-reappointment. Such a review can result in: 
reappointment, non-reappointment, or tenure.
majority vote: More than 50% of the participating votes. Abstentions do not count as part of 
the total vote.
non-mandatory review: A review that is accelerated or not mandated by a term appointment.
non-reappointment: The option exercised by the University not to continue employment of a 
person who completes a term appointment.
official personnel file: The collection of documents relevant to the individual's employment 
at LSU which are housed in the Office of Human Resource Management. These documents 
include but are not limited to all personnel action forms, job descriptions, performance
peer advisor: A tenured faculty member at LSU who serves in an advisory capacity to the candidate.

President: The President of the LSU System.

pre-tenure review: A review of the performance and an assessment of the potential for future accomplishments of non-tenured faculty, leading to recommendations to the University administration regarding the terms and conditions under which the appointee may expect to continue employment or have her/his appointment terminated.

primary department: A department in which tenure may be granted as specified in the terms of employment.

probationary period: The time of service in a tenure-track position, prior to the granting of tenure.

promotion: Advancement to a higher academic rank.

reappointment: The option exercised by the University to continue employment of a person who completes a term appointment.

scholarship: Evidence of contribution to one's discipline. Scholarship encompasses research and related activities, publication, creative and artistic presentations, and other evidence of scholarly and creative accomplishments.

secondary department/unit: A department or unit in which a faculty member may be concurrently appointed for less than 50% effort.

Supporting Material: All material used in the promotion and/or tenure review process specified in Appendix B as Supporting Material and retained at the department level until final disposition of the recommendation.

tenure: An indeterminate appointment.

tenure-track: An appointment that may lead to the award of tenure.

term appointment: An appointment for a stipulated period which may or may not lead to tenure.

terminal degree: The highest earned degree normally expected in a particular field.

University: See "LSU."

B. DOCUMENTATION AND SUPPORTING MATERIAL

The following extensive listings describe material outlined in the Criteria Statement (Section II) which should be considered in the reappointment review and the promotion and/or tenure review of a candidate. These items are not arranged in order of importance. With the exception of the history of assignments, all Documentation and Supporting Material should be compiled and furnished by the candidate. It is the candidate's responsibility to insure the accuracy and authenticity of the Documentation and Supporting Material.

1. Documentation

These records must be submitted with the LSU System Promotion/Tenure Review Request form in the order listed through appropriate review channels. Each item should be listed only once.

1.1. History of Assignments:

A report prepared by the chair describing assignments for teaching, research and creative activities, and service.

1.2 Teaching:

1.2.1 Documentation of teaching activities. Provide summary data only.

1.2.1.1 Teaching Evaluations: results of student evaluations of teaching.

1.2.1.2 Teaching history

* Courses taught, including interdisciplinary and off-campus courses. (Course number, title, location, semester, and enrollment)

* New courses developed. (Course number, title, location, semester, and enrollment)
* Graduate committees: chair or member
1.2.2 Listing of publications concerning instruction [Published items only]: All authors should be listed in the order they appear in the publication or manuscript.
1.2.2.1 Textbooks
* Entire books
* Laboratory manuals
* Portion of a book (specify exactly what portion)
1.2.2.2 Shorter Works
* Chapters or essays in books, except for textbooks
* Articles in refereed journals or bulletins: Journals of national and international reputation; all other refereed journals
* Other Publications
1.2.2.3 Edited books with scholarly introductions or notes by the editor
* Collections of previously unpublished material, correspondence and diaries
* Collections of scholarly essays
* New editions of previously published works
* Translations
1.2.2.4 Recordings
* Video or audio recordings produced for presentation on radio or television.
* Video or audio recordings produced for public distribution.
1.2.2.5 Instructional material—multimedia, electronic, etc.
1.2.2.6 Miscellaneous—Any pertinent item not covered above such as bibliographies, book bibliographies, book reviews, abstracts, other video or audio recordings, articles in non-refereed journals, etc.
1.2.3 Listing of publications concerning instruction accepted for publication but not yet published: Include all available pertinent information.
1.2.4 Participation in:
1.2.4.1 Professional Meetings, Symposia, Workshops, and Conferences on teaching (other than artistic performances): List the meetings, date, and location, and indicate the nature of the participation, e.g., reading a paper, critiquing, organizing, or chairing sections.
1.2.4.2 Local instructional activities (guest lectures, etc.)
1.2.5 Other instructional activities or other contributions to the profession:
1.2.5.1 Membership in professional organizations;
1.2.5.2 Administrative duties;
1.2.5.3 New teaching methods/material developed, etc.
1.2.6 Awards, lectureships, or prizes that show recognition of teaching achievement.
1.2.7 Research Support/Grant Activities aimed at advancing one’s ability to teach: Activities should be enumerated by clearly describing funding proposals which were submitted and projects which were funded.
1.3 Research and Creative Activity:
1.3.1 Listing of research publications [Published items only]: All authors should be listed in the or
d1.3.1.1 Books and Monographs: include place, publisher, and date of publication.
1.3.1.2 Shorter Works
* Chapters or essays in books, except for textbooks
* Articles in refereed journals or bulletins: Journals of national and international reputation; all other refereed journals
* Other Publications
1.3.1.3 Edited books with scholarly introductions or notes by the editor
1.3.1.4 Collections of previously unpublished material, correspondence and diaries
Supplemental Information – Tenure & Promotion

1.3.1 Collections of scholarly essays
* New editions of previously published works
* Translations

1.3.1.5 Recordings
* Video or audio recordings produced for presentation on radio or television.
* Video or audio recordings produced for public distribution.
1.3.1.6 Miscellaneous—Any pertinent item not covered above such as bibliographies, book bibliographies, book reviews, abstracts, other video or audio recordings, articles in non-refereed journals, etc.

1.3.1.7 Electronic dissemination of research.

1.3.2 Listing of other publications accepted for publication but not yet published: Include all available pertinent information.

1.3.3 Other creative and artistic contributions: Those faculty members whose job significance. Dates and places should be designated. Creative activities should be listed in order of importance as follows:

1.3.3.1 Original works presented: plays, poetry, musical compositions, art, designs, completed projects (interior design, architecture, landscape architecture, etc.)

1.3.3.2 Other creative activities: contributions to theatrical productions, guest artist in solo or collaborative presentations in juried competitions.

1.3.4 Participation in Other Professional Meetings, Symposia, Workshops, and Conferences (other than artistic performances): List the meetings, date, and location, and indicate the nature of the participation, e.g., reading a paper, critiquing, organizing, or chairing sections.

1.3.5 Other scholarly or creative activities or other contributions to the profession:

1.3.5.1 Membership in professional organizations;

1.3.5.2 Administrative duties;

1.3.5.3 New standard testing methods, new design of equipment, etc.

1.3.6 Other awards, lectureships, or prizes that show recognition of scholarly or artistic achievement.

1.3.7 Other research Support/Grant Activities: Activities should be enumerated by clearly describing funding proposals which were submitted and projects which were funded.

1.3.8 Theses/dissertations directed: (Numbers only)

1.3.9 Major areas of research interest. (This item submitted to LSU System for informational purposes ONLY.)

1.4 Service:

1.4.1 Student organizations advised.

1.4.2 Recruitment of students and faculty.

1.4.3 University service: department, college, university, and Faculty Senate

1.4.4 Professional service:

1.4.4.1 Advisory boards, commissions, or agencies.

1.4.4.2 Journals edited, manuscripts refereed, books and proposals reviewed.

1.4.5 Other external service:

1.4.5.1 Art shows/science fairs judged.

2. Supporting Material
These materials remain in the department until the review process is finalized but may be requested by a reviewer at any subsequent stage of the review process. Such material may include:

2.1 Teaching portfolios, including course syllabi, teaching philosophy, instructional material developed, etc.;

2.2 Comments and letters of commendation from students, peers, etc.;
2.3 Copies of papers and evidence of other scholarly activities;
2.4 Examples of creative and artistic work;
2.5 Appointment letters to commissions, review panels, etc.

C. SAMPLE LETTER TO EXTERNAL EVALUATOR

Dear [ ]:

[Candidate name], who is currently a(n) [assistant/associate] professor in the Department of [ ], is being considered for promotion to [associate professor/professor] [with tenure]. [She/he] has a % teaching/ % research appointment with a normal teaching load of courses/semester. I would appreciate your help in evaluating [her/his] teaching, research, and service contributions through your response to the following.

A. State if you know the candidate personally. If so, how long and in what capacity have you known the candidate?

B. Rank the candidate against other scholars in the same discipline, with similar time in rank.

C. Comment upon the degree of recognition already achieved by the candidate in [her/his] discipline, noting any distinctive contribution.

D. Evaluate the scope and significance of the candidate's scholarly/research interests and activities in terms of their importance, and [her/his] promise for further growth as a scholar.

E. Comment on the candidate's contributions to instruction in [her/his] discipline.

F. Evaluate the candidate's degree of university and professional service.

G. Provide any additional insights that may be helpful in evaluating the candidate for promotion and/or tenure.

For your convenience, I enclose [candidate name] vitae and selected supporting material. I would appreciate a reply by date.

Published LSU policy stipulates that letters of evaluation will be regarded as confidential and will not be provided to the candidate. Unless you state explicitly that the letter is not to be regarded as confidential, your letter and identity will be shared only with those individuals who are authorized to review and make recommendation on the candidate. The only exception to this policy would come in the event of a direct court order to release the data on a specific candidate to that candidate or her/his representative(s).

I am grateful for your help in this matter. If you need further information, please contact me at phone#, fax#, or e-mail.

Sincerely,
4.10 Course Evaluation Form

The purposes of this evaluation are three-fold:  
1) to help improve the quality of instruction and participation by giving the faculty member response(s) to big/size course content and teaching methods;  
2) to form a part of the evaluation process conducted by the director and the dean in areas of promotion, tenure, and salary adjustments;  
3) to afford students opportunity to reflect on their contributions to their own education.

Instructor/Course Evaluation

Directions: Read each question and fill in the oval beside your response. Please use a No. 2 pencil only.

**Part I: General Data**

1. This course is:  
   - [ ] required  
   - [ ] elective

2. My classification:  
   - [ ] 1st yr  
   - [ ] 2nd yr  
   - [ ] 3rd yr  
   - [ ] 4th yr  
   - [ ] grad.

3. My expected course grade is:  
   - [ ] A  
   - [ ] B  
   - [ ] C  
   - [ ] D  
   - [ ] F

4. My current grade point average is:  
   - under 2.0  
   - 2.00 - 2.49  
   - 2.50 - 2.99  
   - 3.00 - 3.49  
   - 3.50 - 4.00

For Parts II, III and IV. Use the following scale to determine your response:  
   - [ ] strongly agree  
   - [ ] slightly agree  
   - [ ] undecided  
   - [ ] slightly disagree  
   - [ ] strongly disagree

**Part II: Student Self-Evaluation**

5. I brought a high level of interest:  
   - [ ] strongly agree  
   - [ ] slightly agree  
   - [ ] undecided  
   - [ ] slightly disagree  
   - [ ] strongly disagree

6. I worked hard on this course:  
   - [ ] strongly agree  
   - [ ] slightly agree  
   - [ ] undecided  
   - [ ] slightly disagree  
   - [ ] strongly disagree

7. I was motivated to do my best work:  
   - [ ] strongly agree  
   - [ ] slightly agree  
   - [ ] undecided  
   - [ ] slightly disagree  
   - [ ] strongly disagree

8. I carefully and regularly completed the required assignments:  
   - [ ] strongly agree  
   - [ ] slightly agree  
   - [ ] undecided  
   - [ ] slightly disagree  
   - [ ] strongly disagree

9. I really tried to see the value and points of view presented by the instructor:  
   - [ ] strongly agree  
   - [ ] slightly agree  
   - [ ] undecided  
   - [ ] slightly disagree  
   - [ ] strongly disagree

**Part III: Instructor**

10. The instructor had a dedication to and enthusiasm for the subject being taught:  
   - [ ] strongly agree  
   - [ ] slightly agree  
   - [ ] undecided  
   - [ ] slightly disagree  
   - [ ] strongly disagree

11. The instructor communicated well with the students:  
   - [ ] strongly agree  
   - [ ] slightly agree  
   - [ ] undecided  
   - [ ] slightly disagree  
   - [ ] strongly disagree

12. The instructor treated me as an individual:  
   - [ ] strongly agree  
   - [ ] slightly agree  
   - [ ] undecided  
   - [ ] slightly disagree  
   - [ ] strongly disagree

13. The instructor invited criticism of his/her teaching:  
   - [ ] strongly agree  
   - [ ] slightly agree  
   - [ ] undecided  
   - [ ] slightly disagree  
   - [ ] strongly disagree

14. The instructor was interested and involved in what was being taught:  
   - [ ] strongly agree  
   - [ ] slightly agree  
   - [ ] undecided  
   - [ ] slightly disagree  
   - [ ] strongly disagree

15. The instructor showed respect for colleagues’ ideas and abilities:  
   - [ ] strongly agree  
   - [ ] slightly agree  
   - [ ] undecided  
   - [ ] slightly disagree  
   - [ ] strongly disagree

16. The instructor encouraged students to develop conceptual, critical thinking, and problem-solving abilities:  
   - [ ] strongly agree  
   - [ ] slightly agree  
   - [ ] undecided  
   - [ ] slightly disagree  
   - [ ] strongly disagree

17. At the conclusion of this class, I was able to articulate the class content, logical reasoning, and critical thinking that led to the solution of a given problem:  
   - [ ] strongly agree  
   - [ ] slightly agree  
   - [ ] undecided  
   - [ ] slightly disagree  
   - [ ] strongly disagree

18. Instructor helped me develop confidence in my own abilities:  
   - [ ] strongly agree  
   - [ ] slightly agree  
   - [ ] undecided  
   - [ ] slightly disagree  
   - [ ] strongly disagree

19. The instructor was an effective teacher:  
   - [ ] strongly agree  
   - [ ] slightly agree  
   - [ ] undecided  
   - [ ] slightly disagree  
   - [ ] strongly disagree

**Part IV: Course**

20. Assignments were graded in a timely manner:  
   - [ ] strongly agree  
   - [ ] slightly agree  
   - [ ] undecided  
   - [ ] slightly disagree  
   - [ ] strongly disagree

21. The objectives and grading criteria of the course were clearly defined:  
   - [ ] strongly agree  
   - [ ] slightly agree  
   - [ ] undecided  
   - [ ] slightly disagree  
   - [ ] strongly disagree

22. The course content was adequate:  
   - [ ] strongly agree  
   - [ ] slightly agree  
   - [ ] undecided  
   - [ ] slightly disagree  
   - [ ] strongly disagree

23. Required course activities provided a fair evaluation of my learning:  
   - [ ] strongly agree  
   - [ ] slightly agree  
   - [ ] undecided  
   - [ ] slightly disagree  
   - [ ] strongly disagree

24. Assignments were well spaced throughout the course:  
   - [ ] strongly agree  
   - [ ] slightly agree  
   - [ ] undecided  
   - [ ] slightly disagree  
   - [ ] strongly disagree

25. The demands made upon me by the course were exciting and challenging:  
   - [ ] strongly agree  
   - [ ] slightly agree  
   - [ ] undecided  
   - [ ] slightly disagree  
   - [ ] strongly disagree

**Written Comments**

Please use the back of this sheet to expand on any of the questions or to comment on any aspect of the course, instructor, or your performance.

---

**Name:**

---

**Arch 1011 081 Graham:**

---

**Date:**

---

**Comments:**

---
4.11 Alumni Survey Form

The following is the School's alumni survey form.

School of Architecture — Alumni Survey

Louisiana State University

NAME (OPTIONAL) ____________________________________________________________________

1. YEAR OF GRADUATION: _________________
2. CURRENT JOB TITLE: _________________

PLEASE RANK THE TOP THREE SKILLS AND AREAS OF KNOWLEDGE YOU FEEL ARE MOST IMPORTANT TO SUCCESS IN YOUR CURRENT POSITION: (“1” BEING MOST IMPORTANT)

3. SKILLS 4. AREAS OF KNOWLEDGE

1._________ 1._________
2._________ 2._________
3._________ 3._________

5. HAVE YOU SUCCESSFULLY COMPLETED THE NCARB A.R.E. EXAM?
   YES     NO

6. IF NO, DO YOU INTEND TO TAKE THE EXAM IN THE NEAR FUTURE?
   YES     NO

AS YOU REFLECT ON YOUR EXPERIENCES AT LSU, PLEASE INDICATE THE VALUE OF EACH OF THE FOLLOWING ON YOUR EDUCATION:

7. PROGRAM LOCATION IN THE COLLEGE OF ART AND DESIGN

<table>
<thead>
<tr>
<th>VERY VALUABLE</th>
<th>NOT VALUABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>N/A</td>
</tr>
</tbody>
</table>

8. PHYSICAL ENVIRONMENT OF THE SCHOOL OF ARCHITECTURE

8A. Studio Space
8B. Lecture Space
8C. Seminar Space
8D. Architecture Library
8E. Media Center
8F. Shop
8G. Computer Lab

<table>
<thead>
<tr>
<th>VERY VALUABLE</th>
<th>NOT VALUABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>N/A</td>
</tr>
</tbody>
</table>
9. **YOUR LIVING ENVIRONMENT**

<table>
<thead>
<tr>
<th>VERY VALUABLE</th>
<th>NOT VALUABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 4 3 2 1</td>
<td></td>
</tr>
</tbody>
</table>

10. **IN INVOLVEMENT IN EXTRA CURRICULAR ACTIVITIES**

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>VERY VALUABLE</th>
<th>NOT VALUABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>10A. Within the College</td>
<td>5 4 3 2 1</td>
<td>N/A</td>
</tr>
<tr>
<td>10B. Outside the College</td>
<td>5 4 3 2 1</td>
<td>N/A</td>
</tr>
<tr>
<td>10C. Within the School</td>
<td>5 4 3 2 1</td>
<td>N/A</td>
</tr>
</tbody>
</table>

11. **PORTFOLIO REQUIREMENT FOR ENTRANCE INTO THIRD YEAR**

<table>
<thead>
<tr>
<th>VERY VALUABLE</th>
<th>NOT VALUABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 4 3 2 1</td>
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</tr>
</tbody>
</table>

12. **OVERALL QUALITY OF INSTRUCTION**

<table>
<thead>
<tr>
<th>FORMAT</th>
<th>VERY VALUABLE</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Seminar</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>Lecture</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>Studio</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
</tbody>
</table>

13. **ACADEMIC ADVISING**

<table>
<thead>
<tr>
<th>VERY VALUABLE</th>
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</tr>
</thead>
<tbody>
<tr>
<td>5 4 3 2 1</td>
<td></td>
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</table>

14. **VALUE OF COMPUTER INTEGRATION IN STUDIO**

<table>
<thead>
<tr>
<th>VERY VALUABLE</th>
<th>NOT VALUABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 4 3 2 1</td>
<td></td>
</tr>
</tbody>
</table>

15. **INVOLVEMENT IN A TEAM PROJECT**

<table>
<thead>
<tr>
<th>EXCELLENT</th>
<th>POOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 4 3 2 1</td>
<td></td>
</tr>
</tbody>
</table>

16. **OVERALL QUALITY OF THE ARCHITECTURE PROGRAM**

<table>
<thead>
<tr>
<th>EXCELLENT</th>
<th>POOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 4 3 2 1</td>
<td></td>
</tr>
</tbody>
</table>

17. **PLEASE LIST THREE TOPICS/SUBJECTS WHERE YOU WISH YOU HAD RECEIVED MORE EDUCATION DURING YOUR UNDERGRADUATE WORK.**

1. _______________________________________________________________________

2. _______________________________________________________________________

3. _______________________________________________________________________

18. **PLEASE LIST THE THREE COURSES YOU FEEL WERE MOST BENEFICIAL TO YOUR EDUCATION.**

1. _______________________________________________________________________

2. _______________________________________________________________________

3. _______________________________________________________________________


19. PLEASE LIST THE THREE COURSES YOU FEEL WERE LEAST BENEFICIAL TO YOUR EDUCATION.

1. _______________________________________________________________________

2. _______________________________________________________________________

3. _______________________________________________________________________

HOW PREPARED DID YOU FEEL IN THIS SKILL WHEN YOU ENTERED THE JOB MARKET?

<table>
<thead>
<tr>
<th>Skill</th>
<th>Very Prepared</th>
<th>Not Very Prepared</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1. Graphic Delineation</td>
<td>5 4 3 2 1</td>
<td>N/A</td>
</tr>
<tr>
<td>A2. Perspective Drawing</td>
<td>5 4 3 2 1</td>
<td>N/A</td>
</tr>
<tr>
<td>A3. Rendering in Black and White</td>
<td>5 4 3 2 1</td>
<td>N/A</td>
</tr>
<tr>
<td>A4. Rendering in Color</td>
<td>5 4 3 2 1</td>
<td>N/A</td>
</tr>
<tr>
<td>A5. Quick Sketches to Communicate</td>
<td>5 4 3 2 1</td>
<td>N/A</td>
</tr>
<tr>
<td>A6. Drafting</td>
<td>5 4 3 2 1</td>
<td>N/A</td>
</tr>
<tr>
<td>A7. Memorandum writing</td>
<td>5 4 3 2 1</td>
<td>N/A</td>
</tr>
<tr>
<td>A8. Verbal Communication</td>
<td>5 4 3 2 1</td>
<td>N/A</td>
</tr>
<tr>
<td>A9. Research Skills</td>
<td>5 4 3 2 1</td>
<td>N/A</td>
</tr>
<tr>
<td>A10. Construction of Study Models</td>
<td>5 4 3 2 1</td>
<td>N/A</td>
</tr>
<tr>
<td>A11. Construction of Finish Models</td>
<td>5 4 3 2 1</td>
<td>N/A</td>
</tr>
<tr>
<td>A12. Preparation of Construction Documents</td>
<td>5 4 3 2 1</td>
<td>N/A</td>
</tr>
<tr>
<td>A13. Auto Cad (computer drafting)</td>
<td>5 4 3 2 1</td>
<td>N/A</td>
</tr>
<tr>
<td>A14. Computer Modeling</td>
<td>5 4 3 2 1</td>
<td>N/A</td>
</tr>
<tr>
<td>A15. Advanced Computer Use (Animation, etc.)</td>
<td>5 4 3 2 1</td>
<td>N/A</td>
</tr>
<tr>
<td>A16. Leadership</td>
<td>5 4 3 2 1</td>
<td>N/A</td>
</tr>
<tr>
<td>A17. Overall Skill Preparation</td>
<td>5 4 3 2 1</td>
<td>N/A</td>
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</tbody>
</table>

HOW IMPORTANT DID YOU FEEL THE FOLLOWING SKILLS WERE IN FINDING YOUR FIRST POSITION?

<table>
<thead>
<tr>
<th>Skill</th>
<th>Very Prepared</th>
<th>Not Very Prepared</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1. Graphic Delineation</td>
<td>5 4 3 2 1</td>
<td>N/A</td>
</tr>
<tr>
<td>B2. Perspective Drawing</td>
<td>5 4 3 2 1</td>
<td>N/A</td>
</tr>
<tr>
<td>B3. Rendering in Black and White</td>
<td>5 4 3 2 1</td>
<td>N/A</td>
</tr>
<tr>
<td>B4. Rendering in Color</td>
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<td>N/A</td>
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<td>N/A</td>
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</tr>
<tr>
<td>B16. Leadership</td>
<td>5 4 3 2 1</td>
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</table>
### HOW IMPORTANT WAS UNDERSTANDING OF THE FOLLOWING TOPICS IN FINDING A POSITION?

<table>
<thead>
<tr>
<th>Topic</th>
<th>Very Important</th>
<th>Not Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1. The Construction Process</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>C2. The Design Process</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>C3. Client/Designer Relationship</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>C4. Ethics</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>C5. Contract and Design Fees</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>C6. Project Budgets</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>C7. Time Estimates</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>C8. Building Codes</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>C9. HVAC and Plumbing Systems</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>C10. Structural Designs</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>C11. Lighting Systems</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>C12. Electrical Systems</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>C13. Environmental Impact of Design Decisions</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>C14. Recycling-Reuse of Materials</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>C15. Theory of Cultural and Social Factors</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>C16. Client Relationships</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

### HOW WELL DID YOU UNDERSTAND THE FOLLOWING TOPICS WHEN YOU GRADUATED?

<table>
<thead>
<tr>
<th>Topic</th>
<th>Very Well</th>
<th>Not Well</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1. The Construction Process</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>D2. The Design Process</td>
<td>5</td>
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<td>D3. Client/Designer Relationship</td>
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<td>4</td>
</tr>
<tr>
<td>D4. Ethics</td>
<td>5</td>
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<tr>
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<td>D6. Project Budgets</td>
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<td>D15. Theory of Cultural and Social Factors</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>D16. Client Relationships</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

DO YOU HAVE SUGGESTIONS FOR IMPROVING THE QUALITY OF THE EDUCATIONAL EXPERIENCE IN THE ARCHITECTURE PROGRAM AT LSU?

IF YOU FELT SOMETHING WAS LACKING IN YOUR EDUCATIONAL EXPERIENCE, HOW WOULD YOU SUGGEST INCORPORATING IT INTO THE EDUCATIONAL PROGRAM?
WOULD YOU LIKE SOMEONE FROM THE DEVELOPMENT OFFICE TO VISIT YOU AND DISCUSS HOW YOU MIGHT CONTRIBUTE TO THE SCHOOL OF ARCHITECTURE?

Thank you for taking the time to complete this survey and for your support of design education.
4.12 STUDENT SURVEY FORM

The following is the School's student survey form.

SCHOOL OF ARCHITECTURE - LOUISIANA STATE UNIVERSITY

_________________________________________
Student Questionnaire   Spring 2005

1. WHICH STUDIO YEAR ARE YOU CURRENTLY ENROLLED (circle one)?
   FIRST  SECOND  THIRD  FOURTH  FIFTH
   GRAD 1   GRAD 2   GRAD 3

2. WHAT IS THE ANSWER TO THE FOLLOWING QUESTION: CAN YOU PRACTICE AS AN ARCHITECT IMMEDIATELY UPON GRADUATION FROM LSU?
   YES
   NO

3. DO YOU KNOW WHAT IDP IS?
   YES
   NO

4. DO YOU KNOW WHAT THE A.R.E. IS?
   YES
   NO

5. DO YOU KNOW WHO YOUR FACULTY ADVISOR IS?
   YES
   NO

   PLEASE LIST THEIR NAME _______________________________________________________

6. HAVE YOU MET WITH YOUR ADVISOR TO DISCUSS COURSE REGISTRATION OR CURRICULAR MATTERS IN THE LAST SEMESTER?
   YES
   NO
   NEVER MET MY ADVISOR

7. HOW OFTEN DO YOU MEET WITH YOUR ADVISOR?
   OFTEN
   SOMETIMES
   NEVER
8. **IS YOUR ADVISOR ACCESSIBLE?**
   - YES
   - NO
   - DON'T KNOW

9. **IS YOUR ADVISOR A SOURCE OF VALUABLE INFORMATION?**
   - OFTEN
   - SOMETIMES
   - NEVER
   - DON'T KNOW

10. **DOES YOUR ADVISOR PROVIDE CAREER ADVICE?**
    - YES
    - NO
    - DON'T KNOW

11. **WOULD YOU LIKE A MORE ACTIVE INVOLVEMENT IN YOUR ACADEMIC AFFAIRS FROM YOUR FACULTY ADVISOR?**
    - YES
    - NO
    - OKAY AS IT IS

12. **WOULD YOU LIKE A MENTOR WHO IS A PROFESSIONAL ARCHITECT TO FIND OUT MORE ABOUT THE PROFESSION OF ARCHITECTURE AND A CAREER IN ARCHITECTURE?**
    - YES
    - NO

13. **DO YOU KNOW ABOUT THE ADMISSIONS GATES BEFORE THIRD AND FIFTH YEAR LEVELS?**
    - YES
    - NO
    - I THINK SO

14. **DID YOU HAVE A TECHNICAL DRAFTING EXPERIENCE PRIOR TO ENTERING THE SCHOOL OF ARCHITECTURE?**
    - YES
    - NO

15. **DO YOU FEEL THE SCHOOL SHOULD PROVIDE MORE INSTRUCTION ON DESCRIPTIVE GEOMETRY AND TECHNICAL DRAFTING?**
    - YES
    - NO

16. **DO YOU FEEL PROFICIENT IN THE USE OF COMPUTERS?**
    - YES
    - NO
17. DO YOU FEEL THE SCHOOL IS PREPARING YOU FOR COMPUTER USE IN AN ARCHITECTURAL OFFICE?
    YES
    NO
    DON'T KNOW

18. COULD THE SCHOOL DO MORE TO HELP YOU MASTER COMPUTER SKILLS?
    YES
    NO

19. WHAT COMPUTER EQUIPMENT OR APPLICATIONS WOULD BE MOST HELPFUL TO YOU?
________________________________________________________________________________________________
________________________________________________________________________________________________
________________________________________________________________________________________________

20. DO YOU HAVE A PART-TIME JOB?
    YES
    NO

21. HAVE YOU MET WITH YOUR STUDENT MENTOR/UPPER LEVEL CLASSMATE?
    YES
    NO

22. HOW WOULD YOU RATE THE GENERAL CLEANLINESS OF THE SCHOOL?
    GOOD
    ADEQUATE
    UNACCEPTABLE

23. THE CONDITION OF MY DRAFTING TABLE IS?
    GOOD
    SERVICABLE
    POOR
    BROKEN

24. HAVE YOU USED THE WOOD SHOP?
    YES
    NO

25. IS THE STAFF OF THE WOOD SHOP HELPFUL AND KNOWLEDGEABLE?
    YES
    NO

26. DO YOU FIND THE TECHNICAL COURSES (STRUCTURES, HVAC, ETC.) HAVE A RELATIONSHIP TO WHAT YOU DO IN STUDIO
    YES
    NO
27. WOULD YOU LIKE ACCESS TO A METAL WORKING SHOP?
   YES
   NO

28. DO YOU KNOW WHERE ON CAMPUS TO GET MODELS AND DRAWINGS PHOTOGRAPHED FOR YOUR PORTFOLIO?
   YES
   NO

29. DO YOU KNOW HOW TO SEND DATA FROM YOUR COMPUTER TO THE CADGIS LAB SO YOUR DRAWING CAN BE PLOTTED?
   YES
   NO

30. DO YOU ATTEND THE EVENING LECTURE SERIES?
    FREQUENTLY
    SOMETIMES
    HARDLY EVER
    NEVER

31. DO YOU FIND THE INVITED LECTURERS INFORMATIVE AND HELPFUL TO YOUR EDUCATION?
    YES
    NO
    SOMETIMES

32. DO YOU FEEL YOU ARE INVOLVED IN THE SCHOOL’S ACTIVITIES?
    YES
    NO

33. HAVE YOU USED THE COMPUTER TO GENERATE YOUR PORTFOLIO?
    YES
    NO

34. IS THERE ADEQUATE ACCESS TO THE COMPUTER NETWORK FROM STUDIO?
    YES
    NO

35. IS THERE ADEQUATE ACCESS TO COMPUTER LABS FOR STUDENT USE?
    ATKINSON HALL?
       YES
       NO
    CADGIS LAB?
       YES
       NO
35. WHAT ONE ATTRIBUTE WOULD MOST IMPROVE THE SCHOOL?

________________________________________________________________________________________________
________________________________________________________________________________________________
________________________________________________________________________________________________
________________________________________________________________________________________________
4.13 RESEARCH / CREATIVE ACTIVITY PLAN

Policy Statement One – The Research/Creative Activity Plan for Tenure-Track Faculty

On February 21, 2002, the faculty of the School of Architecture adopted the following motion: Every tenure-track faculty member shall be given at least one semester of reduced teaching and administrative load during the five-year probationary period. This reduced load assignment is contingent on an approved research/creative activity plan submitted by the probationary faculty member.

This policy statement outlines the process for submitting the research/creative activity plan and the application procedure for requesting release time.

The faculty member should review the criteria set forth in PS-38 that define research/creative activity and formulate the plan to be consistent with this document. The PS38 document describes the variety of ways in which faculty members can fulfill the teaching, research/creative activities and service criteria for awarding tenure. The School embraces this diversity in both principle and spirit.

Research/Creative Activity Plan

Submit a Tenure-track faculty members shall submit a research/creative activity plan to the Director by the mid-point of the second semester of their probationary period. The Director will transmit a copy to the Chair of the Faculty Development Committee (FDC).

Review process: The FDC is to thoroughly review the submitted plan and make recommendations and suggestions to the faculty member as part of her/his annual review. The recommendations and suggestions are to be made in writing by the Chair of the FDC and submitted to the Director and the candidate. The Director will place a copy of the submitted recommendations and suggestions in the faculty member’s personnel folder.

Content: The research/creative activity plan is not envisioned as a static instrument; rather, it should serve as a dynamic roadmap that provides direction, coherence, and focus to the faculty member’s energies and efforts. It is not evaluative, but developmental – a research/creative activity plan evolves and responds to ongoing scholarly activities. When assembling the research/creative activity plan the faculty member should consider the following:

- The set of serious intellectual, aesthetic, or creative questions, issues, or problems to be engaged;
- The proposed contributions, including long-term goals and purposes;
- The means for addressing the questions, issues, or problems of interest;
- Potential resources to be utilized;
- Anticipated outcomes and venues for distribution such as journal publications, conference presentations, or other outlets for creative works;
- The plan’s relationship to the School’s mission and strategic plan.
Updates: The tenure-track faculty member shall revise the research/creative activity plan as necessary. Revisions shall be made in consultation with the Director to ensure that it provides effective structure for faculty and program development. The tenure-track faculty member shall submit any revisions of the plan to the Director and Chair of the FDC as part of the tenure-track faculty's annual evaluation.

Release Time
Upon appropriate progress toward implementing the research/creative activity plan, the tenure-track faculty member may apply for release time. This request must be accompanied by a specific proposal for work.

Schedule: The request for release time shall be submitted between the fifth semester and the eighth semester of tenure-track (probationary) status. Earlier submissions are permissible and should be discussed with the Director prior to making the submission. Candidates may be granted release time more than once.

Proposal format: The proposal is limited to three, double spaced, type written pages. The proposal should outline the nature of activity to be conducted, its significance to architecture and the candidates chosen area of specialty, the anticipated outcomes of the activity, and a schedule for the work.

Evaluation: the Director in consultation with the FDC will evaluate the request. Each request shall be evaluated using the following criteria:

- The faculty member’s previous success. Some examples are: development and submittal of sponsored research proposals, awards of sponsored research funding, recognition by professional organizations for research/creative accomplishment, refereed publication in journals of national/international circulation, refereed presentation at national/international conference, refereed exhibition of creative work, awards or other recognition of creative work by peers, organizations, or institutions.
- The proposal's significance to architecture and the chosen area of specialty.
- The proposal's contribution to the goals of the research/creative activity plan.

Once a request is approved, the Director shall arrange teaching and/or administrative assignments to accommodate the faculty member's reduction in teaching/administrative load.