DESCRIPTION and HISTORY of TULANE UNIVERSITY
PRIVATE Tulane University of Louisiana

tc V 1 "Tulane University"

Tulane University, one of the foremost independent national universities in the South, is ranked among the top quartile of the nation's most highly selective universities. With nine schools and colleges that range from the liberal arts and sciences through a full spectrum of professional schools, Tulane gives its 10,500 students a breadth of choice equaled by only six other independent universities in the country.

Tulane University's nine academic divisions enroll approximately 5,500 undergraduates and about 4,800 graduate and professional students. The Schools of Architecture, Business, Liberal Arts, Science and Engineering offer both undergraduate and graduate programs. Other divisions include the Schools of Law, Medicine, Public Health and Tropical Medicine, Social Work, and Continuing Studies. All divisions except the medical complex, which includes a teaching hospital and clinic, are located on Tulane's 110-acre campus in uptown New Orleans.

The University's origins trace back to the founding of the Medical College of Louisiana, the Deep South's first medical school, in 1834. Classes started the next year when 11 students and 7 faculty members met in a rented hall; students paid for instruction by the lecture. Born of the desperate need for competent medical care in this region and of the founders' dedication to study and treat "the peculiar diseases which prevail in this part of the Union," the college quickly earned recognition.

Soon the medical college merged with the public University of Louisiana in New Orleans, adding a law department and a "collegiate" department (Tulane College). The University continued building a national reputation. Professor of Chemistry J. L. Riddell built the first successful binocular microscope in 1852. The medical department faculty fought for improved public health and sanitation. And, in 1857, Christian Roselius, an early graduate of the collegiate and law departments, was appointed Chief Justice of the Louisiana Supreme Court.

The Civil War forced the University to close. After the war, the University reopened in financial trouble. Total assets, excluding buildings, totaled $4,570.39 in 1866. In the early 1880s, Paul Tulane provided a permanent solution by donating more than $1 million "for the promotion and encouragement of intellectual, moral, and industrial education." Tulane had made his fortune in New Orleans before returning to his native Princeton, New Jersey; his gift expressed his appreciation to the city.

The 17-member board authorized to administer the Tulane Educational Fund decided to revitalize the struggling University of Louisiana instead of founding a new institution. Paul Tulane concurred, and in 1884, the Louisiana legislature gave the University of Louisiana to the administrators of the Tulane Educational Fund. Tulane University of Louisiana, a private, non-sectarian institution, was born.
As a result of its new strength, the University was able to create the Department of Philosophy and Science, today the Graduate School, and initiate courses in architecture and engineering. In 1886, Josephine Louise Newcomb founded Newcomb College as a memorial to her daughter, Harriott Sophie. Newcomb was the first degree-granting women's college in the nation to be established as a coordinate division of a men's university. It became the model for other coordinate women's colleges, including Barnard and Radcliffe.

Newcomb's founding is linked with the World's Industrial and Cotton Exposition, which opened in Audubon Park in 1884. Several artisans who came to the New Orleans Exposition to exhibit their own work and see the works of others stayed to establish the arts program, which was at the heart of Newcomb's early curriculum. By the early 1900s, Newcomb pottery had won a bronze medal at the Paris Exposition, its fame had spread across the nation, and young women were engaged in the unusual task of earning an independent living.

In 1894, Tulane moved to its present campus on St. Charles Avenue, five miles by streetcar from its former site in downtown New Orleans. About the same time, the Richardson Memorial Building was built on Canal Street to house the medical school. Some medical classes were moved to the uptown campus, but clinical teaching remained downtown. The medical school was split between campuses until a major reorganization in the 1960s. For a quarter of a century, Newcomb College had been on Washington Avenue in the Garden District. In 1918 it, too, moved uptown to join other divisions of the University.

Around the turn of the century, Tulane's curriculum grew as several new professional schools were established, including the Deep South's first schools of architecture, business, and social work. City officials frequently consulted the College of Technology, now the School of Engineering, on construction techniques and soil conditions. Engineering alumnus A. Baldwin Wood designed the famous Wood screw pump that helps keep New Orleans dry. The first student yearbook, Jambalaya, and the first Tulanian were published. The Alumni Association was founded with 800 members, and significant contributions to the University financed new buildings, library holdings, and research facilities. The Middle American Research Institute, founded in 1924, became a pioneer in Central American archaeology and anthropology, excavating and restoring the Mayan village of Dzibilchaltún in the Yucatan.

Since then, research in many disciplines has flowered through the establishment of research centers, including: the Murphy Institute of Political Economy, the Newcomb College Center for Research on Women, the Roger Thayer Stone Center for Latin American Studies, the Center for Bioenvironmental Research, the Tulane Museum of Natural History, and the Amistad Research Center, curator of one of the largest collections in the world of primary source material on American ethnic groups, especially African-Americans. As early as the 1890s, Tulane offered free lectures and classes to the New Orleans community. This commitment to community service was reaffirmed in 1942 with the founding of University College, which offers adult education and
sponsors the annual Summer School.

After World War II, Tulane's Graduate School and the professional programs continued to grow. The University was elected to the Association of American Universities, a select group of some 50 universities with "pre-eminent programs of graduate and professional education and scholarly research." The Tulane Medical Center was established in 1969 to include the School of Medicine, the School of Public Health and Tropical Medicine, and the Tulane University Medical Center Hospital and Clinic. The medical center also administers the Tulane Regional Primate Research Center in Covington, Louisiana; the F. Edward Hebert Riverside Research Center in Belle Chasse, Louisiana; and the International Collaboration in Infectious Diseases Research (ICIDR) Program in Cali, Colombia.

Like all schools, however, Tulane is most distinguished by the accomplishments of its students and Tulane's students are routinely honored with the most prestigious fellowships and scholarships. No college in the United States has in the past decade received more Watson Fellowships than Newcomb College; during the 1980s and early 1990s, Tulane ranked ninth in the number of Rhodes Scholarships awarded and ninth in Marshall Scholarships. Intellect flourishes at Tulane. Its environment combines the excitement of multiple juxtaposed disciplines, the intimacy of a small college, and the academic resources of one of the nation's premier academic institutions. Tulane is proud to offer the diversity of a large university, which allows students the opportunity to explore many fields of interest. On the other hand, the separate schools and colleges remain small enough to retain a sense of intimacy and identity.

Tulane has a long tradition of leadership in higher education, both regionally and nationally. The university is one of fifty-six members of the prestigious Association of American Universities. Tulane founded the Deep South's first schools of architecture, medicine (1834), and social work (1927). The School of Law (1847) is the twelfth oldest in the nation. Newcomb College, founded in 1886, was the first degree-granting women's college to be associated with an American university. Tulane Middle American Research Institute, established in 1924, has been a pioneer in Central American archaeology and anthropology. The University is internationally renowned for its Latin American Studies Program.

The conjunction of so many disciplines on one campus creates a lively academic atmosphere. Tulane's speaker programs, film series, stage productions, art exhibitions, and music performances make the university a major cultural center. At the same time, the relatively small size of the individual colleges, particularly the School of Architecture, preserves an identity and intimacy for the student that is more typical of a liberal arts college than a large university.

Research in many disciplines has flourished at Tulane through the establishment of centers such as the Roger Thayer Stone Center for Latin American Studies, the Middle American Research Institute, the Tulane/Xavier Center for Bioenvironmental Research, the Murphy Institute, the Tulane Cancer Center, the Tulane Center for Gene Therapy and the
Newcomb College Institute.

Tulane Today

In the fall of 2005, Tulane weathered Hurricane Katrina, the nation’s worst natural disaster. A renewed Tulane emerged from the storm as a stronger institution focused on an exceptional undergraduate program complemented by superb graduate, professional and research programs based on the university’s historical strengths and distinctive characteristics.

The reorganization of the University, under the aegis of the Tulane Renewal Plan, has resulted in a modification of the scale and assignments of the various colleges and schools, with Tulane College and Newcomb College being merged into the School of Science and Engineering and the School of Liberal Arts. The School of Architecture, while still recognized as a separate division, draws some of its administrative capacity from the newly reorganized system. Tulane’s programs have been shaped by the university’s experience with Hurricane Katrina, providing faculty, staff and students with unprecedented research, learning and community service opportunities.

Tulane has also re-launched “Promise and Distinction: The Campaign for Tulane.” Publicly announced just months before Katrina, “Promise and Distinction” has already raised over $600 million toward its goal of raising $700 million by June 30, 2008. Tulane’s endowment is now over $1 billion dollars.

Realizing this goal will enable Tulane to continue to attract and retain the very best students, faculty and staff as it moves forward toward its goal of universal recognition as one of the world’s most preeminent educational and research institutions.

[For a full accounting of Tulane’s administration, please see the Tulane University website.]
INSTITUTIONAL MISSION

1.2. INSTITUTIONAL MISSION

_Tulane’s purpose is to create, communicate, and conserve knowledge in order to enrich the capacity of individuals, organizations and communities to think, to learn, and to act and lead with integrity and wisdom._

Tulane pursues this mission by cultivating an environment that focuses on learning and the generation of new knowledge; by expecting and rewarding teaching and research of extraordinarily high quality and impact; and by fostering community-building initiatives as well as scientific, cultural and social understanding that integrate with and strengthen learning and research. This mission is pursued in the context of the unique qualities of our location in New Orleans and our continual
aspiration to be a truly distinctive international university.
PROGRAM HISTORY
1.3 PROGRAM HISTORY

The Tulane University School of Architecture degree programs address architecture's primary concerns: creativity, professional responsibility, technical innovation, and cultural investigations. We offer diverse programs of academic study and professional preparation within a context of rigorous scholarship, artistic sensitivity, environmental awareness, and creative endeavor. The School aims to develop a student's imaginative and intellectual abilities, and to provide the information and strategies needed to address contemporary challenges.

The curriculum of the School of Architecture centers on the required design studio sequence, the primary component of each semester of the ten-semester curriculum. This studio training is coupled with imaginative and comprehensive instruction in architectural history, theory, technology, structures, techniques of representation and professional concerns. The architecture curriculum places emphasis on significant study in the liberal arts and/or the sciences—for undergraduate and graduate students alike—by allowing for increased elective course study as the student progresses. All coursework emphasizes a variety of theories, points of view, methods, and goals. As such, the responsibility of the faculty and administration of the School of Architecture is not only to enable a student's development as an architect; but also to further the discourse of the discipline and engage the contemporary cultural context. At the same time, the School of Architecture seeks the discovery of new knowledge by approaching the outermost parameters of both the discipline and practice of architecture.

History of the Tulane School of Architecture

The first courses in architecture at Tulane University leading to a degree in architectural engineering were offered in 1894 under the direction of Professor William Woodward. An article published in 1907 noted, “the geographical location of the city of New Orleans, its cosmopolitan character, and the age and variety of its unique building types, make it a fit place in which to develop a school of architecture which would be suited to its environment, maintain a reasonableness of planning and construction, and be recognized as appropriate to the climatic conditions.” Accordingly, a full four-year professional curriculum in architecture, leading to the Bachelor’s degree, was established in the College of Technology (Engineering) in the academic year 1907-1908. At that time Samuel S. Labouisse, Moise H. Goldstein, and Allison Owen joined the staff. In 1912, Professor Nathaniel Cortlandt Curtis was appointed head of the newly independent Architecture Department; he was succeeded by Professor John Herndon Thompson in 1921 and Professor Buford L. Pickens in 1946. At the conclusion of the Second World War, the faculty and enrollment increased to accommodate returning veterans, and the school continued to grow throughout the next two decades. John Ekin Dinwiddie was appointed dean of the School of
Architecture in 1953; he was succeeded by Professor John William Lawrence in 1960.

In 1971 the School of Architecture moved into its present facility, the Richardson Memorial Building, and experienced another increase in enrollment that continued throughout the seventies. Professor William Kay Turner became the dean in 1972, and in 1975 a small graduate program was initiated, offering a course of study leading to the Master of Architecture II as a post-professional degree. Ronald Coulter Filson became dean in 1980. In the summer of 1990 the School began a program offering a Master of Architecture as a first professional degree for students with undergraduate degrees in other disciplines. Donna V. Robertson succeeded Dean Filson in 1992. Tulane faculty member Donald F. Gatzke was appointed Dean of the School of Architecture in 1997, just as the School initiated its new Masters in Preservation Studies. Also in 1997 a supplemental Certificate in Preservation Studies was offered to undergraduates for the first time. In 2003, the School eliminated the 5 year Bachelor of Architecture degree, replacing it with a 5 year Masters of Architecture as the professional degree. Former Architecture magazine editor-in-chief Reed Kroloff became dean in October, 2004. In 2005 the School initiated the Tulane City Center, its urban research and outreach program, as well as URBANbuild, which helps rehabilitate neighborhoods through urban design and the construction of student-designed and built housing prototypes. The School is expanding its degree offerings and international study opportunities, and has initiated a drive to fully integrate digital design throughout the curriculum. After a three-year tenure, Kroloff left in the summer of 2007 to pursue opportunities elsewhere, necessitating a renewed search process for a Dean of the School of Architecture. Associate Professor Scott Bernhard was installed by the Administration of the University as Acting Dean. The search committee for a permanent Dean has been constituted, and the search has begun.

**THE SCHOOL TODAY**

The Tulane School of Architecture today is home to approximately 350 students who are taught each semester by twenty full-time faculty as well as part-time professionals and visiting instructors. Programs of study leading to the Masters of Architecture degree are supplemented by a variety of special academic opportunities: Architect's Week, conferences and symposia, a public lecture series, exhibitions, competitions, research opportunities, student activities, and school publications. At present the School is undergoing a significant shift in its focus and programs. Our students will be encouraged to understand architecture as a vehicle for, and a generator of, civic engagement. We are creating a new teaching and research facility in downtown New Orleans—The Tulane City Center—in which students will take courses that emphasize innovative design in the public arena. We will offer an expanded selection of courses, as well as new joint degree programs with other academic and professional disciplines. We are adding to our already rich array of foreign travel programs. And, critically, our wireless-enabled building will become the hub of a new focus on digitally-aided design and computation.
Tulane’s School of Architecture prepares students for positions of leadership in their communities and in the design professions. We offer academic programs and professional preparation within a context of rigorous scholarship, environmental stewardship and creative endeavor. Our degree programs address important professional concerns — creativity, intellectual advancement, professional and ethical responsibility, technical innovation, and civic engagement—while developing student’s imaginative and intellectual abilities in order to provide the information and strategies needed to address contemporary design practice. The Architecture curriculum centers on the design studio, which is the primary academic component of each semester. This studio training is coupled with imaginative and comprehensive instruction in architectural history, technology, theory, digital media, techniques of representation and professional concerns. As well, the architecture curriculum places emphasis on significant study in the liberal arts and sciences for which Tulane is renowned. Our approach in all coursework emphasizes a variety of theories, points of view, methods, and goals. We not only enable a student’s development as an architect, but also further the discourse in our discipline by engaging the culture around us and expanding the traditions of architectural thought and practice.
PROGRAM MISSION STATEMENT
1.4. PROGRAM MISSION STATEMENT

The mission of the School of Architecture is to prepare students for leadership positions in the design professions and in their communities. In order to accomplish this, we provide the highest quality professional education, develop and conserve knowledge, and promote excellence and innovation in architecture, urban and environmental design, preservation, and history, theory and criticism.

Vision Statement

At the Tulane School of Architecture (TSA), we envision a generation of architects dedicated to rebuilding the civic realm in America, to crafting those buildings, places, and institutions that create healthy, vibrant, vital, sustainable cities. Using the rich physical and cultural landscape of New Orleans as a laboratory, one which now manifests the effects of a natural and man-made catastrophe, we have structured a liberal arts-based, professional architectural curriculum that engages all of our students directly in an ongoing effort to rebuild this city. Students are learning that architects are uniquely suited to lead our nation toward an urban renaissance in this City and the region, and that their part in that process begins here.

The approach at TSA emphasizes civic engagement and professional responsibility. All of our students will spend at least one academic year of their time at Tulane away from the St. Charles Avenue campus engaged in design-driven activities that emphasize community-building and urban studies. The School has developed the Tulane City Center, an interdisciplinary applied research facility that will increasingly be the locus of TSA’s urban design and outreach activities. The City Center will house both new programs—such as the recently inaugurated URBANBuild Studio and the Speculative Urban Design Studio—as well as existing programs, like our award-winning Preservation Studies Center (which will be re-inaugurated as the Tulane Cultural Resource Management Program) and the Tulane Regional Urban Design Center (TRUDC). It will also house the Urban Design Resource Network, a ‘sourcebook’ for new and expanding opportunities for the City of New Orleans and the region. Thus, we envision the City Center as a place of partnership with existing New Orleans institutions, and as a catalyst for new partnerships as well.
Please Note-

This Strategic Plan draft should be considered as an intermediate program assessment. It is not yet a completed document, nor has it been vetted by the TSA faculty. Its vision reflects the views of the most recent (though not current) administration. The draft was created after Hurricane Katrina and recognizes that the School can participate and benefit from the changing contextual conditions that have followed the storm. It is not meant to be, nor should it be regarded, as a definitive action plan in the context of the APR.
1.5. STRATEGIC PLAN (Self-Assessment) [DRAFT]

Preamble

The Tulane School of Architecture endeavors to be a program that educates students in all aspects of the discipline, theory and practice of architecture. The School strives for distinction among its peer institutions through a program of study based on an explicit pedagogical structure and a set of core values derived from the context in which it is located. This context is comprised of the university, the New Orleans region, characteristics of contemporary social and cultural production, and an evolving body of architectural knowledge, technological developments, and the dynamic conditions of architectural practice.

The current Strategic Plan, as presented to the University Administration Deans’ Council in the spring of 2006, follows.

Environmental Scan

Architectural Practice

According to the Federal Reserve’s Brown Book (2007), within the past year most regions of the United States have enjoyed strong economic growth in the private and public sectors. This has resulted in a relatively stable construction market. Thus, the demand for not only licensed architects, but architects who have completed their education (intern-architects), is at an all-time high. However, the economic cycles of both aspects of the market can be volatile, as recent history has indicated.

Other conditions currently affecting architectural practice:

- The need to respond to contemporary definitions of the discipline and practice of architecture in a post-Katrina environment, in particular as this includes Design-Build and Urban Design components
- The newly global nature of practice, including increased competition for regional, national and international projects.
- New forms of architectural practice that are contributing to an expansion of professional opportunities in the digital arena, urban design, and real estate development
- The rapid growth in large corporate design practices, both in numbers and size
- Dramatic changes in technology—in particular computer, material and media technologies
- The increasingly complicated regulatory environment
Architectural Education

Architectural education in North America and globally is undergoing substantial change and redefinition. Historically, the profession expected graduates of schools of architecture to be able to assume the challenging roles of professional practice with ease. This demand has only increased over the past few decades. Recently graduated students are expected to also be broadly educated and flexible thinkers with the abilities to effectively manage complex processes and projects—in addition to the traditional knowledge gained by university education.

Other conditions affect the scope of architectural education, including:

- The critical changes resulting from the largest natural and man-made disaster in the nation's history (Hurricane Katrina)
- An increase in the significance of Service Learning opportunities as a component of architectural education
- The conflict between professional and university perceptions of education
- The role of internship and licensure in architectural education
- The development of new models for the Continuing Education of architects, and the role of the schools in these programs
- The role of accreditation criteria in curricular development.
- The rising cost of education, as compared to career compensation.
- The historically low teacher to student ratios in architectural programs.
- The pedagogical and resource implications of digital technologies for curricular development
- The implications of new technologies as an added and ongoing expense.
- An expansion of the numbers and kinds of architectural programs, as well as increased competition among programs of excellence for high-quality faculty and students
- The necessary expansion of global learning opportunities through exchange and other educational programs.
- An historically difficult environment for fundraising, both from the profession and from external sources.

SWOT Analysis

The National Architectural Accrediting Board (NAAB) reviewed the School of Architecture in 1999 and 2002, and another review will occur in 2008. The accreditation process consists of an Architectural Program Report (APR) that the School of Architecture prepares, followed by an accreditation team site visit comprised of members from the five collateral organizations governing architectural practice and education in the United States. These five organizations are: the National Architectural Accrediting Board (NAAB), the American Institute of Architects (AIA), the American Institute of Architectural Students (AIAS), the Association of Collegiate Schools of Architecture (ACSA), and the National Council of Architectural Registration Boards (NCARB). Upon completion of the site visit, the accreditation team prepares a list of conclusions. In Tulane's case, these findings were spelled out in the Visiting Team Reports (VTR), and will be used in part to address the SWOT Analysis (as noted in specific sections).
**Strengths**

The School of Architecture has many exceptional qualities and strengths that must be maintained as the program seeks to increase enrollment and achieve national distinction:

- Location of school within post-Katrina environment
- Correspondence between the School of Architecture's curriculum and the education modifications sought by the Tulane Renewal Plan, in particular as it responds to Service Learning opportunities, a liberal arts foundation and the initiation of a capstone experience across the University
- High student academic quality
- High faculty teaching quality
- Positive and productive faculty-student relationships
- High degree of student involvement in the life of the school
- Location within a highly-respected research university
- Location within a highly diverse urban area
- Regional relationships with Latin American and Caribbean regions
- Ongoing series of special events that attract students and local professionals, and act as added educational forums, a high degree of which will now involve historic opportunities for the discipline and professional in the post-Katrina environment

**Weaknesses**

The School of Architecture must aggressively attack several weaknesses in order to increase enrollment and achieve national distinction. They are:

- Insufficient financial resources related to difficult fundraising environment (see "Architectural Education," above)
- High tuition as compared to other institutions that house Schools of Architecture
- Lack of entrepreneurial 'spirit' on the part of the faculty
- Small staff size relative to aspirations for development
- Small student body
- Poor physical facilities
- Inadequate information, digital, material and media technologies
- Weak graduate programs
- Underperformance in the area of national distinction and reputation
- Low faculty and staff salaries
- Location within a city that has an overwhelmingly poor and undereducated population
- Modest faculty research and practice productivity
- Relative lack of funding for graduate programs
- Lack of diversity among members of the faculty and student body, in particular given the population of the city and region

**Opportunities**

The School of Architecture has a variety of opportunities to increase enrollment and achieve national distinction. They are:
The initiation and development of a Downtown Center (the Tulane City Center) for the study and research of architecture and urban issues. This Center is called for in the Tulane Renewal Plan and will provide an excellent foundation for the future of the School.

The expansion of Service Learning opportunities, a longstanding tradition within the study and practice of architecture.

The further development and expansion of foreign study opportunities in Europe and Latin America, particularly with the Vienna/Prague/Basel program (and the Technische Hochschule Wien), the relationship with Brandenburg Technical Institute in Cottbus, Germany and the historical relationship with Universidad Francisco Marroquin in Guatemala.

The strengthening and expansion of new curricular opportunities in the areas of Service Learning and digital technologies; and current and future undergraduate and graduate degree programs.

The strengthening and expansion of post-professional graduate programs, as well as an increase in areas of specialization for study in the areas of professional practice and architecture and legal and ethical issues.

The promotion of more and higher level funded research with the procurement of both foundation and government grants.

The further exploration of working relationships with the Gulf South, the Caribbean, and Latin America.

Further expand alumni outreach, as well as outreach to local and regional sources of income to include an additional 50% of alumni nationally and internationally.

**Threats**

There are several immediate and longer term threats that could jeopardize the school and its programs. They include:

- The post-Katrina environment, including the threat to capital investments and the depletion of the endowment due to the catastrophe.
- Economic downturn or a rise of interest rates that will affect the environments of architectural production, and by extension the ability for the school to raise contributions and continue levels of enrollment.
- Continued inadequacy and deterioration of the physical facilities.
- Poor resources in the areas of information, computing, materials, media and design technologies.
- The continued depression of faculty and staff salaries.
- Increased competition from other schools of architecture programs for high-quality students at the undergraduate and graduate levels.
- Peer institutions have lower tuition and better facilities.
- The increasing cost of technology.

**STRATEGIC PLAN 2006**

The purpose of this strategic plan is to set forth a direction for the improvement and stabilization of the School over the next one to three years, and to establish goals for achieving and measuring that improvement. It builds upon the essential strengths and Mission of the School, yet responds to changes in the architectural profession, exploiting new opportunities for intellectual and economic growth. It assumes that expanded
financial resources are a prerequisite for maintaining the current operation and achieving this improvement. This plan is a flexible document that will evolve over time. In setting out broad trajectories for the future, it neither describes the School in its entirety, nor contains solutions to all issues confronting the School. Furthermore, it establishes institutional goals and priorities while not precluding the initiatives of any individual or group of individuals over time.

**Initiative 1: People**

a. Strengthen compensation for all faculty and staff by establishing a goal of increasing the salary pool within the School by an amount at least equal to the increase in the Consumer Price Index. In addition, strengthen competitiveness of compensation packages for our most productive faculty and staff by creating a separate pool for merit pay increases. Define criteria for identifying most productive faculty and staff, identify costs, and suggest implementation plan.

Reference: Priority 1a
Lead individual or group: Dean of the School of Architecture; Associate Dean of the School of Architecture; Executive Committee of the School of Architecture.

**Long-term action steps** (three to five years)

- Secure salary relieving and enhancing fellowships, chairs and professorships
- Increase graduate program enrollment by 36 students
- Increase Graduate Program tuition revenue by 50%
- Increase Undergraduate enrollment by 10 students
- Increase Undergraduate retention by offering degree alternative to M.Arch, one that still requires the thesis experience, though at an undergraduate (B.A./baccalaureate) level
- Increase research funding, taking advantage of the potential opportunities and programs relating to the post-Katrina environment

**Short-term action steps** (one year)

- Establish short-term merit increase pool
- Reassign existing chairs and professorships according to established criteria
- Establish Deans’ Incentive Fund to support research/creative activity, particularly as this research and creative activity corresponds to changes effected by the post-Katrina environment
- Secure funding for Dean's position to relieve and reassign salaries
- Increase Graduate program enrollment by 5

b. Develop parity between faculty salaries and those of peer and aspirant schools of architecture by increasing salaries to commensurate levels.

Reference: Priority 1b
Lead individual or group: Dean of the School of Architecture; Executive Committee of the School of Architecture.
**Long-term action steps** (three to five years)

- Achieve parity between faculty salaries and those of peer and aspirant schools of architecture (5 years)
- Achieve parity by staging faculty salary increases (3 years)

**Short-term action steps** (one year)

- Develop benchmarking material to identify levels of parity at peer and aspirant institutions of architecture
- Locate benchmarks of national university programs in architecture (re: Association of Collegiate Schools of Architecture)

**c. Develop parity between staff salaries and those of similar positions within region.**

Reference: Priority 1c
Lead individual or group: Dean of the School of Architecture; Executive Committee of the School of Architecture.

**Long-term action steps** (three to five years)

**Short-term action steps** (one year)

- Develop benchmarking material to identify levels of parity at peer and aspirant institutions of architecture
- Locate benchmarks of regional university programs in architecture (re: Association of Collegiate Schools of Architecture/ACSA)

**d. Identify non-salary incentives to recognize, reward and continue to encourage outstanding performance by individual faculty and staff within the School of Architecture.** Make these incentives consistent with strategic plan. Define the criteria for identifying outstanding performers, the types of rewards to be given, and the mechanisms for administering rewards.

References: Priority 1d
Lead individual or group: Dean of the School of Architecture; Associate Dean of the School of Architecture; Executive Committee of the School of Architecture.

**Long-term action steps** (three to five years)

- Implement and enhance programs regarding merit increases and other incentives, to be consistent with strategic planning outline.

**Short-term action steps** (one year)

- Develop criteria for merit, to include merit in teaching, research and scholarship and service. Conform criteria to strategic plan

**e. Create a Diversity Plan that incorporates faculty, student and staff diversity.** Continue to diversify the faculty and staff at all levels, focusing particularly on minorities and women in areas where they are underrepresented. Analyze
representation among current faculty and staff and specify target goals over a five-year time frame. Identify action for achieving these goals.

Reference: Priority 1e
Lead individual or group: Dean of the School of Architecture; Executive Committee of the School of Architecture.

**Long-term action steps** (within five years)

- Implement Diversity Plan (2 years)
- Increase diversity according to 50% of diversity plan targets among tenured and tenure-track faculty by the 2007-08 academic year
- Increase diversity according to 75% of diversity plan targets among tenured and tenure-track faculty by the 2008-09 academic year

**Short-term action steps** (within one year)

- Charge the Executive Committee with the Development of a Diversity Plan for faculty, students and staff, whereby benchmarking of social, economic, and racial diversity amongst the profession and peer schools of architecture is used to establish guidelines and targets
- Develop measurable outcomes for implementation of diversity plan (e.g. increase diversity according to 25% of diversity plan targets among tenured and tenure-track faculty by the 2006-07 academic year)

**Initiative 2: Education and Research**

a. *Elevate educational outcomes of all degree programs to provide the highest quality professional education, to develop knowledge, and to promote excellence and innovation in architecture, urban design, environmental design, and preservation.*

Reference: Priority 2a
Lead individual or group: Dean of the School of Architecture; Associate Dean of the School of Architecture; Executive Committee of the School of Architecture; Curriculum Committee of the School of Architecture
Time Frame: One to five years

**Long-term action steps** (three-five years)

- Hire several more faculty members (professors of practice, tenure-track) in the areas of urban design and digital technology
- Continue to develop a New Orleans Urban Design Studio, to reside at the Tulane City Center in downtown New Orleans
- Create an Urban Design Resource Network, to include aspects of inquiry and study responsive to the post-Katrina environment
- Create a Center for the Study of Leisure and Tourism
- Reinvigorate the Tulane Regional Urban Design Center (TRUDC) and move location to Tulane City Center in downtown New Orleans.
- Create a Design Therapeutics Lab
- Create a Curriculum Cafeteria that would promote different degree outcomes dependent on the student’s educational trajectory
- Develop an annual Design Conference to focus on issues of particular
concern and merit to architectural education and the architectural profession, particularly those issues responsive to the post-Katrina environment

● Solidify and further develop International Studies Programs for participation by all students

Short-term action steps (one year)

● Hire at least two faculty members (professors in practice, tenure-track) in the areas of urban design and digital technology
● Further develop the Service Learning components of the curriculum
● Create a New Orleans Urban Design Studio, to reside at the Tulane City Center in downtown New Orleans
● Create an Urban Design Resource Network, to include aspects of inquiry and study responsive to the post-Katrina environment
● Solidify and further develop International Studies Programs for participation by all students.
● Develop and inaugurate new curricular offerings, including a Masters of Architecture and Urban Design Degree, a Masters of Architecture/Masters in Business Administration Degree and a Masters of Architecture/Masters of Law Degree.

● Develop a strategic plan for the Center for the Study of Leisure and Tourism
● Develop a strategic plan for the Tulane City Center, to include the Urbanbuild, Urban Design and Urban Resource Network aspects of the Center
● Correspond to Tulane's Renewal plan, in particular as it affects the curricular development of the School of Architecture across all levels
● Enhance faculty subscription to both the TIDES program and the Service Learning aspects of the curriculum

b. Capitalize on the relationships between the School of Architecture and the profession, thereby promoting a more seamless relationship between architectural education and the profession of architecture. Launch faculty-driven and student-services driven projects focused on developing a more integrated, seamless, and outcome oriented approach to undergraduate and graduate education.

Reference: Priority 2b
Lead individual or group: Dean of the School of Architecture; Associate Dean of the School of Architecture; Executive Committee of the School of Architecture; Curriculum Committee of the School of Architecture
Time Frame: One to five years

Long-term action steps (three to five years)

● Create a Service Learning Center, to be housed and administered in
both the Uptown and Tulane City Center sections of the School of Architecture

- Create an Archicorps similar to the models of Teach for America and the Design Corps as a particular focus of the Service Learning components of the curriculum

**Short-term action steps** (one year)

- Study the opportunity of developing a new model for architectural education and service, under the rubric of 'Archicorps'
- Develop a strategic plan for a Service Learning Center, to be housed and administered in both the Uptown and Tulane City Center sections of the School of Architecture
- Develop a strategic plan for Archicorps as a vision of the Service Learning requirement for all students, and further focus this requirement according to the Tulane Renewal Plan
- Consult with university and government officials and community advocates on the need and application of Archicorps as a response to the Service Learning requirement of the university

**c. Create relationships between the School of Architecture and other disciplines in order to further students understanding of cultural change, development and growth; and to enable them to work in a globalized economy.**

Reference: Priority 2c

Lead individual or group: Dean of the School of Architecture; Associate Dean of the School of Architecture; Executive Committee of the School of Architecture; Curriculum Committee of the School of Architecture; Dean of the School of Business; Dean of the School of Law; Dean of the School of Liberal Arts

Time Frame: One to five years

**Long-term action steps** (five years)

- Inaugurate and further develop new degree programs that include interdisciplinary study such as programs with the School of Business, the School of Law, and the School of Liberal Arts
- Inaugurate and further develop new courses that include interdisciplinary work
- Further develop Urban Studies components of the curriculum, to include the renaming of the professional degree as a Masters of Architecture and Urban Studies
- Change the name of the School of Architecture to "The School of Architecture and Urban Studies/Design(?)", particularly as this change reflects the developments of the city and region's post-Katrina environment and the School of Architecture's response to internal engagement and external developments in the civic arena

**Short-term action steps** (one year)

- Develop a strategic plan for the Urban Studies components of the curriculum, to include the renaming of the professional degree as a Masters of Architecture and Urban Design
- Change the name of the School of Architecture to "The School of
Architecture and Urban Studies," particularly as this change reflects the developments of the city and region's post-Katrina environment and the School of Architecture's response to internal engagement and external developments in the civic arena

- Solidify and further develop International Studies Programs for participation by all students, in consultation with the (........)
- Develop and inaugurate new curricular offerings, including a Masters of Architecture/ a Masters of Architecture/Masters in Business Administration Degree and a Masters of Architecture/Master of Law Degree

**d. Experiment with curricular design, delivery and pedagogical approaches that facilitate student learning.**

Reference: Priority 2d  
Lead individual or group: Dean of the School of Architecture; Associate Dean of the School of Architecture; Curriculum Committee of the School of Architecture; Design Curriculum Committee of the School of Architecture; Dean of the School of Liberal Arts; Dean of the School of Law  
Time Frame: One to five years

**Long-term action steps (five years)**

- Inaugurate new curricular offerings, including; a Masters of Architecture and Urban Design Degree; a Masters of Architecture/Masters in Business Administration Degree and a Masters of Architecture/Masters of Environmental Law degree programs
- Continue to develop the historic liberal arts foundation of the discipline and profession of architecture, particularly as it responds to a call for enhanced interdisciplinary courses and opportunities for both faculty and students
- Continue to enhance the 'capstone' (thesis) requirement of the School of Architecture, ensuring both adequate complexity and comprehensiveness for both faculty and students

**Short-term action steps (one year)**

- Enhance the development of the School of Architecture's current 'capstone experience,' in particular as it is a requirement of Tulane’s Renewal Plan
- Seek correspondence with the Tulane Renewal Plan, particularly as it affects curricular delivery and pedagogical approaches
- Develop a plan for new curricular offerings, including a Masters of Architecture and Urban Design Degree; a Masters of Architecture/Masters in Business Administration Degree and a Masters of Architecture/Masters of Environmental Law degree programs Stage the plan according to academic years

**e. Create a vision and plan for School of Architecture programs, including the Masters of Architecture undergraduate degree, the post-baccalaureate Masters of Architecture graduate program, and the Masters of Architecture post-professional**
degrees.

Reference: Priority 2e
Lead individual or group: Dean of the School of Architecture; Associate Dean of the School of Architecture; Curriculum Committee of the School of Architecture; Design Curriculum Committee of the School of Architecture
Time Frame: One to five years

Long-term action steps (five years)

- Implement curricular modifications and revisions pertinent to the study of architecture and urban design in a post-Katrina environment
- Implement new graduate and post-professional degree programs, in particular as they are consistent with the strategic plan and the Tulane Renewal Plan for study in a post-Katrina environment

Short-term action steps (one year)

- Write Vision Plan, including information and reasoning on curricular modifications, revisions, and the institution of new graduate programs, in particular as these changes correspond to the post-Katrina environment
- Make Vision Plan available to faculty for review
- Make curricular modifications and revisions available to faculty for review
- Develop strategic plan for new graduate and post-professional degree programs and take to faculty for review

f. Improve the research support services and infrastructure to increase levels of funded and unfunded high quality research.

Reference: Priority 2f
Lead individual or group: Dean of the School of Architecture; Associate Dean of the School of Architecture; Curriculum Committee of the School of Architecture; Design Curriculum Committee of the School of Architecture
Time Frame: One to five years

Long-term action steps (five years)

- Increase the Dean's discretionary fund monies that can be distributed to promote funded and non-funded faculty research by 20% for each academic year, with the total fund @ ( ) after five years (2010)

Short-term action steps (one year)

- Create a new position of Director of Faculty Research
- Increase the Dean's discretionary fund monies that can be distributed to promote funded and non-funded faculty research by 20% for each academic year
- Monitor all funded and non-funded research as a group of 'source materials' general to the School of Architecture. Include this component
of the strategic plan under the Urban Design Resource Network.

g. Identify faculty-driven programs that create interaction between levels and across schools including additional degree paths, interdisciplinary programs, educational and research endeavors; and between the School of Architecture and other Schools of Architecture

Reference: Priority 2g
Lead individual or group: Dean of the School of Architecture; Associate Dean of the School of Architecture; Curriculum Committee of the School of Architecture; Design Curriculum Committee of the School of Architecture, the Dean of the School of Liberal Arts, the Deans of the School of Business and the School of Law
Time Frame: One to five years

**Long-term action steps** (five years)

- Teach interdisciplinary courses that focus on areas of overlap between the School of Architecture, the School of Liberal Arts, the School of Business and the School of Law
- Teach design studios that incorporate one or more other Schools of Architecture, to focus especially in the areas of Urban Design and Design-Build
- Open the Tulane City Center to other Schools of Architecture for research and teaching, charging fees for use
- Enable Archicorps (a Service Learning Program) to accept students from other Programs, thereby enhancing learning opportunities, visibility and revenue

**Short-term action steps** (one year)

- Identify faculty who can interact and teach with faculty in interdisciplinary areas, thus corresponding to the reconfiguration of the University and particularly the School of Liberal Arts
- Identify faculty whose research work implies different interdisciplinary opportunities
- Identify potential connections with other Schools of Architecture for the purpose of teaching design studios that comprise similar research opportunities

h. Identify faculty leadership groups for each of the areas of concentration of interest and expertise (i.e. those areas identified during the planning process: urban/community, international studies, professional practice, design/build and service learning groups.)

Reference: Priority 2h
Lead individual or group: Dean of the School of Architecture; Associate Dean of the School of Architecture; Curriculum Committee of the School of Architecture; Design Curriculum Committee of the School of Architecture, Director of Faculty Research, Development Liaison
Time Frame: One to five years

**Long-term action steps** (five years)
With the Director of Faculty Research and Planning and the designated University Development liaison locate funding sources for each area of concentration, in particular as they merit research according to the post-Katrina architectural and urban design environment.
Along with the Director of Faculty Research and Planning and the designated Development liaison have individual faculty and faculty leadership groups apply for grants and other means to fund areas of interest and leadership.

Short-term action steps (one year)

- Identify faculty leaders in the areas of urban/community, international studies, professional practice, design/build and service learning; and develop a Vision Plan for each area of opportunity.

Initiative 3: Community

a. Promote connections between the school, alumni, the community and the profession to enhance the school's reputation amongst key stakeholders.

Reference: Priority 3a
Lead individual or group: Dean of the School of Architecture; Executive Committee of the School of Architecture.

Long-term action steps (three to five years)

- Develop the Tulane City Center (Downtown Center) to correspond with the Tulane Renewal Plan, in particular as it will develop ties to the urban community and enhance faculty and students' expertise in this area.
- Use the Tulane City Center as a bridge-building exercise between alumni, the community and the profession by doing projects that develop and enhance community efforts, and use the expertise of local and regional members of the profession.
- Further develop Service Learning opportunities for the faculty and students, in particular as these opportunities interface with the local and regional communities.
- Expand Career Development Expo Participation by 50%, especially as visiting firms are tied to alumni outreach.

Short-term action steps (one year)

- Seek correspondence between the Tulane Renewal Plan (particularly the partnership with Xavier and Dillard Universities), with its emphasis on the diversity and range of key stakeholders in the redevelopment and renewal of the city and region.
● Reinforce and develop position of Director of Alumni Affairs
● Reinforce Career Development Expo, especially as visiting firms are tied to alumni outreach
● Expand Career Development Expo Participation by 20%, especially as visiting firms are tied to alumni outreach
● Further reinforce Service Learning Opportunities
● Develop a Vision Plan for the Tulane City Center, whereby alumni, the community and the profession become active participants
● Enhance opportunities for AIA Continuing Education credits for professions in the community
● Develop the lecture series to appeal more broadly to alumni, and members of the community and the profession, and to include topics in response to the post-Katrina environment

.b. Broaden and deepen our current partnerships and create new partnerships with educational, business and community organizations to strengthen our connections in the region in areas that contribute to our educational and research initiatives and respond to local urban problems of national concern.

Reference: Priority 3b
Lead individual or group: Dean of the School of Architecture; Executive Committee of the School of Architecture.

Long-term action steps (three to five years)

● Facilitate the Tulane Renewal Plan, in particular as it applies to the redevelopment of the City of New Orleans and the region
● Create a New Orleans Urban Design Studio, to reside at the Tulane City Center (Downtown Center) in downtown New Orleans
● Reinvigorate the Tulane Regional Urban Design Center (TRUDC) and move location to City Center in downtown New Orleans.

Short-term action steps (one year)

● Seek correspondence between the Tulane Renewal Plan with the initiation of a New Orleans Urban Design Studio, to reside at the Tulane City Center (Downtown Center) in downtown New Orleans
● Develop an annual Design Conference to focus on issues of particular concern and merit to architectural education and the architectural profession
● Locate further opportunities for funding by alumni, the community and the profession for the Lecture Series, including those that would particularly apply to architecture and urban design within the post-Katrina environment

c. Continue to strengthen our alumni outreach program to enhance alumni participation and involvement with the university regionally, nationally and internationally.

Reference: Priority 3c
Lead individual or group: Dean of the School of Architecture; Executive Committee of the School of Architecture.
Key participants or groups: Dean of the School of Architecture, Advisory Board of the School of Architecture
Long-term action steps (three to five years)

- Develop an annual Design Conference to focus on issues of particular concern to the post-Katrina environment in architecture and urban design

Short-term action steps

- Reinforce and develop position of Director of Alumni Affairs, in particular as the position may facilitate subscription to the Tulane Renewal Plan and Service Learning Opportunities

Initiative 4: Resources and Leadership

a. *Elevate reputation and create a distinctive profile for TSA among Schools of Architecture in the United States and the Americas and be a leader in promoting the highest quality of professional education.*

   Reference: Priority 4a
   Lead individual or group: Dean of the School of Architecture; Executive Committee of the School of Architecture.

Long-term action steps (three to five years)

- Create a New Orleans Urban Design Studio, to reside at the Tulane City Center in downtown New Orleans, to reflect the response to the post-Katrina issues in the City of New Orleans and the region
- Create a Center for the Study of Leisure and Tourism
- Reinvigorate the Tulane Regional Urban Design Center (TRUDC) and move location to City Center in downtown New Orleans. Require the TRUDC to recommit to its original charge of regional urban design

Short-term action steps (one year)

- Develop and implement new website promoting the character and distinction of the School of Architecture, in particular the new opportunities that exist in the post-Katrina environment such as Service Learning, Urban Design studios, Urban Studies courses and other interdisciplinary areas
- Develop and implement new curricular strategies for all programs, particularly as they respond to the post-Katrina opportunity of an enhanced and timely curriculum
- Proceed with benchmarking and analysis of peer and aspirant programs for the School of Architecture

b. *Ensure adequate and stable funding of the school through elevating the school’s reputation amongst key stakeholders and launching an aggressive fundraising*
campaign.

Reference: Priority 4b
Lead individual or group: Dean of the School of Architecture; Executive Committee of the School of Architecture.

Long-term action steps (three to five years)

- Procure funding that will enhance the School's reputation amongst peer institutions and prospective students

Short-term action steps (one year)

- Utilize the post-Katrina environment to enlist additional funding from both the private and public sectors. Increase current levels of funding by 300%
- Launch a newly configured fundraising campaign to focus on the School's position in a post-Katrina environment, as well as the School's subscription to the Tulane Renewal Plan

c. Establish and develop selected, focused post-professional and interdisciplinary programs that enhance the academic quality and reputation of the School; provide research opportunities and support for faculty, and generally have a beneficial influence on the intellectual environment.

Reference: Priority 4c
Lead individual or group: Dean of the School of Architecture; Executive Committee of the School of Architecture.

Long-term action steps (three to five years)

- Inaugurate new curricular offerings, including a Masters of Architecture/Masters in Business Administration Degree and a Masters of Architecture/Masters of Environmental Law Degree and a Masters of Architecture and Urban Design Degree
- Continue to enhance the interdisciplinary components of the architecture curriculum, to include both urban studies and other areas of faculty involvement

Short-term action steps (one year)

- Develop a plan for new curricular offerings, including a Masters of Architecture/Masters in Business Administration Degree, a Masters of Architecture/Masters of Environmental Law Degree and a Masters of Architecture and Urban Design Degree. Stage the plan according to academic years
- Develop and implement new curricular strategies for all programs
- Proceed with benchmarking and analysis of peer and aspirant programs for the School of Architecture

d. Target post-professional graduate programs that are within our capacity to make a distinctive niche and which will also provide a significant source of
Reference: Priority 4d
Lead individual or group: Dean of the School of Architecture; Executive Committee of the School of Architecture, Curriculum Committee

Long-term action steps (three to five years)

- Inaugurate new curricular offerings, including a Masters of Architecture/Masters in Business Administration Degree, a Masters of Architecture/Masters in Environmental Law Degree and Masters of Architecture and Urban Design Degree

Short-term action steps (one year)

- Develop and implement new curricular strategies for all programs
- Proceed with benchmarking and analysis of peer and aspirant programs for the School of Architecture
- Develop a plan for new curricular offerings, including a Masters of Architecture/Masters in Business Administration Degree, a Masters of Architecture/Masters of Environmental Law Degree and a Masters of Architecture and Urban Design Degree. Stage the plan according to academic years

Develop world class program and faculty supporting the overall mission of creating and transmitting knowledge to students.

Reference: Priority 4e
Lead individual or group: Dean of the School of Architecture; Executive Committee of the School of Architecture; Curriculum Committee, New Faculty Committee.

Long-term action steps (three to five years)

- Hire new faculty based on national and international recognition of excellence in research and teaching, in particular in the areas of urban studies and digital technologies. Keep an eye on long-term growth potential in these areas as they are affected by changes to the City and region, and to the profession and discipline as might be initiated post-Katrina

Short-term action steps (one year)

- Target new faculty hires based on national and international recognition of excellence in both research and teaching, in particular in the areas of urban studies, urban design and digital technologies.
APPENDIX

4. Environmental Scan

Perhaps the single most important economic and market force—insofar as the university, city and region are concerned—is architectural practice within the post-Katrina environment. New considerations include a renewed emphasis on urban design and planning, reinforced and reinforcing technologies, and sustainable environments. After the catastrophe of Katrina, which brought the city and the region to its knees, was the result of both natural and man-made conditions. While natural conditions can only be ameliorated, man-made problems are another question. These problems can and should be addressed not only by architects, planners, government officials, and the community, but are the responsibility of private sector, as it is engaged with the public sector, as well.

There are specific opportunities for the School of Architecture. As quoted from the Tulane Renewal Plan:

The School of Architecture’s expertise is urgently needed in rebuilding New Orleans and setting examples for urban planning worldwide. The school will add programs to address the challenges of creating healthy, sustainable cities. This new emphasis on urban design will complement existing strengths in building design and historic preservation. A new Tulane City Center will be established, located in downtown New Orleans, to provide a home for community-based design and urban development. Architecture will work with the School of Liberal Arts to develop the new interdisciplinary undergraduate degree in Urban Studies.

In addition, Tulane University's "Plan for Renewal" will color the entire scope of architectural education at Tulane, including curricular and other strategic issues. Faculty, staff, and students will be affected tremendously by the plan's call for several modifications and enhancements to not only the curriculum, but the ethos of the School. These will include the following changes, overseen by the new Center for Public Service, changes which stress Service Learning and other community service initiatives:

- Significantly increased Service Learning opportunities
- Oversight of a new graduation requirement in Public Service
- Creation of a "Semester in NOLA" program for non-Tulane students that will combine academic coursework with extensive Service Learning components
  - Internships in public service institutes and non-profit organizations (Academic Affairs, Career Services, Student Affairs)
  - Community Service through CACTUS (Community Action Council of Tulane University Students), Habitat for Humanity, Outreach Tulane, the orientation NOLA program and other student-led initiatives
- Research opportunities in departments and centers and a new community research program for faculty to engender more Service Learning options
• Outreach efforts of centers and institutes such as the Levy Rosenblum Institute for Entrepreneurship, the federally-funded outreach program of the Stone Center for Latin American Studies and the "For the Children" program
• Joint efforts in community service by the Tulane/Loyola

The School of Architecture Strategic Plan seeks to reinforce this 'call to service' by amplifying the presence of the School in the area of Service Learning, and by also developing the Tulane City Center. This new 'institution' will propel the School to the forefront of this rich, if heretofore unimagined, opportunity.

In addition, the School of Architecture will reinforce its strategy for learning based on the tradition of a 'core curriculum'—a tradition that has been acknowledged by not only our National Accreditation Board, but by the discipline and profession itself.

Moreover, the School maintains a longstanding focus on academic advising in two ways: through low student/faculty ratios and through an institutionalized advising program.

The unique partnership between Tulane, Dillard and Xavier Universities (two HBCUs) will provide new opportunities for the profession and the discipline to establish a core commitment to diversity—a component of the Carnegie Foundation for the Arts study "Building Community" [see pp. ( )].

Still other conditions impact questions surrounding contemporary architectural practice and education.

A. Architectural Practice

1. Economic and Market Forces

According to the Federal Reserve's Brown Book, within the past year most regions of the United States have enjoyed strong economic growth in the private and public sectors. This has resulted in a fairly stable construction market. Thus, the demand for not only licensed architects, but architects who have completed their education (intern-architects), is at an all-time high. Skilled architects are part of the overall picture of economic health, with their ability to design not only buildings (the construction market), but aspects of the consumer market as well. However, the economic cycles of both aspects of the market can be volatile, as more recent history has indicated.

The practice of architecture for today's professionals—only yesterday's students—is not limited to the United States, but is increasingly a global enterprise as well. While it is true that US-trained architects dominate in the corporate design sector, this is now challenged by foreign trained architects who excel at both digital media technologies and historical engagement in the civic arena. Nonetheless, the expanding global market has increased opportunities for architects educated in the United States, and practice is now enabled worldwide (despite one's location) through the use of modern computer technologies.

While the corporate design sector maintains the predominant share of available employment opportunities for architects, several areas of architectural practice have been expanding, including service-based public and private management, environmental technology and sustainability, historic preservation, new construction and material
technologies, the expanding consumer design market, event planning, design-build, real estate, and public advocacy.

Developmental conditions for the practice of architecture not only support larger corporate firms that operate worldwide, with ever greater resources spent on specialization, but increasingly herald smaller firms practicing globally through the use of ever more sophisticated design and production technologies. As a result of both conditions, architects must achieve ever more sophisticated abilities in the areas of management and financial skills. Endeavoring to understand and work in different cultures is also a requirement for the future of the profession.

2. Technology

The impact of computer and other design technologies and media over the past decade has been nothing short of revolutionary to the practice of architecture. This has led to an emphasis on both conceptual and applied approaches to the use of technology. Precision-based design, newer forms of design, and new design techniques that would have been impossible previously are now standard in the profession. Virtual design environments have presented new venues for architectural design, whereby architects, builders and clients now have greater access to design formulation and processes. As above, the use of advanced technologies has also enabled architects to practice globally. An ever-increasing scope of efficiency in the production of design and building has also been a by-product.

Through computer and design technologies and media, clients and inhabitants of buildings have come to demand greater degrees of durability, comfort, and economic performance. There has been a consequent concern for the environmental impacts made by architecture at all stages of its performance, from design through construction and eventual inhabitation. The architect must address these demands with an in-depth knowledge and commitment to new technologies and their scope of use.

B. Architectural Education

Architectural education in North America and globally is undergoing substantial change and redefinition. Historically, the profession expected graduates of schools of architecture to be able to assume the challenging roles of professional practice with ease. This demand has only increased over the past few decades. Recently graduated students are expected to also be broadly educated and flexible thinkers with the abilities to effectively manage complex processes and projects—in addition to the traditional knowledge gained by university education. Moreover, leadership in the profession requires heightened management and interpersonal skills—coupled with the traditional skill, knowledge and expertise of the architect.

There remains a long-standing debate between the schools and the profession on their respective educational responsibilities for new professionals. For architects, a 'complete education' for admission into the profession as a licensed architect consists of a program of study in an accredited, professional degree program, internship under the supervision of a licensed architect and successful completion of the architectural registration exams. Every component of these requirements is subject to debate; in particular the role of the internship program and the registration exam remains unresolved and contentious.

In addition, there are now mandates for continuing education to maintain professional registration, a situation that is creating opportunities for, and demands on, schools of architecture. It is understood that, like all professions, the rapid pace of change and
increasing complexity of the conditions for practice necessitate life-long learning and the concomitant renewal and acquisition of skills and knowledge. As with the internship program and the registration exam above, continuing education has also been the subject of debate among all members of the architectural community.

There are forces within the academy itself that are influencing the character and direction of architectural education. The study of architecture is increasingly a knowledge-based, theoretical discipline that relies on the traditions of the university. A knowledge-based education—and profession—depend on being able to pursue the intellectual framework for analysis of broad cultural conditions. These conditions permit, as above, the practice of architecture within an increasingly globalized culture. In response to this demand, architecture is moving to a more central position in cross-disciplinary studies on university campuses. The knowledge-base of architecture—which enables its being part and parcel of the tradition of the university—is being reformulated through the application of architectural intellectual structures to social and cultural situations formally considered outside the discipline. Still, the relationship between theory—and the university—and the practical applications of the profession in professional programs such as architecture is subject to considerable debate on both sides of the aisle.

Accreditation criteria promulgated by the National Architectural Accreditation Board (NAAB) also reflect a changing environment for architectural education. While the accrediting board is concerned with architecture as a discipline within the university, it also endeavors to support the role of architectural education in light of architectural practice. Thus, there is a set of ongoing revisions in the conditions and procedures of the NAAB that reflect the changing conditions of the profession. Increasing attention is given to the mastery of construction and digital technologies—reflecting developments, changes and modifications for the practice of architecture—as well as management and organizational issues and other professional skills. Simultaneously, there is the requirement to more broadly educate students on the burgeoning cultural horizons that must be assumed by contemporary practitioners. While not impossible—as Tulane School of Architecture shows in its curricular array—these two broad areas of educational responsibility are nonetheless difficult to achieve within the confines of standard academic structure and curricula. Accreditation standards are presently undergoing another set of revisions, thereby underlining its mission of evolving principles reflective of the developmental nature of architectural education and practice.

Still another 'environmental context' makes the case for a 'community-based' architectural education. In 1997, the Carnegie Foundation on Higher Education published a report entitled Building Community: A New Future for Architectural Education and Practice. Almost ten years in the making, this report was the fifth major national study of architectural education in the twentieth century. Its basic premise was to define the contemporary context for architectural education in North America. It also became the background for the evolving accreditation standards mentioned immediately above. The report includes a call for a refocusing of architectural education around "Seven Designs for Renewal." They are:

- An "enriched mission" for the schools by focusing on preparation for competent practice, designing for beauty, a connection to human needs, and healthy, sustainable architecture;
- Producing "diversity with dignity" by sustaining multiple missions of the schools of architecture and rewarding the various talents and strengths of programs and faculties;
Establishing “standards without standardization” with a more coherent and widely known set of learning goals for all programs within the context of diversity creating "a more humane learning environment" in the schools

Producing a "more liberal, flexible and integrated program of study" that fulfills the goals of professional competence while allowing students the freedom to explore connections between architecture and other fields;

Creating "a more unified profession" through stronger collaboration between the academic and professional worlds, a more productive internship, and the promotion of life-long learning.

For the schools to be "in service to the nation" by increasing the storehouse of architectural knowledge to enrich communities and to prepare architects for lives of civic engagement and ethical practice.

**Building Community** emphasizes an holistic approach to architectural education—and architectural practice—by responding to both traditional and enlightened concerns. The "enriched mission" supports the tradition of architecture in terms of aesthetic values, while diversity and a more humane learning environment are proposals that seek to remedy difficulties that have plagued the environment of architectural education and practices of the past. "Standards without standardization" is also an approach that appeals to diversity, whereas a "more liberal, flexible and integrated program of study" speaks to the new interdisciplinary approaches to education that populate the contemporary mission of the university. A "more unified profession" seeks to heal the ongoing rift between the missions of education and practice, whereas the schools "in service to the nation" proposes a higher level of civic engagement and responsiveness. All of these issues are reflected in the outline of the environmental context listed above, providing a necessary shorthand to the benefits and challenges of architectural education.

a. **Economic Issues**

Traditionally, schools of architecture have not kept pace economically with their peers in professional education (Law, Business, Medicine, and Engineering). This condition seriously affects long-term viability and planning.

Firstly, there is the increasing cost of architectural education, in particular as it is compared to career compensation. Although wages of architectural practitioners have been rising overall, architects entering the profession are still paid substantially less than their peers in other professions. The economic investment required to achieve a professional degree is anywhere from five to seven and one-half years. The lag in wages prior to achieving licensure is also substantial. These conditions affect the selection of architecture as a course of study by students This, and the demands of accreditation (which seeks to ensure educational outcomes according to the terms of practice) also impacts the flexibility in which schools can respond to necessary curricular modifications and development.

Secondly, there is the continual expansion of accredited programs in architecture leading to increased competition for students. Opportunities world-wide—including schools that are being accredited on the basis of the American system—also affect the pool of incoming students. Global prohibitions on who can practice and where they may practice are beginning to have an impact on opportunities for students from the United States, in particular in the arena of the 'United States of Europe.'

Third, the foundation of architectural pedagogy is the design studio, where students
have a close mentoring relationship with an instructor in order to achieve the required task-based synthesis of knowledge. Architectural programs are thus based on low student to teacher ratios, and are consequently labor intensive.

Fourth, the comprehensive integration of digital technologies throughout the design process (and for faculty, staff and students alike) and in professional practice is requiring a significant investment on the part of schools. This investment in educational equipment and the necessary infrastructure to support new digital and materials technologies was not previously required of the schools, and as such represents an exceptional economic challenge.

Finally, fundraising is a historically difficult task for schools of architecture. This based not only on lower architect compensation levels, but on a lack of tradition for alumni giving and the support of other interested individuals.

b. Competitive Educational Environments

The Tulane School of Architecture competes on several levels for students, faculty and recognition. The first of these, though perhaps not the most significant, exists at the state level. There are currently five accredited architecture programs within the State of Louisiana, including Tulane. However, Tulane has the major distinction of being the only private university in the mix, with both positive and negative results. On the one hand, students and faculty are drawn to the reputation of Tulane in general, viewing it as a university of distinction in the State of Louisiana. On the other hand, economic forces—public and market forces in particular—sometimes dictate that funding for the Tulane School of Architecture is of a lesser priority than state-affiliated schools.

The second 'competitive environment' is regional in nature, and is an arena in which the School of Architecture competes admirably for students and faculty alike (the regional group of schools includes only two schools designated as "peer institutions").

Third, the School of Architecture competes nationally for excellent students and faculty. Because of the status of Tulane University, the reputation of the School—and its prime location in New Orleans—the School of Architecture is able to attract students and faculty of the highest quality (as noted below in the SWOT analysis). Principally from the Northeast and Northwest, students represent almost all the fifty states and several foreign countries.

Lastly, the School of Architecture has competed historically on the international stage for students with excellent profiles. Lately, these numbers have fallen short of ideal due to a rather inactive post-professional program (which is being remedied, as outlined below), as well as the higher profile of international programs for the study of architecture. Nonetheless, there is an historic 'draw' of students from Latin America and the Caribbean regions, which adds to the diversity and reputation of the program. New agreements with schools such as the Brandenburg Technical University (BTU) in Cottbus, Germany—a semester-long exchange program—and the School of Architecture's agreement with the Vienna Technical University (Technische Hochschule Wien) have also upgraded the visibility of the program on an international stage. Additional programs based on international agreements are in the offering as well.

While the Tulane School of Architecture is, at least in part, competitive with the nation's architectural programs of excellence, it is only weakly so. The current strategic planning initiative reflects new programs of development and educational opportunities for the School of Architecture that will further the program in its pursuit of excellence at the
highest level.

In the United States, there are a dozen or so programs of excellence in architecture. This is a relatively small number given that there are approximately 125 accredited educational programs nationwide. Having consistently received accolades in several respected surveys of architectural education, these programs, mostly at the graduate level and almost all arrayed on either the East or West coasts, are perceived to be exceptional architectural programs for several reasons. They benefit, almost without exception, from large endowments, significant alumni involvement, adequate staffing and administration, high student and faculty quality, location, exceptional facilities, and high levels of the most advanced digital, media and materials technologies. In addition, one of the most prominent reasons for having achieved a reputation as a program of excellence is that they house a program or programs of distinction—areas of specialization that act as harbingers of change and development for not only architectural education, but the architectural profession as well.

In the spring and summer of 2005, the Tulane School of Architecture undertook to develop a list of both aspirant and peer group programs of architecture. While initially faculty generated during a formal Strategic Planning Initiative session, this aspect of strategic planning research is an ongoing charge of the School of Architecture's Curriculum Committee.

The aspirant programs are indeed programs of excellence (some rank high on the list in several surveys) that reflect in several ways Tulane's educational program, whether in size, student and faculty quality, type of location and facilities, administrative structure, and/or alumni participation. These programs are known as programs of distinction because of their high degree of visibility, and because their students, according to the Design Professions Survey among others, are perceived to be exceptionally well-prepared for the rigorous pursuit of architectural practice at entry level positions. Many of these programs are part of the Benchmark Analysis appendix at the end of this document.

Peer group programs of architecture include those that Tulane School of Architecture is directly competitive with for students and faculty of quality. They are also understood, with some exception given to financial resources, as similar in type of program (undergraduate), size, kinds of programs, special events and physical facilities. In addition, they stand near or at the same level as Tulane's program in surveys of likely matriculation. Included in this group are programs and schools of architecture located at Cornell University, Rice University, Washington University in St. Louis, Syracuse University, University of Virginia, Miami University, University of Texas at Austin, Notre Dame, and Carnegie-Mellon University. These programs are also included in the Benchmark Analysis appendix at the end of this document.

5. **SWOT Analysis**

The School of Architecture underwent review by the National Architectural Accrediting Board (NAAB) in 1999 and 2002. The accreditation process is comprised of an Architectural Program Report (APR), prepared by the School, followed by a site visit with a team comprised of members of the five collateral organizations governing architectural in the United States. These five organizations are: the National Architectural Accrediting Board (NAAB), the American Institute of Architects (AIA), the American Institute of Architectural Students (AIAS), the Association of Collegiate Schools of Architecture (AIAS), and the National Council of Architectural Registration Boards (NCARB). In aggregate, these groups represent diverse architectural constituencies.
Upon completion of the site visit, a list of conclusions was prepared by the Accreditation Visiting Team. These findings were spelled out in the Visiting Team Reports (VTR), and will be used in part to address the SWOT Analysis (as noted in specific sections).

A. **Strengths**

1. Location of school within post-Katrina environment

   While it is true that the location of the University, and by extension the School of Architecture, could be viewed as a weakness and even a threat to the program, the faculty, staff and students prefer to view the post-Katrina environment as both a strength and an opportunity (See Preamble to Appendix)

2. TSA’s response to the Tulane Renewal Plan

   There is sufficient and ongoing correspondence between the School of Architecture's curriculum and the education modifications sought by the Tulane Renewal Plan, in particular as it responds to Service Learning opportunities, a liberal arts foundation and the initiation of a capstone experience across the University.

3. **Student Quality (NAAB VTR and current assessment)**

   Like other academic units within Tulane, the School attracts the very best students in the nation interested in architectural education. The School competes directly and successfully with other programs of national distinction. The NAAB Visiting Team commented on the commitment and intelligence of the students. The best Tulane School of Architecture students produce work equal to that produced at any school in North America. National and international visiting critics support this assessment.

4. **Faculty [NAAB VTR]**

   The quality of the Faculty of the School of Architecture is "impressive." NAAB teams have commented on the professional activity, publication and design records, accessibility to the students, and commitment to community relationships.

   In the past few years, several new tenure track hires have been made. The ratio of full-to part-time faculty has improved, as has the intellectual, gender and racial diversity.

5. **Faculty-Student Relations [NAAB VTR]**

   The School of Architecture offers a supportive environment for the students to pursue their educational endeavors and individual interests. The faculty and administration are accessible to the students and have a very good relationship with them. The interaction between faculty and students is healthy, showing mutual respect—each group speaks highly of the other.

   There are many leadership opportunities available for those students interested in expanding their educational experience through the student organizations and committees within the school. Both the American Institute of Architecture Students (AIAS) Chapter and the student government have strong support among students and faculty. Students are extremely active in self-governance, outreach and service programs, and in the programming of special events.
6. **Program Self-Assessment [NAAB VTR]**

The School has a strong, participatory culture of ongoing evaluation of the program and all its parts. The administration is experienced at strategic planning, and that will stand the school in good stead for the tough choices ahead.

7. **Social Equity [NAAB VTR]**

Faculty, students and staff repeatedly describe the environment at the School of Architecture as welcoming and fair. The School has made clear efforts to recruit faculty and students from underrepresented groups and has increased its efforts to recruit and retain junior faculty members from minority groups.

8. **Location [NAAB VTR]**

As a part of a nationally distinguished university that combines a commitment to research and the humanities, the School benefits from the intellectual diversity on campus and the intercourse with various other disciplines. Tulane University provides the backdrop for a knowledge-based approach to the discipline and profession of architecture.

The City of New Orleans is an exceptional asset that distinguishes the Tulane School of Architecture from its competitors. The architecture, urban history and cultural diversity are attractive qualities to students wishing to study architecture. It also challenges their environmental and urban preconceptions through its unique form and construction. In addition, the city provides an experiential laboratory of extraordinary breadth and depth which the school utilizes to its fullest.

Regionally, the School is situated at the threshold of Latin America and the Caribbean, thereby enjoining research and study in these areas. Internationally, the location of the School is also of significance, given that it provides a laboratory for the study of historic preservation, diverse populations, and the impact of capitalist economies on the urban sphere.

9. **Special Events [NAAB VTR]**

The School sponsors a variety of special events that include lectures, symposia, career days, and continuing education opportunities involving invited participants, many of national and international distinction and stature. These individuals speak on a wide variety of subjects related to environmental design, including professional practice, ethics, new technologies, sustainability, historic preservation, and contemporary design ideas, among other topics. These special events are clearly understood to be co-curricular programming augmenting the structured curriculum and also of great interest to the local professional community.

10. **Programs**

The School's core focus on professional architectural education is augmented and enriched by the related programs of historic preservation, which grants a Masters of Preservation degree and an undergraduate Certificate in Historic Preservation. In addition, the School benefits from the Tulane Regional Urban Design Center, which focuses on urban studies at a regional, national and international level. The TRUDC also sponsors symposia and consults with organizations regarding the urban development and opportunities.
11. **Facilities**

Despite its also being listed as a 'weakness' due to its being of another time and place, Richardson Memorial is a building of elegance and grace. It provides clear didactic lessons on organization, spatial proportion, and daylighting among many other fundamental architectural qualities. It is also relatively adaptable; the adoption of new infrastructural technologies in recent years has upgraded the facility, thereby facilitating new forms of pedagogy.

B. **Weaknesses**

1. **Financial Resources [NAAB VTR 2002]**

According to the most recent VTR, "the central and continuing areas of concern all relate to the limited financial resources of the school and are, by no means, simple and easily resolved issues. Progress on this front will involve thoughtful and patient deliberation on the part of the entire school community, tough decisions, and of course compromise, based on sharing and mutual respect. It will also involve hard work, on the part of the dean, certainly, with the university administration in raising money, but also the faculty in becoming even more entrepreneurial in program development and implementation, identification of research opportunities, and no doubt, even more delayed gratification." Yet while also a historic 'weakness' of the program, recent additions to the program have furthered the financial development and fundraising opportunities of the School. With the recently inaugurated new administration, which includes a Dean dedicated to a much greater degree to fundraising and the full-time dedication of an internal Office of Development, the School is now poised to promote its promise as a School of the 21st-century. This is a key element of the current Strategic Plan.

2. **Physical facilities [NAAB VTR 2002]**

While Richardson Memorial's architecture and spatial character is one of the strengths of the program, the building is also one of its major weaknesses. According to the most recent VTR, "past visiting teams have noted the problems with Richardson Memorial Hall, and some changes have been made and noted. Much, much more needs to be done as the state of the building is now clearly adversely affecting the program and the education Tulane can provide. There are no or limited faculty offices, institutional support space, and modern shop quarters, material lab spaces, mock-up spaces, and spray booths. Code violations and ADA violations are rampant. The profession of architecture is exceedingly competitive. The state of the building restricts the school's ability to produce students that can excel in it. The team has no doubts about the university's capacity to resolve the building's problems. In the last several years, the university has built new law, business and medical buildings."

3. **Information and Design Technology [NAAB VTR 1999 and 2002]**

Aided by the University, the School has made some headway in employing the latest information and design technologies. In the past decade, computing technology has
rapidly and radically changed design and production methods in the practice of architecture. Even more fundamentally, that nature of architectural form and space has been altered given the new opportunities for new knowledge and creative thinking the use of these new technologies as they permeate architectural pedagogy and professional practice. Tulane School of Architecture is also grappling with the task of integrating the use of new technologies with the traditional curriculum of design education. As noted by the NAAB Visiting Team under the rubric "Representation," the School is deficient in incorporating the use of computers in the design studios, both physically and in terms of the curriculum, providing a necessary level of instruction for their use and extension into design thinking processes, and requiring a level of mastery by all students prior to graduation. Whereas only a decade ago, the School was graduating students with skills more typically advanced than found in the profession, the profession has now taken the lead in this respect, and the School of Architecture—not unlike its aspirant and peer institutions—is struggling to keep up with new innovations and applications.

4. **Graduate Programs**

While the undergraduate program in architecture (Masters of Architecture, 5 year program) and the Master of Preservation Studies Program are strong and competitive programs, the post-baccalaureate first-professional Masters of Architecture degree (3.5 years) and the Post-professional programs are in need of the focus and development, necessary to attract high-quality students who wish to pursue advanced study and research. As the profession becomes increasingly complex and diverse, advance study has become necessary for professionals who seek to be innovators and leaders. These individuals are in search of thematically organized curricula that address specific issues or content areas, and are offered by Schools of national distinction. Currently, the School has neither the focus nor the resources to develop such programs. Additionally, distinctive graduate programs will beneficially affect the outcomes of the first-professional degree programs by diversifying the student body in attracting motivated, mature, skilled and research-oriented students. Under the new administration, however, this component of study and research is being developed by the Faculty, in consultation with the School's Curriculum Committee.

5. **National Distinction and Reputation**

The School of Architecture enjoys a solid reputation among those that have had personal or professional contact with our graduates or have in some way participated in the life of the School. However, the School does not have the prominence that it should, or could, at the national and international levels. This would help in attracting high quality students and distinguished faculty. This is, in part, an affect of our location—its distance from major metropolitan centers—but is also a result of not aggressively promoting the School or having the communications infrastructure necessary to do so. The new administration is moving aggressively to address this deficiency, and it is an overarching component of the new Strategic Plan.

6. **Faculty/Staff Salaries**

As both internal and external statistics demonstrate, the faculty and staff are significantly underpaid for the commitment and contributions they make to the School and University. Without some progress towards equitable compensation, morale will continue to decline, affecting both performance and outcome. This is particularly true with mid-career
personnel, who believe their economic progress to be severely limited.*

7. **Location**

Noted as a ‘strength’ in this analysis, it should also be said that the City of New Orleans is chronically plagued with economic and social problems. Though characterized as a splendid environment to attend school, these economic and social issues are also serious disincentives to students—and some faculty. While conditions have indeed improved under the city's new administration, the reversal of civic progress over the past several decades seriously threaten student enrollment and the attraction and retention of highly qualified faculty and staff.

C. **Opportunities**

There are several areas of opportunity that the School of Architecture can aggressively explore to increase enrollment and achieve national distinction.

1. **Tulane City Center (Downtown Center)**

One of the new initiatives under development is a Tulane City Center (Downtown Center). This Center will house several components of the School of Architecture, including Historic Preservation, the Tulane Regional Urban Design Center (TRUDC), the projected Leisure Institute and the New Orleans Urban Design Center. As a satellite of the program, the Tulane City Center would locate projects that serve local and regional communities. It would also establish a strong presence for Tulane in the city. This Center is specifically called for in the Tulane Renewal Plan and will provide an excellent foundation for the future of the School in the post-Katrina environment.

2. **Service Learning Enhancements**

The expansion of Service Learning opportunities, a longstanding tradition within the study and practice of architecture.

3. **Promotion of a new approach to 'diversity' planning.**

With the Tulane/Xavier/Dillard project, the School of Architecture can begin to make headway into a difficult aspect of the discipline and practice of architecture: its lack of diversity, particularly racial and ethnic diversity.

4. **Foreign Study Opportunities**

As noted elsewhere, the practice of architecture is increasingly being practiced globally, and in culturally diverse circumstances. The value of foreign study as part of each student's curriculum is apparent to faculty and students alike. Tulane School of Architecture has strengthened its summer foreign study and research opportunities. In some cases, it has instituted partnerships with foreign universities to provide for semester-long study thereby developing programs that enable an ever greater number of students to participate. However, there is still room for further development. Other institutions have been far more aggressive about establishing foreign centers and semester-long programs available to all students. For Tulane in general, and the School in particular, more and varying types of foreign study must be made available. In addition, the University is attempting to strategically position itself as a gateway to the
world through which students pass to obtain the necessary skills and opportunities to prepare for productive careers, a strategic goal the School embraces.

5. **Post-professional Graduate Programs**

The research expertise on the part of new hires with advanced degrees, which supplements that already available among current faculty, enables the School to develop new and innovative Post-professional programs for study and research. Focusing on selected areas of graduate study the School could then support expanded enrollment, an even higher quality of student, increase research opportunities and allow the School to achieve national distinction. In addition, prominence among other programs at Tulane—particularly in terms of program partnerships—will attract both new faculty and capable students in every greater numbers. Such programs should be carefully considered to complement each other through shared faculty and other resources. Of course, they should be based on opportunities specific to Tulane, New Orleans and the region, but may also enable the School to become nationally recognized for its innovative quality through specialized degrees at the graduate level. An example of such programs is a projected graduate level "design degree on tourism and leisure in architecture" or a shared graduate level Master of Architecture/Master of Business Administration degree.

6. **Undergraduate Programs**

The University provides a host of opportunities for partnership on the undergraduate level as well for similar reasons. The need for specialization at the professional level—reflected in the School's Masters Thesis Program—is felt on the undergraduate level as well. Shared partnerships with Engineering, the School of Business and the School of Public Health provide opportunities for innovative programs.

7. **Funded Research**

At present, the School of Architecture faculty conducts limited funded research, and therefore the School does not benefit from revenues that could be generated by research grants. However, compared to engineering and the other sciences, there are relatively few traditionally funded research opportunities. In addition, the lack of a regional manufacturing base makes partnerships with building component manufacturers difficult to establish—a strength of other schools of architecture given their location and facilities. However, it is true that more funded research should be sought. Thus, the School is choosing to develop new fundraising opportunities through the creation of innovative internal programs as a primary component of the current Strategic Plan.

8. **Location**

The School should be more aggressive in exploiting its location in New Orleans, the Gulf South, and on the edge of Latin America. The unique character of New Orleans will continue to attract students and faculty, while that of the region provides a unique basis for the development of curricula and programs. Within the Caribbean basin the School can strengthen historical relationships, cultivate alumni, and achieve distinction as a center of environmental study.
D. **Threats**

1. **Hurricane Katrina**

The post-Katrina environment, including the threat to capital investments and the depletion of the endowment due to the catastrophe constitutes the most significant threat to the future of the School. This threat is general to not only Tulane University, but to the City and region as well. However, the School chooses to see this event as both a strength and opportunity for both change and renewal through the development of new curricula centered around Urban Design and the reinforcement of other traditions within the School, such as Service Learning and enhanced academic advising.

2. **Facilities [NAAB VTR]**

The continued deterioration and obsolescence of the Richardson Memorial Building is one of the most serious threats to the ongoing success of the School. Prospective students and parents often make adverse comparisons between the Tulane School of Architecture and competitor institutions and may choose to go elsewhere. Furthermore, the NAAB Visiting Team has consistently identified the facilities as seriously flawed, potentially affecting learning outcomes and achievement of the School's mission, and have emphatically informed us that these conditions will affect our accreditation. A decline in the satisfaction of our graduates and reputation of the program may, in both the short- and long-term, contribute to a drop in enrollment.

3. **Information/Computing Technology [NAAB VTR]**

While some progress has been made in this area, it is not yet enough to forestall criticism of the information, computing and design technology in the School of Architecture. As noted elsewhere in this report, the program lags in fully integrating computing technology throughout the facility and the curriculum (though the facility has marginally improved in this respect). Current and prospective students are well aware of the role these new technologies have in professional life and the necessity to achieve mastery of these technologies for career success. Increasingly students will elect to study at other institutions that offer these opportunities. The School will also lose credibility with alumni and the professional community for not sufficiently addressing an obvious pedagogical need and professional skills. The NAAB Visiting Team has informed us that the lack of progress in this area will affect accreditation.

4. **Faculty/Staff Salaries [NAAB VTR]**

As both internal and external statistics demonstrate, the faculty and staff are seriously underpaid for the commitment and contributions they make to the School and University. Without some progress towards equitable compensation, morale will continue to decline, affecting both performance and outcome. While true across the board, this is particularly the case with mid-career personnel, who believe their economic progress to be severely limited.

**4. The continued depression of faculty and staff salaries**

The continued depression of faculty and staff salaries is a source of ongoing—and critical—concern. Faculty and staff are paid not only below national levels, but regional
levels as well. Given the quality of faculty (and staff), as has been noted in NAAB VTR reports, this situation can only be constituted as a threat.

5.  The increased competition from other school of architecture programs for high-quality students at the undergraduate and graduate levels

Other programs—peer and aspirant—have been able to build new facilities, and have thus upgraded the technology portions of their infrastructure and curriculum. Tulane has historically lagged behind their peers in this respect, a situation that is only getting more dire. If this is not corrected, it will be nearly impossible to build the graduate programs to a degree not only commensurate with the School of Architecture’s peers, but in any terms. This can only result in a further diminishment of stature, and will surely compromise any pursuit of national promise and distinction.

6.  The relative lack of funding for graduate programs

Without significantly populated and stable graduate programs, any chance for increased funding and recognition is severely compromised. This, however, depends on new physical facilities and increased financial resources (as has been noted by NAAB VTR criteria). The School of Architecture is losing students to other institutions directly because of the lack of funding—an ongoing problem that has needed remedy for some time. And the development of graduate programs is what a program logically depends on to increase its promise and its distinction. Moreover, it is graduate students—coupled with undergraduates—who can increase alumni participation and therefore visibility and financial resources.

7.  Peer institutions have lower tuition and better facilities

8.  Economic downturn or a rise of interest rates

that will affect the environments of architectural production, and by extension the ability for the school to raise contributions and continue levels of enrollment.

9.  The increasing cost of technology
SUMMARY of RESPONSES to TEAM FINDINGS
2. 1. SUMMARY OF RESPONSES TO TEAM FINDINGS

PREAMBLE

As stated in their report and as is evident in the continuation of accreditation for a six year term, the Visiting Team found the Tulane School of Architecture Program to be successful in meeting NAAB criteria, while in general excelling as a professional degree education.

Specific observations by the Visiting Team identified concerns and deficiencies in the program as discussed below. TSA believes that these criticisms are fundamentally accurate; hence, faculty and administration alike have endeavored to respond positively in order to achieve the highest possible outcomes in our educational programs.

The specific response is at follows, and is quoted verbatim from the 2006 Focus Report submitted by the School:

The School’s Annual Report in many ways mirrors the information sent to you for our Focus Report to NAAB’s most recent Visiting Team Report (VTR), especially in that the Focus Report response was sent to you less than 90 days ago. Therefore, this Annual Report includes some of the same data, with updates that indicate changes that have occurred since that date. The Focus Report response to the VTR gave particular emphasis to the Financial Resources and Physical Facilities of the school, which we believe remains critical to understanding our condition. We have included other material that updates our progress in the six months since Katrina nearly destroyed New Orleans and Tulane along with it.

In the aftermath of Katrina, Tulane has radically re-organized itself in an effort to retain its position as one of the nation’s leading institutions of higher learning. Programs have been cut, budgets re-organized, and the entire undergraduate student body combined into one new college, among other changes. This process has been complicated and demanding, especially in that most of the changes have occurred in the semester immediately following the storm. Many of these revisions affect the School of Architecture, and our outlined in the attached material. We will continue to address these changes in annual reports over the next few years, but it is safe to say that life at this university will never be the same again.
We at the School of Architecture remain positive in the face of unprecedented challenge. Our students have returned in record numbers. We have retained our entire faculty. We have completed a complete curriculum revision. And our fundraising efforts have been satisfyingly fruitful. In short, we are looking—and moving—forward with determination. It will take years to right Tulane, and we look forward to NAAB's support and understanding. But we are confident the School will retain its reputation for providing a unique and high quality professional education.

Financial Resources

The current situation of Tulane University, and with it the Tulane School of Architecture, remains challenging, due to the considerable damage inflicted by Hurricane Katrina. No American university has ever faced this kind of crisis and in such a compressed time frame. Consider this one fact: that from August 31\textsuperscript{st} through January 15\textsuperscript{th}, the School of Architecture had no students, no staff, and no faculty in residence (one-third of the student body was displaced to either Arizona State or Cornell Universities, with a substantial number of the remaining students spread across many other universities throughout the United States). Simply returning to an operational mode in time to welcome students in January was something of a miracle, given that the city of New Orleans had lost 70 percent of its population, its entire power and water supply, and much of its safety and public service personnel. Nevertheless, we were able to open our doors to returning students on January XX. In the School of Architecture, nearly 95 percent of students returned, a university high. Nevertheless, the financial situation is dire.

- The University currently operates under a state of financial exigency due to a $120 million loss to its FY-2005/2006 budget compounded by $250 million in physical damage—both events the results of Hurricane Katrina
- Next year, the University faces a $60 million deficit, despite the fact that Tulane has cut six departments and 27 Ph.D. programs in its strategic restructuring (the "Tulane Renewal Plan").
- The Decentralized Management Plan (DMC), which had been implemented by the University in FY 2003/2004 has been
eliminated, replaced by a return to a centralized mode of planning and budgeting.

Difficulties notwithstanding, the School of Architecture suffered less damage than other components of the university, even in the face of the radical restructuring of the University at large. In fact, some aspects of TSA's financial resources have been enhanced in the past six months due to either the expansion of program offerings and/or research and fundraising. These include:

- An expansion of the mission of the School of Architecture, to include a new interdisciplinary undergraduate degree in Urban Studies.
- New faculty, under the designation of either Assistant Professor or "Professors-in-Practice" will be hired.
- An increase in faculty salaries at all levels
- An increase in faculty research opportunities, including salary enhancements.
- An increase in endowment.
- An increase in discretionary funds.
- A further enhancement of fund-raising abilities.

In detail, these issues have been addressed in the following ways:

1. The *continuation of balanced budgeting* (begun under the former dean) was essentially a requirement of the DMC Model. Each unit was to be financially solvent, but was required to pay what can be regarded as a ‘tax’ to the University for the School's use of the physical facilities and to fund the University administration. The School of Architecture managed to successfully maintain a balanced budget under this new scheme for the past few years. Indeed, the School registered a surplus in 2004-05, and was on target for an even larger surplus in 2005-06. Surplus funds were retained in a University account for the specific use of the School. *With the rescinding of the Decentralized Management Plan (DMC) the budgeting process is now replaced by a return to a centralized mode of university planning and budgeting, and all surpluses were absorbed by the University to meet storm-related expenses. For the School of Architecture, this resulted in a net loss of nearly $300,000 in reserve funds that would have been expended on capital improvements. University budgets for FY 2006-2007 will remain at FY 2005-2006 levels. For the School of Architecture, this will translate to growth restrictions, but no operational losses. Further, the university has increased our funding for*
computational equipment and overhead.

2. *Five new faculty, under the designation of either Assistant Professor or "Professor-in-Practice" will be hired over the next three years.* The new designation, that of "Professor-in-Practice," will replace the former designation of "Clinical Professor" and will also allow for searches to be conducted at the national level.

3. *Faculty salaries have been increased* for new faculty hires in order to achieve competitiveness with peer institutions at the national level. In addition, base salaries at the assistant, associate, and full professor levels have also been upgraded in the past year, a move that will be continued over the next two years. Thus, the School of Architecture is now on its way to being competitive with its national peer group in achieving appropriate salaries at all levels, having already achieved parity at the assistant professor level. Salary levels at the rank of associate and full professor are currently being addressed through a comprehensive salary restructuring program, with the expectation of parity within the next three to four years. This will bring the School in line with, and will in some cases exceed, the salary levels at commensurate ranks in similar programs across the University. *The upgrading of faculty salaries continues to be the highest priority of this administration.*

4. There is, and will continue to be, *an increase in faculty research opportunities.* As a direct result of grants funding, **targeted research funding for current faculty has increased from $25,000 to a sum total of almost $400,000 in the past year.** Additional enhancements to research funding are being accomplished in several ways. Firstly, a Director of Faculty Research has been appointed. The job description for the Director is as follows:

> With the dual goals of increased program visibility and individual recognition, the Director of Faculty Research oversees the archiving, formulation, development and procurement of grants, awards and publication opportunities for the Tulane School of Architecture faculty and its programs. This primarily includes the archiving of available grants and awards programs, and aid in the formulation of grants and awards. Secondarily, the Director locates opportunities for publication, as well as aids in the refining
of book abstracts, articles and projects for future publication and dissemination.

In addition, the Director of Faculty Research conducts workshops on grants writing, and oversees the submission of applications for both the faculty and program. He/She also acts as a clearinghouse on presses that publish material pertinent to research conducted by the faculty and program.

Second, the Harvey-Wadsworth Urban Studies Chair is now fully funded, leading to salary enhancements (based on faculty research and creative activity proposals) for at least two senior faculty.

Third, the funding of Favrot Chaired Professorships, also based on faculty research proposals, will be continued. At present, five faculty members at the associate and full professor levels, receive salary enhancements based on their proposals for research.

Fourth, in the past year, several faculty received a distributed $350,000.00 of faculty research funds based on research tracks.

Fifth, the result of these strategic enhancements to faculty research will be an increased funding level for the School, which will further itself of its own accord.

Sixth, the Dean has re-instituted an annual Faculty Development grant program with $25,000 in available awards for FY 2006-2007.

Finally, faculty travel funding has been increased so that faculty received 100% of their requests to attend scholarly events last year.

5. Through the increase in fund-raising, there is a commensurate increase in the Dean’s discretionary funding levels. This increase enables the distribution of travel, research, and conference participation monies to fully fund faculty efforts in this area.

6. The increase in time dedicated to fund-raising for the School of Architecture is noteworthy. Moreover, the formulation of fund-raising efforts has changed significantly from past models. First and foremost, at least one-half of the Dean’s time is spent on
external relations, with the principal goal being an increase in fundraising. With the goal of both sustaining and increasing fundraising levels substantially beyond the School's historical ability, the Dean of the School of Architecture also takes twelve (12) national trips per year, as well as six (6) regional trips per year. In addition, the School now has a formal Financial Strategic Plan, which seeks to double projected income to the School's annual fund. Gifts to the School have increased substantially and are now nearing the $120,000 mark. This increase is despite the School having been 'open' this past year only for the past few months.
Physical Facilities

Another primary concern of the most recent Visiting Team Report was the condition of the Physical Facilities. As determined by the most recent VTR:

"Past visiting teams have noted the problems with Richardson Memorial Hall, and some changes have been made and noted. Much, much more needs to be done as the state of the building is now clearly adversely affecting the program and the education Tulane can provide. There are no or limited faculty offices, institutional support space, and modern shop quarters, material lab spaces, mock-up spaces, and spray booths. The studio spaces reflect times past and will not support computer connections and peripherals. Code violations, including the lack of sprinkler systems and ADA violations are rampant. A $10 million building campaign is being devised that should finally allow the school of capitalize on all the many benefits intrinsic to the historic structure. It could not be soon enough. The profession of architecture is exceedingly competitive. The state of the building restricts the school's ability to produce students that can excel in it. The team has no doubts about the university's capacity to resolve the building's problems. In the last several years, the university has built new law, business and medical buildings...As stated in the most recent Visiting Team Report of 2002, significant progress has been made in this area, but there is still some way to go. This is no longer considered a deficiency, certainly not with respect to the studios."

Nonetheless, the assumption of further progress was a substantial part of the most recent VTR, and is continuing in the following areas:

● The Capital Campaign continues, with expected funding levels to reach a goal of $8.2 million. After a recent $1.2 million dollar renovation, $600,000 in new funding has been achieved towards the stated goal. There is also a recent $400,000 bequest by an esteemed alumnus of the School.
● As noted, the studios are now fully operational in terms of computer connections and peripherals (all studios feature fully wireless—as well as wired —access to the School's vastly increased networks and servers). With new desks and a new heating, ventilation and air conditioning system, the studios have been fully "modernized" and are now commensurate with the School's peer institutions. Server capacity has been increased, and the School is in the midst of purchasing CNC milling
equipment, a laser cutter and a 3-D printer. These will be part of a new digital media production lab, which will be housed within Richardson Memorial (the School of Architecture).

- There has been an enhancement of the Computer Lab, as well as newer faculty hires that have aided and abetted the development of the Lab, with more timely procurement of new hardware and software. Students and faculty have access to the most current two- and three-dimensional modeling software, as well as more traditional rendering and computational media. Courses in this area have therefore been added to the curriculum, and are now achieving an increased saturation across all studio and support course levels.
- ADA requirements have been met.
- Life safety issues have been addressed (including a new sprinkler system, as specified in the VTR), and are a stated goal of the ongoing Capital Campaign. The School currently meets all requirements regarding Life Safety according to the Fire Department and University-at-large.
- The University has accepted its part in needing to upgrade the facilities, and there is a 'strategic plan' in place to develop learning opportunities in the terms of a modern shop quarters, materials lab space, mock-up spaces and spray booths.
- Faculty offices have been added, and therefore the necessary quotient for appropriate faculty space has been met. This includes space for the Tulane Regional Urban Design Center (TRUDC) and adjunct faculty offices (albeit in a shared location). All tenured and tenure-track faculty have private offices equipped with wireless and wired computer access.

**Curriculum**

The faculty, and more specifically the Curriculum Committee, met on a regular two-week basis during the months before Katrina, and on a twice weekly basis after, in order to revise the entire curriculum to reflect these (Comprehensive Design, Representation), and other important concerns, mainly the shift to the five-year Masters of Architecture curriculum. The curricular model will now reflect a more integrated goal and outcome approach to studio and course work, with a comprehensive 'curricular strategic plan' to be put in place for the upcoming year (2006-07). This plan will cascade through not only upcoming classes, but will be reflected in modifications in the curricula of current students—thus achieving a current and coherent resonance across the entirety of the program from the Fall of 2006 forward.
Per the first concern, that of Comprehensive Design, the curricular overhaul will specifically address the goals and outcomes for Comprehensive Design (and Building Systems Integration). Rather than see these criteria as isolated measures (as was the case in the past), the issue of comprehensive design has become a 'steering column' for the revision of the curriculum. To this end, the entire second semester third year will be dedicated to a comprehensive studio where students will be in class four days per week, eight hours per day, during which all aspects of the curriculum—history/theory, structures, technology, and professional concerns—will be taught as one course. This internal comprehensiveness will be followed by external 'courses' taught during the fourth year, where students will spend one semester dedicated to the new Tulane City Center and one semester in a study-abroad program.

The second concern, the issue of Representation--particularly as it concerns digital media (as noted in the immediate past VTR)--is a current preoccupation of curricular revisions. Greatly aided by the requirement of laptops for every incoming first-year student, the use of digital media is now introduced in the first year. Significant development of digital media skills will be continued in the second- through fifth-years, with a requirement that all projects be developed and represented in computational form. Second year studios, in particular will concentrate on the development of digital literacy so that students will be better prepared to face the challenges of upper division studios. There will be a four-semester addition to the curriculum that will entail the development of computational skills specifically, thus furthering the saturation of computer use across the curriculum. In addition, forms of representation that include both visual and verbal skills will be part of this communications skills module. To reflect the enhanced five-year Masters of Architecture curriculum, thesis year has been dramatically revamped. There are now four options that students may take leading to the development of their thesis, all of which entail a one-year (fifth-year) commitment.

The recent reorganization of thesis year has also allowed for the enhancement of computational skills, since all students are now required to organize the development of their thesis idea and project in terms of analysis and synthesis. This is done not only by means of final representation, but by using the computer as a research and formulaic device. New courses that will further aid
and abet the thesis year in these terms are slated to be woven into the curriculum within the next year, particularly in the second and third years.

As above, Comprehensive Design and Representation are together the touchstones for the School's contemporary curricular revision. They are seen not only as means, but representative of the perceived goals and outcomes of a successful educational model for the School of Architecture.

The professional concerns components of the curriculum—particularly as it concerns architect's leadership roles—have also been redoubled. The number of required courses in professional practice has now been doubled. Of additional note are the recent planning approvals for a School partnership with the School of Business, whereby a Joint M.B.A./M.Arch. Program has been approved by the University. In addition, an M.S. in Real Estate (also in partnership with the Tulane School of Business) is under development. The first class of both will matriculate in the 2008-09 academic year.

University Structure

As part of its response to Hurricane Katrina, Tulane University has reorganized itself internally, replacing a system of coordinate undergraduate colleges and schools with a unified undergraduate College to which all students belong. So, going forward, a freshman will not be a freshman in the School of Architecture, but instead a freshman in Newcomb-Tulane College majoring in Architecture. President Scott Cowen believes the new system will enhance the undergraduate experience through shared self-identity. He also believes it will break down divisions that had begun to arise between the previous Schools and Colleges around issues of decentralized financial planning that discouraged cooperation. For the School of Architecture, the new plan will mean immediately that our undergraduate advising will be centralized with other undergraduate advising in a new university advising center. This should facilitate easier interdisciplinarity, though there may be some initial loss in the intimacy we have enjoyed with in-house advising. The School will compensate through stronger undergraduate advising on the part of the faculty, coordinated with the new advising center. Further, we will have a dedicated advising director in that center whose focus will be the School.
A significant positive aspect of the new undergraduate organization will be the easier coordination of interdisciplinary study. Previously, the decentralized management structure financially discouraged schools from sharing their undergraduates. That is no longer the case, and a spirit of interdisciplinarity is blossoming across campus. Among many manifestations of that spirit is a new interdisciplinary undergraduate program in Urban Studies, which will go into effect in Fall, 2008. Faculty from the School of Architecture have assumed a central role in planning this program. The Dean’s office is beginning negotiations on a similar program between Architecture and the Business School.
PROGRAM RESPONSE TO NAAB PERSPECTIVES
3.1. PROGRAM RESPONSE TO NAAB PERSPECTIVES

Preamble

Since the previous Architecture Program Report was written, both Tulane University and the School of Architecture have installed new administrations. A newly-appointed Provost (Dr. Michael Bernstein) and a long-standing President (Dr. Scott Cowen) have articulated a mission for the university-at-large: Tulane: a Renaissance of Thought and Action. Under the aegis of the School of Architecture’s new administration, Dean Reed Kroloff, ‘a renaissance of thought and action’ has been embraced. The current APR reflects the challenges and changing circumstances of the School of Architecture within its institutional and regional contexts, that of Tulane University and the City of New Orleans.

In addition, the University has undertaken a broad recovery plan since the Fall of 2005 (and the event of Hurricane Katrina). This recovery plan is known as the Tulane Renewal Plan, aspects of which are reflected in the Program Response to NAAB Perspectives.

Architecture Education and the Academic Context

The School of Architecture, Tulane University and New Orleans provide substantial resources for the study of architecture and culture. Tulane University is a major, mid-sized research university, ranked by the most recent U.S. News and World Report in Quartile One for national universities. Tulane intends to provide the highest quality of education to its students, and the Provost, Dr. Richard Bernstein, oversees all the professional schools so that equally serious training and scholarship flourishes in each.

On the undergraduate level, Tulane School of Architecture is one of five major divisions. These include the School of Architecture, A.B. Freeman School of Business, the School of Science and Engineering, the School of Liberal Arts, and the School of Continuing Studies. On the professional level, the School of Architecture is one of five professional schools: A.B. Freeman School of Business, Tulane Medical School, Tulane Law School, Public Health and Tropical Medicine, and School of Social Work.

Within its academic context, the School of Architecture enjoys the advantages of two worlds, as part of a major research university, and as a distinct institution with its own administration, faculty, staff, students, physical facilities and admissions. The diversity and resources of the university support the approach to the curriculum, which emphasizes the broad-based concerns of architecture, and relationships to other disciplines of thought and action. Housed in the Richardson Memorial Building, the School of Architecture, situated on the oldest and most attractive quadrangle of the Tulane campus, enjoys high visibility within the life of the university. In addition, placement under this one roof
supports the identity of architecture as a unique community, intensifying
the common purpose and creative energy of the school. The low student/
faculty ration allows nearly all students and faculty to become
acquainted, and the approach to education, while structured, is
nonetheless informal and direct.

One of the original professional schools at Tulane, the charter of the
School of Architecture supports the underlying mission of providing a
professional education within a broad-based university context. Tulane
University’s focus on both teaching and the discovery of new knowledge
as mutually beneficial endeavors permeates the School of Architecture,
whereby the ‘teaching laboratory’—the design studio—remains the
fundamental basis of architectural education. The notion of the discipline
of architecture as a rarified body of knowledge is actively resisted within
the School; rather, knowledge is critically examined and applied in
programs, courses, and activities arrayed across the curriculum. Hence,
curricular areas are not conceived of as segregated units, but as
reciprocal exchanges of ideas and modes of endeavor.

The university libraries provide significant resources for research. In
addition to its general collection, Howard-Tilton Library (the main library
for the Uptown campus) has located its main architecture collections
within the School of Architecture. In addition to 23,000 volumes and more
than 260 periodicals, there are approximately 26,000 volumes on
architecture and related subjects located in the main library. The
Southeastern Architectural Archives (ranked by Forbes as “one of the
three best architectural archives in the country”) and the Louisiana
Collection provide students with direct access to original documents. In
addition, Tulane’s Amistad Collection archives material on African-
American Culture, located directly across from the School of Architecture
on the main quadrangle, is a unique and notable resource. External to,
but highly accessible, are the collections of the Louisiana State
Museums at the Cabildo and the Presbytere. In addition, the Historic
New Orleans Collection and the Louisiana Collection in the New Orleans
Public Library provide singular sources of archival material dating back to
the founding of the city of New Orleans. All faculty and students are
members of the New Orleans Museum of Art.

Since 1970, Architecture classes have been taught in the Richardson
Memorial Building, the School of Architecture’s current location. This
handsome Romanesque-revival structure accommodates all of the
activities of the school and personifies architecture on campus. While
originally designed for medical education, it nonetheless accommodates
the functions of the School of Architecture. Renovated after a fire in
1985, the well-lit and spacious laboratories are effective as design
studios, allowing all of the students in a given year to work together, or in
the case of upper-level providing an optimal mingling of groups and
consequent cross-fertilization. A range of public spaces accommodates
lectures and seminars while also servicing formal and informal design
reviews. The school has a well-equipped woodworking shop, a digital
media and modeling center, and a computer graphics center and, as is
evidenced in the student work, all three maintain a high profile within the
school.
Tulane University is justly proud of its School of Architecture. While the school remains the smallest undergraduate program, architecture students are dedicated to their work whereby a high level of analytical and imaginative skills are developed—a consequence that has been noted recently a model for liberal arts and science education in general. While the five-year professional program is demanding, students are nonetheless encouraged to pursue elective coursework outside the School of Architecture; in fact, external coursework is required at both ends of the professional degree curriculum. Beyond their immediate academic value, the School of Architecture—its faculty and student body—understands the need to situate architecture within a larger field of intellectual and professional endeavors.

Tulane’s approach to campus planning and architect selection for campus construction was revised in 1991, and the School of Architecture has since played a central role in the decision-making process. Three members of the School sit on the Campus Planning Steering Committee, and one student sits on the Board of Trustees Committee on Campus Planning. With the enlightened advocacy of Tulane’s president, Dr. Scott Cowen, the architectural aspects of Tulane University have recently come under closer scrutiny—a situation that could likely benefit the School of Architecture.

The school has a strong identity within Tulane. Architects’ Week, an annual program of exhibitions and lectures aims to open the school up to the university community. The Lecture Series is widely publicized and well attended by New Orleans architects and the Tulane community. The thesis juries and exhibition are another opportunity to celebrate the work of our students and to communicate with the larger community of local, regional, and national educators and practitioners. Last year alone, there were 45 external jurors during the three days of thesis reviews. At the same time, the university provides an abundance of lectures, seminars, exhibitions, plays, film screenings, poetry readings, and concerts sponsored by other academic divisions and student organizations.

Primary to the academic context is the understanding that the City of New Orleans constitutes a viable ‘laboratory’ for research and academic inquiry. Regarded by many as a cultural epicenter, the city also supports the largest inter-modal port in the country, the Port of the City of New Orleans. Hence, culture, technology, politics, and economics condition a unique learning environment. Undergraduate and graduate students alike are expected to actively engage the city through various projects, theoretical research, and extracurricular activities. Thus, the city is consistently, though not necessarily universally, used as a frame for the mediation of social, political, economic, historic, technical, and formal problems within the study and practice of architecture. Consequently, the influence of recognized sub-disciplines within the school—historic preservation, URBANbuild, CITYbuild, and an active regional urban studies program—are strongly felt. In addition, thesis projects usually engage the variable contexts of the city and region. The informality of a student’s experience in the daily life of the city is coupled with the more formal engagement of critical inquiry within the bounds of architectural education. Moreover, the School actively engages local, national, and international practitioners to not only lecture and review student work, but
to teach courses within the school.

As a distinguished urban institution, Tulane University aggressively pursues an active and meaningful relationship with both the City of New Orleans and the region. Hence, student and faculty research within the context of the urban environment is encouraged and supported. This is clearly the case across all departments of the university; hence, the engagement of the university with its larger context influences the School of Architecture, which in turn, influences the steady inquiry into the multiple environments that effect society-at-large. Therefore, students are actively encouraged to pursue coursework in other areas of the university, while the faculty and administration are also engaged in establishing and developing meaningful curricular and extracurricular interactions with other departments. In addition, students and faculty serve on numerous university-wide committees and governing boards, furthering the TSA's contributions to the university and social fabric in general.

Architecture Education and the Students

In focusing its mission on the codependency of teaching and learning, the School of Architecture stresses that the educational forum is only the beginning of a life-long learning process. Hence, the emphasis is not only on the products of architectural research, but on the efficacy of the process.

Within the curriculum, it is recognized that certain aspects of the discipline are more effectively showcased within the traditional university setting—history, theoretical distillation, abstract research—while others are better understood according to the parameters of unmediated environments: empirical research associated with 'the real world'. The School of Architecture seeks to establish an understanding of and engagement with both areas of research—the abstract and the empirical—by testing them relative to one another. Thus, structures and technology are taught both abstractly and empirically, within designated courses and again within the studio laboratory. Likewise, history is understood as a series of codified periods and social conditions, while being viewed in situ through a wide variety of field research programs. From the beginning of their educational career, students are encouraged to enjoin the faculty in assuming a degree of responsibility for their own education. While the early years depend largely on the dissemination of information and the acquisition of knowledge and skills, the later years require the students to establish a research by which and through which their burgeoning knowledge and experience can be applied. Students are affirmed both as individuals and as members of a larger community. This community is not only the School of Architecture, its faculty, staff, administration, and student body, but society at large. Hence, while diversity and identity are actively fostered formally and informally, cooperative efforts on the part of students are encouraged in numerous ways. Within the institutional framework of Tulane University, the School of Architecture promotes difference through an engagement of a wide-variety of perspectives. The composition of faculty, staff, and student
body is itself diverse; along with university initiatives, efforts to further develop a school that is more reflective of society’s broad spectrum is encouraged through recruitment, admissions, and retention policies. This is reflected in curricular and extracurricular activities in which students, faculty, and staff are involved. Curricular activities—studio projects, history and theory courses—stress diverse socio-economic and historical conditions, thereby revealing the complex variety of local, national, and global culture. Throughout the course of their education, students are exposed to a wide variety of cultural, economic, and social conditions. Programs and student-faculty exchanges in Europe, Central America, and Cuba allow for extended perspectives regarding socio-economic, political, and cultural difference. By way of example, faculty and staff actively encourage a heightened sensitivity both in word and deed.

Reflecting the urban context of New Orleans—a city that has a history of diversity and cultural inclusion coupled with the social and political demands of negotiation and mediation—the School of Architecture actively resists exclusivity and elitism by incorporating a broad constituency of interest groups. This is evidenced in the composition of the faculty and student body, as well as in the various projects and course subject-matter that students and faculty endeavor to undertake. Moreover, concerns regarding the shifting ideals and venues of architectural practice in a global economy are also articulated in formal coursework across the curriculum, as well as in discussions regarding the need for students to have an awareness of ever-changing demographics and economies.

Students now have a real chance of developing relationships with the community through both URBANbuild and Citybuild (under the aegis of Tulane City Center) The former allows students and faculty to establish theoretical 'practices' relating to the urban issues of the New Orleans community while the latter promotes actual real-world expertise in finding practical solutions to the rebuilding of the city through built work. An outline of both projects—URBANbuild and CITYbuild—can be found in the supplemental appendix, the successive HUD grant materials for the former and the recent publication on CITYbuild for the latter.

In addition, Tulane architecture students are now educated and thus participate more strongly in the global community through the availability of numerous study-abroad programs. Taken primarily in their fourth-year, students are able to assume education in the 'global society' through programs in Rome, a travel program in Prague, Berlin and Basel, programs in Brazil and Guatemala (through the Historic Preservation Program), the Water Cities Program, and Junior Year abroad, which has historically placed top students in European architecture programs. There are numerous scholarships available for students to compete to study a range of topics on architectural education and practice, including studies in Amsterdam, Japan, and China, among other international locations.

1.3 Architecture Education and Registration

As reflected in the licensing exam, the architect’s social responsibility
centers primarily on the recognition of the needs and aspirations of the 
client. Recognition of this responsibility is seen in the fundamental 
concern for the relationship between users and the built environment—a 
concern that is brought to bear on much of the critical discourse of the 
school.

The parameters for achieving registration are not inculcated as a 
separate, identifiable concern; rather, the stress on issues associated 
with technical competence, the acquisition of skills, and public welfare 
permeate the curriculum. The subject of review and critique, these issues 
are presented in the introduction to architecture course and are 
reinforced in the early phases of the design studio. This is followed by an 
increasing awareness of these concerns in later years, whereby a 
general attitude is abetted through the application of coursework 
specifically associated with the areas of technology, skills, human factors 
and life safety. While students understand architecture as a matter of 
both ‘making’ and knowledge in the first two years, this position is 
succeeded by a more articulate view of the architect as a responsible 
and responsive professional entrusted with the welfare of the numerous 
"clients": individuals, communities, and the environment.

Requirements for graduation, the professional concerns course and a 
professional concerns elective—usually taken in the student’s fourth- or 
fifth-year—features two lectures on registration, one by a member (or 
director) of the Louisiana State Licensing Board and one by the 
Louisiana State Head of the Intern Development Program. IDP information is distributed during this presentation and again in the final 
semester of thesis-year. Bruce Goodwin, our IDP liaison, also enlists 
members of the State Licensing Board to give presentations during the 
school year.

In addition, students are prepared for practice and registration by the 
two-summer internship (“Summer Field Work”) requirement. This 
curricular requirement is intended to emphasize the nature of 
professional education and practice, and the necessary preparation for 
licensure.

Architecture Education and the Profession

Tulane School of Architecture actively promotes the idea of the architect 
as an ‘enlightened professional’. Throughout the history of the program, 
there has been a strong relationship between practitioners and 
educators; indeed, most of the full-time faculty—along with all part-time 
faculty—are actively engaged in architectural practice. Drawn from local, 
regional, and nationally recognized offices, reviewers of student work are 
by and large practitioners of note. Many of these individuals engage in 
traditional practices, while others have advanced careers in fields 
associated with architectural practice: preservation, politics, real estate, 
government, urban planning, environmental law, community advocacy, 
and the fine and allied arts. Hence, students are engaged throughout the 
course of their educational career with the responsibilities and activities 
associated with practice—not only from the point of view of practitioners, 
but from the point of view of the numerous constituent groups that
engage architecture and design on a daily basis.

Central to the education of the architect at Tulane is the promotion of life-long learning. To this end, students are introduced to the broadest array of social, economic, and political concerns, all of which are framed in light of the presumption that students will engage in the practice of architecture. The impression of practice as a self-motivated continual arch of learning is reinforced by enlisting the student’s own interests within the studio and course format; while course material provides a framework for the dissemination of knowledge, students are encouraged to formulate their production in terms of a personal research. While this is true throughout the course of a student’s education, the formation of a personal research reaches its apogee in the thesis year.

Issues of the profession are further reinforced in all studios, with specific emphasis placed on the particulars of professional concerns in the required comprehensive studios. These studios not only engage the complex relationships between technology, construction and structure, program, history, site, context, and form, but stress the nature of the ‘client’ as an individual or group conditioned by the social, economic, legal, and natural environment as well. Hence, a heightened awareness of the myriad concerns associated with professional practice—what may be called the culture of practice—is promoted.

Numerous lecturers and critics have populated a stronger lecture series over the past few years as well. (See the list of lecturers and critics since the last accreditation visit.)

Moreover, the Tulane School of Architecture Advisory Board—made up of local, regional, and national practitioners, academics, and cultural critics—actively supports the program by developing funding sources and participating in reviews of the curriculum and student work on a biannual basis.

Architecture Education and Society

As might be understood in light of the section immediately above (‘Architecture Education and the Profession’), an enlightened professional is fully engaged in those concerns associated with the social culture. Tulane School of Architecture, in seeking an active and mutually beneficial relationship with its immediate constituency group(s)—the citizens and institutions of the City of New Orleans—addresses social concerns directly. Many of the studio programs work directly with the issues associated with public welfare, including master planning, environmental design, housing, homelessness, and the design of government, religious, and educational institutions. Thus, a large dose of ‘the real world’ enters into the student’s imagination, a proposition that is affirmed by the university-at-large. Because of the School of Architecture’s somewhat unique ability to address social concerns in a material, or ‘concrete’, sense, TSA enjoys a high-profile not only within the university, but as active members of the planning and development offices and committees for the City of New Orleans as well. This is evidenced in the amount of community service by the faculty,
administration, and student body, including Christmas in October, *URBANbuild, CITYbuild* (under the aegis of the Tulane City Center), Habitat for Humanity, the Master Planning Committee for the City of New Orleans, regional and national participation in the Mayor’s Cities Conferences, and various Design Review Boards. Central to the School of Architecture’s program is the assertion of historic preservation, evidenced in the Certificate in Historic Preservation, and the quality urban design promoted by the Regional Urban Design Center.

Here again, it must be stated that TSA's *URBANbuild* and *CITYbuild* (Tulane City Center) projects are the overarching ‘teaching mechanism’s’ of the newly revised curriculum and school direction.
PROGRAM SELF-ASSESSMENT PROCEDURES
3.2. PROGRAM SELF-ASSESSMENT PROCEDURES

INTRODUCTION

The curriculum of the School of Architecture, while remaining structurally intact, has continued to evolve in light of ongoing developments in the discipline and practice of architecture. Perhaps the most important concerns in recent years have been the assertion of technology as a primary component of the curriculum, the proactive (curricular and extracurricular) engagement with the City of New Orleans and the assimilation of professional concerns across the curriculum. While continuing to focus on design as the central component of architectural education, the administration and faculty have sought both to better integrate disciplinary issues across the curriculum and to realize the design studio as a laboratory for discovery and research.

This approach is concomitant with the mission of the university-at-large. Internationally recognized as a teaching and research institution, Tulane University is concerned not only with the dissemination of ideas and information—the traditional emphasis of effective teaching—but the ongoing discovery of further insight and principles. In light of recent innovations in education and management principles, the university administration has rethought its educational mission. The usual emphasis on the university as an institution where ideas are conserved and disseminated has been joined by a new paradigm: the university as a locus of learning. Such a realignment of emphasis inherently promotes a research environment in which an active partnership between administration, faculty, student and the community-at-large is encouraged. Moreover, the responsibility for the acquisition of knowledge and skills is no longer hierarchically arrayed, that is, from top down, but is understood as a set of shared interdependencies. In embracing this paradigm, the Tulane School of Architecture seeks to develop a culture that embraces and promotes these principles on a daily basis.

UNIVERSITY PROCEDURES FOR SELF-ASSESSMENT

Tulane University undertakes a general self-study a minimum of every ten years in preparation for its re-accreditation visit by the Southern Association of Colleges and Schools (SACS), the University’s regional accrediting body. The University is due for a SACS Re-accreditation in 2010. The University Self-Study Committee will be convened as a component of this project. The Dean of the School of Architecture will be a current member of the committee upon its formal initiation. The Associate Dean and various staff, along with members of the faculty, will join with the Dean of the School of Architecture to oversee the School’s contribution to this self-evaluation and eventual accreditation process.

To this end, Tulane has developed a new University Strategic Plan and revised Institutional Mission.

Within the larger University environment, the Provost and the Deans’ Council provide additional perspectives. One of these was the recent
Tulane Renewal Plan, a response to the problems incurred by the University due to Hurricane Katrina. This refocusing of the University contains initiatives that will continually involve the necessary upgrades and coordination of all academic and administrative departments while at the same time preparing for the upcoming university re-accreditation review.

SCHOOL OF ARCHITECTURE

Tulane University and the School of Architecture as a unit within the University maintain a number of different self-assessment procedures that ensure ongoing evaluation of its programs. The School of Architecture is very interested in the continuous monitoring of all aspects of the program, particularly as they affect the faculty, staff, and student body. TSA uses both formal and informal means of facilitating the assessment process. Since the School of Architecture is one of the smaller units within the University, faculty, staff, and students are able to streamline many of the informal and formal self-assessment procedures. And, as is the general habit of a school of architecture, self-assessment and self-criticism are virtual by-laws of the program; it is a process engaged both within and between the various constituent groups.

Faculty

The committee structure involves the Faculty in an active process of assessment through both the constitutional committees and the standing committees. As one example, the Curriculum Committee receives suggestions for assessment or change from both formal channels (e.g., faculty meeting motions) and informal ones (e.g., suggestions from faculty or ideas from student members on the Committee). As well, the very critical deliberations of this Committee are informed by material solicited from our sister institutions, as a means of self-measurement and critique. Other committees, the work of which becomes especially involved with self-assessment, are the Executive Committee, the Grievance Committee, the Promotions, Reappointment and Tenure Committee, the New Faculty Committee, and the Resources Committee.

Administration and Faculty Self-assessment

The Dean's evaluations and initiatives further the process of self-assessment within the School. Former Dean Kroloff, in conjunction with the faculty, has taken a special interest in examining the workings of the Curriculum throughout the past three years.

Faculty, staff, and administration also participate in intermittent faculty retreats in order to reassess the state of the program. The last formal faculty retreat occurred in early 2005, prior to the experience of Katrina. Led by Dean Reed Kroloff, much of the faculty retreat material findings became part of the new Strategic Plan (see above). Since then, the faculty has staged more informal retreats, also led by the Dean. There have been three such retreats in 2006-07, supplemented by numerous 'faculty discussion sessions' that alternate with 'faculty business meetings.' These discussions sessions thus occurred on a bi-monthly basis. Issues
discussed included studio culture, student performance standards, the strategic plan and its process, and the University's reshaping of the academic circumstances post-Katrina.

Perhaps the most active committee during the past two years has been the Curriculum Committee. One of the Committee's formal charges is to oversee the curriculum. As such, the Committee developed comparative standards and revised what is now the 'new curriculum.' Student representatives have also been a critical voice on the Curriculum Committee, as they are on all committees charged with School governance.

There has also been an active Ad-hoc Strategic Planning Committee. This group of faculty reviewed the key document for self-assessment, the Program's Strategic Planning Initiative. In addition, the mission and 'vision' statements have been a point of discussion, allowing the faculty's representatives to discuss the intentions and direction of the School of Architecture.
FACULTY POLICY ON PROMOTION AND TENURE (DRAFT)

As a primary component of self-evaluation and progress assessment, the procedures for promotion and tenure are currently being reconsidered. The most recent draft (draft 2) is as follows:

This policy statement is supplementary to the University Statement on Academic Freedom, Tenure, and Responsibilities, and to the TSA Constitution.

At the School of Architecture, Tulane University, the faculty is responsible for presenting the past, understanding the present and contributing to future knowledge through practice, research and community service. Faculty and students in an active process of exploration jointly probe the cultural, philosophical, aesthetic, and technical aspects of architecture. This School has a principal focus on architectural design principles, methods and theories. Each faculty member is expected to share and support this focus of the School.

Although it is essential that members of this faculty hold a variety of points of view on architecture and architectural education, the whole of this faculty is ultimately more important than any of its constituent members. This whole should merit distinction and possess diversity. Interaction within this whole by its members must be cooperative and supportive. The capacity to articulate a disciplined set of beliefs and to demonstrate their applicability to the built environment is fundamental, but so is the capacity to appreciate and work with differing views held by others. Both agreements and differences within the faculty are essential if the students are to attain personal maturity and to be able to synthesize technical, aesthetic, and cultural needs as architects.

Academic freedom is basic for all members of the faculty. This freedom requires individual integrity and initiative and carries with it profound responsibilities. Each faculty member must be an individual with intellectual and professional integrity whose statements shall merit the trust and authority accorded this position.

Tenure guarantees academic freedom and requires a deep commitment to the School and its programs. The probationary period for a faculty member advancing towards tenure is expected to be active and productive. Judgment of professional and academic promise will be made through an established, rigorous review process that incorporates evaluations by peers from both within and without Tulane University.

In this statement, the faculty as a whole wishes to elucidate the principles on which judgments will be based.

Three areas are to be evaluated: teaching ability, service, and
professional accomplishment. Abilities in these areas are usually found in combination, but for evaluation of an individual for promotion and tenure, the three need separate description. That one area may prove difficult to measure should not cause it to be neglected. Rather, such difficulty demands the most careful consideration and inquiry.

The relative weight towards promotion assigned these three areas may well differ in the evaluation of a faculty member, but all three areas will be given full consideration. Outstanding strength in one cannot be substituted for weakness in another. Deficiency in any component is considered a barrier to a positive decision for either promotion or tenure.

Professional licensure is required for those with primary teaching responsibilities in the design studio, unless specific, documented exception has been agreed upon. The accepted terminal degrees of M. Arch. and D. Arch. will be considered as an asset. The Ph.D. is required for those teaching primarily in courses other than design or professional practice.

Teaching

Judgment of a faculty member's teaching ability should include consideration of excellence in (1) stimulating the student's initiative, critical skills, creativity, and production in the design studio, (2) presenting lectures, (3) leading discussions and seminars, (4) sharing in reviews, (5) counseling students, (6) planning courses and relating them to the curriculum, and (7) judging student performance fairly.

Service

The requirements of service demand that every faculty member will be a good academic citizen ready to cooperate with other faculty members and participate in school, university, community, and professional affairs. Each should be willing to shoulder responsibilities on school and university committees and to represent the University to outside individuals and organizations. Consideration for service shall be given for volunteer efforts on behalf of humanitarian and professionally oriented agencies. The successful candidate for tenure and promotion will have a clear record of such responsibilities.
Professional accomplishment

Traditional architectural practice is accepted as professional activity and is expected when a faculty member's primary teaching is in the design studio. Judgment of a faculty member's professional accomplishment should include consideration of excellence in academic and professional activities with increasing depth and authority as measured by recognition of those activities implied by publication in local, regional, national and international journals, by invitations to lecture, by office in professional societies, and by supported research. Academic research and publication in refereed journals and books will also be considered as professional activity.

PREScribed RESPONSIBILITIES:

Responsibilities of the School

The faculty has a responsibility for guiding the tenure track professor to successful completion of the probationary period. This guidance is provided through various channels, including: clearly defined expectations and requirements established generally for all candidates and individually for each tenure track appointee, scheduled formal reviews as described elsewhere in this document, the assignment of a faculty mentor to each tenure track appointee, and informal peer counseling.

Responsibilities of the candidate

Faculty appointees progressing towards tenure are responsible for completely and thoroughly understanding the expectations, policies and interests of the School in regard to the overall mission and strategic plan of the School. Furthermore, each candidate is responsible for developing an individual career development plan consistent with the overall mission and educational plan of the School. This individual plan will be reviewed at each scheduled formal review and will provide a guide for both formal and informal peer counseling.

Formal Review Procedures

First Year Review

At the conclusion of the first year of employment, the candidate will meet with the Committee for a formal evaluation including suggestions for improvements. A copy of the Committee's evaluation will be given to the
faculty member and to the Dean.

**Third Year Review**

The Committee will meet with the candidate again at the conclusion of the candidate's third year (typically in the fall of the fourth year) to consider the candidate's progress and to advise the Dean on a continuing appointment. This review will be comprehensive and commensurate with the penultimate year review with the exception that external peer review is not required. Candidates will be required to submit a portfolio of scholarly and professional accomplishments demonstrating achievement in the three primary areas of teaching, research/professional, and service.

**Penultimate Year (Tenure) Review**

Deliberations on decisions on tenure begin in the fall of the candidate's penultimate (usually sixth) year. The Dean advises the Promotions and Tenure Committee of faculty eligible for advancement. The Committee solicits material from the Candidate demonstrating accomplishment in teaching, service and professional activity. The Dean and the Committee together solicit at least three letters of recommendation from outside the University to aid in their separate deliberations. The Dean will inform the Committee of his or her decision. The Committee forwards its written recommendation to the tenured Faculty, operating as a Committee of the Whole. Two recommendations—those of the Dean and of the tenured Faculty—are to be forwarded to the Provost and the President of the University for final decision along with the letters of recommendation solicited by the Committee and the Dean.

The faculty member is encouraged to solicit advice from the Committee at any time during the probationary period.

Suspension of the probationary period through leaves of absence, and/or reduction to part time appointment status may occur with approval of the Dean and in conformance to University policies.

An abbreviated probationary period may be established by the Dean for those appointees with prior full-time teaching appointments. Such non-standard periods shall be consistent with the intent of the conditions of this Faculty Policy and shall explicitly define, in writing, a schedule of formal reviews and special conditions or exceptions to standard policies.
Promotion to Professor

Recommendations for promotion from Associate Professor to Professor may be considered after seven years of full time teaching at the Associate Professor level. The rank of Professor is conferred by the University on those faculty who have demonstrated continued achievement and excellence in the areas of teaching, research, and service as defined. The Dean informs the Committee of those eligible and the Committee invites the faculty member to apply by submitting evidence of accomplishment. Procedures for reaching a decision are commensurate with those for tenure and promotion to Associate Professor, as defined above.

Review and Hiring Procedures for the Professors of Practice
Adopted by the Faculty May 12, 2007

April 30, 2007

The school evaluates faculty applying for Professor of Practice status in two areas: teaching and professional accomplishment (research/design). Abilities in these areas are usually found in combination, but for evaluation of an individual for promotion, the two areas need separate descriptions. The relative weight towards appointment and reappointment assigned these areas may well differ in an individual faculty evaluation, but all will be given full consideration.

A terminal degree and a license are necessary in order to teach in design studio. A Ph.D. or terminal degree is necessary for academic areas such as history or structures.

Teaching
The school values high quality teaching. Teaching evaluations will include consideration of excellence in stimulating the student’s initiative, critical skills, creativity, and productivity in the design studio. Demonstrated ability in lecturing, leading discussions and seminars, participation in reviews, counseling students, planning courses and relating them to the general curriculum, and evaluating student performance will also be evaluated. Assessment of the candidate’s teaching skills will be based on criteria including but not limited to student evaluations, first-hand observations of class, studio and review instruction, and analysis of student studio work relative to the School’s standards. The faculty will not recommend for appointment, reappointment or promotion unless there is clear evidence of excellence in teaching.
Professional accomplishment
The School values the generation of knowledge through critical inquiry, formal investigation, and design practice. All regular faculty will be actively engaged on a regular basis in professional practice and will demonstrate a consistent record of peer-recognized achievement. Research and design can result in exhibitions, publications, built work, leadership activities, grants and awards, and conferences and invited lectures. Judgment of the quality of this work remains with the tenured faculty for retention and promotion.

Responsibilities

of the candidate
Professors of Practice being considered for reappointment are responsible for a complete and thorough understanding of the mission, core values, policies and objectives of the School. Candidates should be aware of the schedule and review standards in this document. Candidates will present hard copies of their course materials, student work, and their own research and design to the Promotion, Review and Tenure Committee at the beginning of the fourth semester of their appointment.

of the Dean
The Dean may make an initial appointment from those applying for an advertised position as ranked by the faculty according to the procedures established for tenure-track hires. The Dean may also hire a candidate known to him or her if a vacancy occurs when the faculty is absent. The Dean is responsible for informing the successful candidate about the policies and procedures leading to retention and promotion, including this document. The Dean will not participate as a member of the PR+T Committee for retention and promotion other than to report his or her views to the Committee if requested. Professors of the Practice will be evaluated for retention and promotion on the basis of the duties that the Dean has specified in the appointment letter as well as to the standards outlined in this document.

of the Faculty
The Faculty may vote to recommend to the Dean an initial appointment from the field of candidates interviewed for an advertised position or from the School's adjunct faculty.

of the Promotion, Review and Tenure Committee and of the Tenured Faculty
The Promotion, Review and Tenure Committee has the responsibility of
conducting the review for continuation of Professors of the Practice appointments beyond the first term. This review will take place during the fourth semester of an expected three-year term. After three consecutive three-year terms, a Professor of the Practice is eligible for promotion to Senior Professor of the Practice.

The Committee will direct the review and make its recommendation to the Tenured Faculty regarding continuation and/or promotion. The Committee and Tenured Faculty shall be guided by the School of Architecture “Faculty Policy on Promotion and Tenure,” the Professor of the Practice’s appointment letter, and the standards outlined in this document as it makes its decision. The Tenured Faculty will be the final arbiter of retention and promotion.

Dossier from Professor of Practice Candidate for retention and promotion

Dossiers should be as complete as possible and should include a thorough self-assessment of the candidate’s teaching and creative practice. Dossiers must be presented in hard copies that are organized and referenced to the CV.

The Candidate’s Dossier must include the following materials:

1. The Candidate’s Curriculum Vitae (CV);
2. All published work and documentation of any activity the candidate wishes the Promotion, Review and Tenure Committee to consider;
3. Documentation of completed projects;
4. Documentation of works-in-progress;
5. Documentation of grants and contracts;
6. The Candidate’s agenda for professional development over the next three to five years;
7. A Teaching Portfolio with a short statement that summarizes the candidate’s pedagogical achievements and goals and a self-assessment of teaching strengths and weaknesses.
8. The Teaching Portfolio must include a list of Tulane courses arranged semester by semester plus syllabi and assignments for each. It must also include examples of student work at every level of achievement.
ASSESSMENT BY AND OF STUDENTS

Student assessment of the program comes through written evaluations of each course, informal conversations, and student membership on major committees. There are also organized student initiatives, Architects' Week and a nascent student chapter of the AIA, which engender discussions and sponsor lectures, all fostering self-assessment.

Formal student advising is a critical component of the self-assessment process. Students are required to meet with their faculty advisor each semester, at which time their progress and future directions are discussed. During these meetings, students are also encouraged to speak to the general qualitative issues of the program and to assess the successes and difficulties they may have experienced over the course of their respective educational careers.

In addition to faculty student advising, students are monitored by the University Advising Center, which student’s ‘structural’ progress, advising them of course requirements, credits needed for promotion and graduation, and transfer credits.

While the usual mechanisms for student progress evaluation, grading, are significant, there are additional opportunities for students to assess their development in greater detail. Studios are particularly relevant to this aspect of the self-assessment process. At the end of each studio, professors give students written evaluations of their work. These evaluations are available for student review and remain in their file.

Student progress is also assessed in the second-year portfolio review. At the end of second-year students are asked to submit a folio of their first and second-year work for faculty review. This allows both the student and faculty alike to acknowledge the successes, adequacies and inadequacies of the core components of the curriculum. It also provides the faculty a material venue for assessment of not only the structure, but also the content of the curriculum up to this point.

Finally, thesis year is a chance for the faculty to assess—both formally and informally—the successes, adequacies and inadequacies of the curriculum. It is also a time for the faculty to gauge the prevailing pedagogical positions and to establish a ‘measure’ by which the student’s professional potential may be addressed. According to student performance in the prior years, they are assigned a studio, or in the event of a high performance quotient, they are allowed to take an Independent Thesis Project. This ‘measuring’ of student performance at a critical juncture is seen as both an assessment of the aims of the architecture curriculum as well as a personal assessment of each student’s relative success in completing the first four years of their curriculum.

In the year-end recapitulation "walk-through" and faculty meeting, thesis work is a primary topic for consideration; the entire faculty is enjoined to discuss and evaluate the work, both as a class and in terms of individuals.
Because the thesis year is situated at the end of the student’s educational career, as might be expected, discussions regarding the efficacy of the thesis year is a central topic in curriculum discussions. Hence, the assessment of this particular component of the program is carried on throughout the school year.

EXTERNAL GROUPS

From beyond the University, the NAAB Accreditation Reports provide a valuable point of comparison with other architecture schools. Alumni opinions are sought through a formalized Dean’s Advisory Council. Oftentimes, alumni are invited to studio and thesis reviews, and are present at various school events (including Homecoming) where panels of alumni, faculty, staff and student leaders convene to discuss current trends in the university and profession, and the School's consequent proactive and reactive measures in light of these trends. Members of the A.I.A. local Chapter often offer the practitioner's point of view on the School's activities both informally and formally, at the annual Chapter meeting at the School of Architecture, which presents A.I.A. members with the year's Thesis work. As well, the President of the local chapter sits on many Thesis Reviews, and returns to us written assessments of each project’s merits and failures. As is currently the case, the Dean of the School of Architecture, along with a number of faculty, are AIA members. Several faculty have served as Presidents of the local AIA chapters; currently, the Dean Emeritus of the School of Architecture is President of the state chapter of the A.I.A.

DEAN’S ADVISORY COUNCIL

In 1998, the Dean's Advisory Council was established with the purpose of elevating the stature, support, resources, infrastructure and affiliations of the School, assisting it in becoming a pre-eminent contributor to the national architectural community by way of its people, research, thought and the professional performance of its graduates. The stated missions of the council are multiple: developing a long-term development strategy for the School of Architecture, strengthening the connections to the profession, establishing an international network of alumni and friends of the school while also providing a channel for alumni input, and advising the Dean and the Executive Committee of the Faculty in setting goals and policy. The dean seeks each member's advice on an intermittent basis, in particular with issues specific to the expertise of each member.

Currently, the Council exists of 19 members appointed by the Dean of the School of Architecture. The membership of the council is diverse; members are selected from the profession and related fields (engineering, development, education, etc.), the alumni, and the business community. Such diversity results in an Advisory Council that promotes the School within the profession, offers pedagogical insight, and assists in fundraising needs. To date, meetings of the council have been very encouraging in these respects.
The Council meets twice yearly, once during the fall semester and once during the spring. The President and Provost of Tulane University, as well as faculty members of the School of Architecture, are invited to attend portions of these sessions and receive advice from the Council.

The 2005-2007 Dean’s Advisory Council
Lee H. Askew III
Gerald W. Billes
Mary Louise Mossy Christovich
Collette Creppell
Arthur Q. Davis, Sr.
R. Allen Eskew
S. Stewart Farnet, Sr.
R. Graham Greene
H. Collins Haynes
Saul A. Mintz
G. Martin Moeller, Jr.
Angela O’Byrne
Casius H. Pealer III
G. Gray Plosser, Jr.
Richardson K. Powell
Lawrence W. Speck
Peter M. Trapolin
John C. Williams
Marcel L. Wisznia

CURRENT SELF-ASSESSMENT AND FUTURE DIRECTIONS

As recorded in this Architecture Program Report (Section 1.5.), the current strategic plan operates implicitly as a ‘self-assessment’ device; the following assessment of progress, deficiencies, strengths and weaknesses should be understood in conjunction with the Mission Statement and Strategic Plan.

Faculty, students, and alumni, along with TSA’s broader constituencies, believe that the School has achieved academic excellence in the past decades and that it continues to be a superior professional program. The faculty is remarkably collegial, sharing clear, consensual goals within an atmosphere that both recognizes and fosters diversity of opinions while remaining concerned and vigilant about educational outcomes. Providing direction over the next several years, the essential components of the Strategic Plan emphasize and reinforce much of what is already in place—in essence, the constitution of our core strengths: a general professional architectural education beneficently housed within a superior liberal arts university and located in an urban landscape of remarkable technological fertility, cultural richness, and experiential
New directions and initiatives being undertaken by the University, especially in urban affairs and international studies, will produce a favorable environment in which the School can thrive. In taking advantage of these emerging opportunities, TSA will not only engage a central mission of the institution, but will assume an enhanced position within the fabric of the University.

Information technology skills and integration.

With the School maintains a vital and aggressive program of instruction in computer applications, we are now able to guarantee that graduates of TSA achieve a minimum level of proficiency in computer applications. Nonetheless, a number of improvements have occurred since the last accreditation. These improvements, or upgrades if you will, have included the expansion and continual updating of the computer graphics lab and available technology, the incorporation of introductory instruction in computerized representation within the first year studio curriculum, the demand for computerized representational components in the second, third and thesis years, and the appointment of a new faculty member and several adjuncts with specializations in computer modeling and design techniques. Our new Digital Imaging and Fabrication Center, along with the Mintz Computer Center and revised studio teaching, is key to the information technology skills integration.

Faculty compensation and operational resources

Since the last APR, financial resources have improved substantially. Now financial resources are ensuring adequate faculty compensation, in particular for incoming hires. With the University’s contribution to research resources (which the majority of the faculty have taken advantage of), and with targeted raises, the problem of salary compression is being ameliorated to a large degree. Under the Kroloff administration, faculty were able to see some gains in this regard.

Student work and curricular issues

A continuing concern of the faculty is the quality of student work. This is particularly the case in the design studios. While there are numerous students who excel in design, the “floor” or necessary minimal requirements in this area is too low. There are several factors at work here, the most prominent of which are evident in two general areas: the inability of students to integrate knowledge acquired in other coursework and the general resistance to research. While the former concern perhaps reflects a response to curricular segmentation, the latter problem is more difficult to source. From the First-year forward, students are in fact introduced to numerous research modes, including empirical research and abstract (critical) analysis. They are also introduced to specific methods or tools that facilitate research and analysis. Yet too many projects continue to show insufficient integration of knowledge acquired in history and technology courses and, hence, are insufficiently
The curricular reforms to be implemented in the fall of 2006 are, in part, intended to address these problems. During the past academic year, the faculty agreed to be more rigorous in establishing standards and expectations for student work. The faculty also agreed, at least in principle, to apply more rigorous grading standards. Indeed, there has been significant evidence of progress in these areas.

More specific areas of concern are the lack of student demonstration in the areas of sustainability (in both the specific and general sense) and environmental issues and resource management. Again, while students are introduced to this material—indeed, their immediate physical environment demands an elaborate attention to these concerns—it is seldom acknowledged in their design work. This issue is also currently being redressed; faculty associated with these areas of teaching are currently arrayed throughout the design curriculum. It is also expected that the strengthened culture of the Preservation program(s) will undoubtedly impact the student's awareness of these concerns.
PUBLIC INFORMATION
3. 3.  **PUBLIC INFORMATION**

There are three major portals for the dissemination of public information for the School of Architecture: the University website, which contains the University Catalog, the University Catalog in hard copy, and the Tulane School of Architecture website.

In addition, there are several publications which act as 'advertisements' for the School of Architecture's activities. The most recent of these is the new document detailing *CITYbuild*, a consortium of twenty schools that have been involved in the rebuilding of New Orleans.
3.4. SOCIAL EQUITY

Tulane University and the School of Architecture are committed to the achievement of equality and diversity in all aspects of the institution. Tulane is an Affirmative Action/Equal Employment Opportunity institution, and consequently its policy of non-discrimination includes recruitment, employment, retention, and promotion of the most qualified students, faculty and staff, regardless of an individual's race, sex, color, religion, national/ethnic origin, age, citizenship, marital status, sexual orientation, handicap or veteran status. Tulane University does not discriminate in its provisions of services and benefits and in its treatment of students, patients and employees.

The School of Architecture actively fosters an atmosphere of candor and communication. Students serve on school committees and are represented at faculty meetings. In addition, there are all-school meetings at the beginning of each semester at which time the floor is opened for comment. Other venues for all-school discussion occur in monthly all-school meetings, whereby student concerns and comments are solicited and information regarding the program, upcoming events, among other information is disseminated.

During the past two years, the School of Architecture has undertaken a protracted self-assessment of its curriculum. In addition, the constitution acts to ensure that all parties to the School are represented. A standard policy for all promotion, reappointment and tenure cases for both tenure/tenure-track faculty and Professors in Practice has been written and adopted by the faculty. In every case, faculty input has been elicited, acknowledged and discussed at some length. Much of this input has been incorporated into the final documents. Under the constitution, faculty, staff, and students are represented at faculty meetings and on the various governance committees of the school. The ongoing retreats serve to provide a mechanism in which the School entertains voices of advocacy, concern and dissent.

As shown in the NAAB Statistical Report (see Appendix), the current makeup of the student body enrolled in the professional program (First- through Fifth-Year, 85% of our student population) is approximately 53% female and 47% male. The percentage of minority students is approximately 15% (4% Afro-American, 5% Asian/Pacific Isle, 5% Hispanic), though the number of Hispanic students is clearly underrepresented, as many no longer specify their ethnic origin as such. In point of fact, students of any minority are no longer required by the University and the School of Architecture to designate their minority status.

The makeup of the faculty (part-time and full-time) is approximately 33% female and 66% male, a significant improvement over the 17% female/83% male ratios tabled in a previous accreditation report (1994). TSA has two minority faculty members.

The graduate program is smaller, but similar in percentages and diversity to the undergraduate program.
Mirroring the proactive strategies of Tulane University, the School of Architecture has consistently sought to increase the presence of women and minorities among the faculty and student body. This is in response to changes in the profession and society-at-large; it is also necessary given the significant number of women students and the real and projected increase in minorities among the student body. Since the last accreditation report hires have included five women and the faculty is supplemented by two visiting positions being filled by women (projected 2007-08). Women on the faculty play an active part in mentoring all students, and Tulane has distinguished itself by recruiting and hiring one of the only four women Deans of Architecture Schools in the country in 1993, thus setting an excellent example for the women it trains.

However, the need to have women and minorities proceed through the ranks of reappointment, promotion, and tenure is of particular concern to the current administration.

We are specifically working to increase the presence of African-American students in our population. Through Tulane’s Minority Scholarships and City Scholarships Programs, we have made some strides in this regard and are seeking to further our recruitment efforts in this regard. Given our placement in unique New Orleans, we hope to increase this aspect of our diversity. However, it is an increasingly smaller cohort of Tulane students who come from the New Orleans region and Louisiana.

Yet not only is it necessary to recruit minorities; retention and progression through the program is of equal significance. In this respect, the School of Architecture at Tulane excels. The vast majority of our minority students who matriculate complete their studies in the expected amount of time. Those that do not, nonetheless, do complete the program within a reasonable time frame. Numbers pertaining to retention and time-to-graduation rates are commensurate with non-minority students.

Thankfully, we have a strong tradition of students of Hispanic origin. In addition, we have notable academic ties to Puerto Rico, the Caribbean Islands, Mexico, and Central and South America. We enjoy the presence of many different nationalities through this connection. There are also several students from European and Asian countries; we currently have students from Switzerland, Romania, Taiwan, India, and China. The Masters of Architecture II Program is significant for its diverse student population; enrolled students in the past several years have come from Romania, China, Germany, Costa Rica, India, China, Taiwan, Argentina, and Ecuador, among other nations.
3.5. **Studio Culture Policy**

Tulane architectural studios seek a culture of intellectual diversity, and a positive and respectful learning environment. What is exceedingly important, however, is to provide an explanatory Studio Culture Policy to the students. This document provides them with the intellectual tools to understand, and therefore benefit from, the culture of the studio environment.

The values that Tulane finds appropriate are those that encourage students to learn from positive criticism, and to benefit from the environment as a whole. In both directions (faculty to student, student to faculty) respect is a watchword. Because of their studio environment, students from the School of Architecture are themselves highly respected among peers and faculty alike across the University—what we as faculty believe is a result of their studio experience.

Students are provided with a Studio Culture Policy at the beginning of First-Year Studio, a policy that is reiterated at the beginning of each successive year. The document has several sections, which are as follows:

—Criticism and the role of the faculty in design studio

—Critique formats and the expectations of both students and faculty

—A general outline of respect for others, in particular as student and faculty alike both maintain differences as a result of diverse experiences and value formation.

—This section also speaks to time management, that is, what is an appropriate ‘matrix’ for both faculty and students to follow.

—Finally, there is an outline of expectations that the student should fulfill, articulated in practical, intellectual, and ‘spiritual’ terms, as in following the ‘spirit of the philosophy’ of design studio teaching and learning.

However, a representative student group has been working on a Studio Culture Policy for submission to the faculty for discussion purposes. The ‘sum’ of the two will become the slated, and formalized, Studio Culture Policy.

Please see section 4.2 of this APR for both the Studio Culture
Policy Faculty—DRAFT and the Student Studio Culture Policy—DRAFT, as they are articulated for students and faculty.
HUMAN RESOURCES
STUDENTS

Students are generally required to take one studio course per semester. The studio courses represent the central component of their educational pursuits, though in terms of hours, additional coursework requirements exceed those of the studio courses. As noted below, most full-time faculty teach both studio and a required course area; hence, studio faculty acknowledge the need for students to attend to their other coursework. Given the faculty’s range of expertise, much of the associated coursework in history, theory, structures, technology, professional concerns, and other areas are integrated into the studio problems, thereby becoming major components of the studio experience.

In general, the studio faculty/student ratios are 12:1. Seminars vary somewhat, though the numbers usually average 11:1. As would be expected, lecture classes are more heavily subscribed, though there is support in grading and, in some cases, lectures—thesis programming is an instance of this—have auxiliary seminar.

Studio courses meet from 1.00-5.00 pm (or in some cases, 6.00 pm) three times a week. During this period of time, students either work on a project, do research, or are engaged in seminar/jury. While it is the decision of an individual faculty member whether to conduct desk critiques or pin-ups in his or her studio sections during weekly meetings, general jury sessions occur with regularity and students are kept apprised of their progress accordingly. Students are also encouraged to meet with faculty during designated office hours (faculty are required to keep regular office hours) and are counted upon to obtain additional help from faculty and/or professionals outside of scheduled class hours if necessary. For the most part, the review of student work is shared by all faculty—full and part-time—and students are given ample feedback over the course of each semester.

Program Selectivity

Students in the undergraduate programs of the School of Architecture are not admitted into the School of Architecture separately, but are admitted to the Tulane University. In terms of program selectivity, Tulane University is in the selective tier, though recent numbers have placed the University at the threshold of being recognized as ‘highly selective’. The primary competition for students is between Duke, Vanderbilt, Rice, Emory, Washington University-St. Louis, Cornell, Catholic University of America, and Notre Dame. In general students are expected to have graduated in the top 10% of their class. The average combined SAT score, based on the 'old system,' is 1287.

While 337 students with an interest in architecture applied to Tulane University, 251 were accepted. The final enrollment of the First-year class is 81. The School of Architecture’s numbers have improved
recently. It should be noted that the high acceptance rate is the result of student ‘self-selectivity’. Students who do not fit the above criteria for admittance to the University-at-large rarely apply.

Student Educational Backgrounds, Retention, and Time-to-Graduate Rates

*Master of Architecture I (undergraduate)*

The vast majority of students in the Undergraduate Program come to the School of Architecture directly from their secondary school programs. However, there are usually several transfers in the second-year program, some of which have come from other disciplines within the University and others which have transferred in from other institutions.

The retention rate for the Master of Architecture I Program is 65%, with time-to-graduation rates calculated as just over the normal five-year expected program enrollment. Of the 35% that leave the architecture program, at least half eventually graduate from Tulane University. Because of the difficulty of transfer credits and outside departmental requirements, students who are intra-university transfers average a slightly higher time-to-graduation rate.

Students admitted to the Master of Architecture I Program come from both private and public secondary schools. The numbers are usually fairly evenly split. The student body represents nearly every state of the union at any given time, though there is a significant population from the northeast, west, and mid-west geographic regions. In addition, the School of Architecture benefits from a diverse student population; there is a fair number of students who come from the Caribbean nations and Latin America. In addition, students in recent years have come from the Far East, Europe, and South America. While these students do not represent a high number of matriculating students, their presence and contributions are noted.
Masters of Architecture (M.Arch I)(post-baccalaureate)

Program Selectivity

Though Schools of Architecture are not ranked according to the same criteria spelled out for undergraduate colleges and university programs, the Masters of Architecture (M.Arch I) (post-baccalaureate) Program is considered to be selective in its admissions policies. Like the undergraduate program, the profile of students who matriculate is largely the result of a self-selective process. In the first-professional degree graduate program, approximately 60 students apply and 39 are admitted. Approximately ten students finally enroll in the program.

Retention and Time-to-Graduation Rates

The retention rate for the Master of Architecture Program averages 95% and the time-to-graduation rate in the three and one-half year program (including those with advanced standing) is between three and one-half years and four years, with 90% of the students graduating on time.

The majority of students admitted to the Master of Architecture Program are from the geographic United States. Students currently enrolled are from both public and private universities, including the University of Washington, University of Delaware, Concordia University, Catholic University of America, SUNY-Stoneybrook and others. A number of these do not have significant prior experience in architecture; the number of former pre-med students currently enrolled in the three and one-half year program is notable, though many also come from humanistic disciplines such as philosophy and fine arts. Some of these students are also from other countries in Europe, Latin America, and Asia. While most of the foreign students pass the TOEFL exams with ease, Tulane University does teach ESL courses in the case of any significant language deficiencies to students who have been admitted but are unable to achieve adequate scores.
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<tr>
<th>FACULTY</th>
<th>AREA(S) of EXPERTISE</th>
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<td><strong>Professors Emeritus</strong></td>
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<td>John Franklin Adams</td>
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<td>Geoffrey Howard Baker</td>
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<td>Wilford Francis Calongne, Jr.</td>
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<td>Richard Otis Powell</td>
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<td><strong>Professors</strong></td>
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<td>Errol Barron (Favrot Professor)</td>
<td>Design, Drawing</td>
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<td>Eugene Cizek (Richard Koch Chair)</td>
<td>Director, MPS Program</td>
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<td>Ronald C. Filson (Dean Emeritus)</td>
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<td>John Klingman</td>
<td>Design, Environmental Technology</td>
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<tr>
<td>Ellen Weiss</td>
<td>History, Theory</td>
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<tr>
<td><strong>Associate Professors</strong></td>
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<tr>
<td>Ila Berman (Associate Dean)</td>
<td>Design, Theory, Urban Studies (Harvey-Wadsworth Associate Professor)</td>
</tr>
<tr>
<td>Scott Bernhard (Interim Dean)</td>
<td>Design, Theory, Technology Director, Tulane City Center</td>
</tr>
<tr>
<td>Michael Crosby</td>
<td>Design, Constr./Envir. Tech. Dir., Career Explorations</td>
</tr>
<tr>
<td>Ammar Eloueini</td>
<td>Design, Digital Technology</td>
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<tr>
<td>Elizabeth Gamard</td>
<td>Design, Theory, History</td>
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<tr>
<td>Bruce Goodwin</td>
<td>Design, Design Theory</td>
</tr>
<tr>
<td>Graham Owen</td>
<td>Thesis, Professional Practice</td>
</tr>
<tr>
<td>Carol Reese</td>
<td>History, Theory</td>
</tr>
</tbody>
</table>
NON-TENURED

Assistant Professors
Robert Gonzalez  Design, History
Victor Jones  Design

Professors in Practice
Ginette Bone  Design
E. Eean MacNaughton  Design, Site Planning
Byron Mouton  Design, Building Workshop
Michael Nius  Design

Visiting Professor
Coleman Coker  Design (CITYbuild)

Visiting Assistant Professor
Patrick Sean Rhodes  Design

Adjunct Professors
Milton Scheuermann  Drawing, Photography

Adjunct Associate Professors
Grover Mouton (Director TRUDC)  Urban Design

Adjunct Assistant Professors
Ian Dreyer  Design, Digital Technology
Marilyn Feldmeier  Design
Doug Harmon  Citybuild, Rome Program
Jacqueline Nicole Heyman  Professional Practice
Clare J. Olsen  Design, Digital Technology
Laurel Porcari  Design
Cordula Roser  Design
Mark Wesley Thomas  Design, Historic Preservation
Thaddeus Zarse  Design, Digital Technology

Instructors
Sam Richards  Representation, Modelmaking
Ann Masson  Historic Preservation (History)

FACULTY RESPONSIBILITIES: Teaching, Research, and Service*
Tulane University is recognized as both a teaching and research institution. Hence, there is an assumption that good teaching is aided and abetted by strong scholarship and, conversely, strong scholarship is aided by quality teaching. As stated in the faculty handbook, extraordinary accomplishment in either area does not negate poor performance in the other. Hence, the University seeks an equitable balance between teaching and research. Faculty overloads are the rare exception.

**Teaching Loads**

Full-time design faculty are expected to teach 15 contact hours per semester. This usually includes a design studio and a seminar or lecture course. The History/Theory faculty teach an average of two courses per semester (two lectures or a seminar and a lecture). Adjunct faculty generally teach either one specialized course or a design studio each semester.

Significant administrative duties undertaken by the faculty are compensated by the University, including those pertaining to Admissions Coordination, Core Studio Coordination, and the Dean's office.

**Research**

All faculty, full or part-time, are expected to engage in significant scholarly and/or professional research in balance with their teaching pursuits. As a School of Architecture, significant contributions can be made to the profession as well as the 'life of the mind'—the discipline. Hiring, promotion and tenure policies reflect this view.

With regard to major research projects, there is sufficient room for negotiation concerning teaching and service responsibilities over a limited period of time.
**Service**

Full-time faculty are expected to contribute to the health of the program by serving on committees at the request of the Dean. All faculty are expected to cooperate in the development of shared course material and the equitable sharing of student support through reviews, advising, and related matters.

In general, service to the school, university and community is highly encouraged and supported. Due to the special circumstances of New Orleans and the position of Tulane University as a partner with the community, active involvement in the community on the part of the faculty is not only respected, but highly valued. In addition, Tulane University maintains strong faculty governance and the School of Architecture faculty are very visible on committees across campus. In addition, there is a great deal of interaction with the faculties of other disciplines and professional schools.

Faculty participation in the professional community is also encouraged. These ‘communities’ can be situated within the traditional bounds of architectural practice and service, or within the arts and research communities. A brief review of faculty curriculum vitae will support the notion of strong participation in the life of the various communities that make up the fabric of daily life both within and without the School of Architecture.
ADMINISTRATIVE STAFF

Scott Bernhard  Interim Dean
              Int. Dir., Tulane City Center
Wendy Sack  Asst. Dean for External Affairs
Kathy Branley  Budget Coordinator
Nicole Heyman  Executive Assistant to Dean
               and Associate Dean
Dan Etheridge  Asst. Dir., Tulane City Center
Olivia Stinson  Senior Program Coordinator,
               Tulane City Center
Emilie Taylor  Program Coordinator, Tulane
               City Center
Francine Stock  Visual Resources Curator
               (half-time)
Sam Richards  Building Manager (half-time)
Victor Garcia  Microsystems Techn. (half-time)

ADDITIONAL STAFF (not under Dean’s supervision)

Alan Valesquez  Library Technician
Shirley Burns  Librarian Assistant
Peggy Messina  Advising

INTERNAL ADMINISTRATIVE ORGANIZATIONAL STRUCTURE AND
DISTRIBUTION OF RESPONSIBILITIES*

The Faculty of the School of Architecture, including the Associate Dean, report directly to the Dean of the School of Architecture.

Dean’s Office

The Dean of the School of Architecture reports directly to the Provost of the University who in turn reports to the President of the University and the Board of Directors. The Dean is charged with the direction of general matters pertaining to the School of Architecture; his responsibilities include academic direction, faculty matters, including curriculum and course development, and teaching assignments. In addition, the Dean is charged with fundraising and development responsibilities, the formation and coordination of strategic planning, the promotion of the program within the University and beyond, and the engagement of discussions with the various constituent groups associated with the school. The Dean is an academic officer of the university.

The Associate Dean reports directly to the Dean of the School of Architecture. The Associate Dean, in conjunction with the Dean and faculty, is responsible for the formulation and implementation of the structural components of the curriculum of the School of Architecture. She is responsible for student and new faculty advising, and acts as the
secondary advisor for admissions. In conjunction with the faculty and the Dean, she is also charged with the implementation of university and school policies, and acts as the designated School of Architecture member on University Committees pertaining to student affairs.

The Executive Assistant to the Dean and Associate Dean is part of the Dean's Office. She is responsible for the Dean and Associate Dean's day-to-day affairs. She is also responsible for the Dean's schedule and correspondence (alumni, donors, etc.).

The Assistant Dean for External Affairs reports directly to the Dean of the School of Architecture. The Budget Coordinator, in conjunction with the Dean, is responsible for the fiduciary affairs of the school, including the execution of financial operations such as purchasing, internal transfers, salary data, and the financial oversight of work and research project budgets internal to the School of Architecture.

*General Offices of the School of Architecture*

The Executive Assistant to the Dean and Associate Dean operates as the "Chief of Staff" of the General Offices of the School of Architecture. All Office Staff (including the Assistant Dean and Budget Director) report to the Executive Assistant to the Dean and Associate Dean. The position is currently occupied by Nicole Heyman. The Executive Assistant to the Dean and Associate Dean is responsible for the Dean's and Associate Dean's correspondence with the faculty. She is also responsible for faculty correspondence pertaining to school affairs.

All Student Advising now takes place in the Advising Center of the University. Those responsible for the School of Architecture's student advising report to the Executive Director of Student Advising.

The Administrative Assistant reports directly to the Assistant Dean. The Administrative Assistant acts as a telephone and office receptionist and assists in general office activities, including filing and aid to faculty as necessary.

The Visual Resources Curator reports directly to both the Dean on policy and to the Assistant Dean on fiduciary matters. The VR Curator is responsible for the development and maintenance of the slide library collections internal to the School of Architecture. She is also responsible for the documentation (digitally and on slides) of year-end work. In extraordinary circumstances, the VR Curator works with the faculty on the procurement of grant monies that aid in course development and the purchase and use of audio-visual and digital communication equipment. This position is currently budgeted as half-time.

The Building Manager reports directly to the Dean on policy and to the Assistant Dean on fiduciary matters. The Building Manager also acts as the Woodshop Director and is responsible for the coordination of building systems management internal to the School of Architecture. The Building Manager acts as the principal liaison with the University Grounds and Building Maintenance and Physical Plant. As Woodshop Director, he is also charged with the procurement and maintenance of
necessary equipment, the monitoring and training of shop personnel, and budgetary oversight. This position is currently budgeted as half-time.

The Microsystems Technician reports directly to the Assistant Dean. The Microsystems Technician is responsible for the set-up and maintenance of the School of Architecture information systems. This includes those housed in the Mintz Computer Lab and in faculty and administrative offices. He is also responsible for the coordination and monitoring of programs used by students, faculty, and staff. This position is currently budgeted as half-time.

Additional Administration attached to the School of Architecture

While the School of Architecture enjoys an in-house Architecture Library, the Librarian Technician is directly responsible to the University Libraries Administration. The Librarian Assistant is responsible to the Librarian Technician of the School of Architecture. The Architecture Librarian Technician oversees the collections housed in the School of Architecture, coordinates faculty reserve listings, aids in student and faculty research, and oversees special requests.

*For a brief summation of each job description, please see ‘3.10 Administrative Structure’.*

UNIVERSITY STUDENT RESOURCES

STUDENT HEALTH CENTER

The Student Health Center is located on the campus and is a component of the Tulane University Medical Center. Its staff provides medical, gynecologic, psychiatric, and health education services for all full-time students on the uptown campus at no charge. Part-time students may pay a modest service fee for each semester to be eligible as well. In addition to Primary Care, Psychiatry, and Gynecology Clinics, there is a Men's Clinic, a Travel Clinic for advice and preventive treatment for foreign travel, and an Allergy Clinic for administration of "allergy shots". The SHC is open 8:30 a.m. - 4:30 p.m., Monday through Friday, and there is a Walk-in Clinic for acute illnesses and injuries on Saturdays, Sundays, and most holidays, 8:30 a.m. - 11:30 a.m. The Laboratory and Pharmacy are open weekdays. A physician is on "beeper-call" when the clinics are closed.

Services at the Student Health Center are provided to students regardless of their insurance program. However, all full time students are required to have some form of medical insurance in case of hospitalization. Many students are no longer covered by their parents policies, and for them Tulane has developed the option of a reasonably priced Tulane student health insurance program.

For further information, please see the Tulane.edu website under the heading of Student Life.
EDUCATIONAL RESOURCES AND COUNSELING

The professional staff of Educational Resources and Counseling (ERC) offers a variety of services to assist students with personal, educational and career concerns. Many students find that they need temporary assistance to improve their personal or academic functioning. The ERC staff help meet this need by providing short-term services as quickly as possible.

The ERC Tutoring Center provides individual and group tutoring in certain high-demand 100 and 200-level courses, including biology, chemistry, physics, calculus, probability & statistics, and foreign languages. The Writing Workshop, run by graduate students in the English department, is available to help with any undergraduate paper written in the English language. In addition ERC provides individual counseling for personal, academic or career concerns. Various groups and workshops are offered each semester, depending on student interest. Another popular ERC service is a Career Test Battery, which helps students identify potentially rewarding careers and/or college majors. Also on staff is the Coordinator of Disability Services, who provides information and services for students with disabilities.

Staff members of the ERC also serve as advisors to the student organization REACH, the Rape Emergency Awareness and Coping Hotline. REACH is composed of trained students, faculty and staff who provide support to victims of rape, sexual assault and sexual harassment.

Except for a small fee for testing, all ERC services are free of charge to currently enrolled Tulane students. Information shared with ERC counselors, including the fact that a student has come in for counseling, is confidential.

CAREER SERVICES CENTER

Please consult the Student Life Component on the Tulane.edu website for current information on the Career Services Center.

COMPUTING SERVICES

Please consult the Technology Services Component on the Tulane.edu website. At the time of this writing, it was being revised.
Tulane students find that the City of New Orleans is a source of learning and intellectual challenge. "The test of a first-rate intelligence," wrote F. Scott Fitzgerald, "is the ability to hold two opposed ideas in mind at the same time, and still retain the ability to function." New Orleans can offer such a test, for in few American cities today do the past and the future unite so intensely.

New Orleans was founded because of its location near the mouth of the Mississippi River. As a port and strategic outpost, the area has played an important role in American history and the economy. Today the port is the second busiest in the world. With 1.4 million people, the metropolitan area has a third of Louisiana's population and is the state's business, banking, judicial, and cultural center. It is the regional headquarters for Louisiana's petroleum industry, and remains its convention and tourist center.

Governed in the past by the French and the Spanish, the city still expresses this European influence in its architecture, food, and way of life. Mixed with these cultural elements and the strong African, Caribbean, Creole and Cajun traditions are newer influences to the community: Italian, Spanish, Irish, Greek, German and Vietnamese peoples who have brought new diversity to the city. These added components increase the diversity of the city's rich historical and cultural heritage, combining the best of the Old World with the New.

New Orleans is a city of local delights. New Orleanians are fascinated by their food, a cuisine enriched by the French, Spanish, African, and Indian cultures. The wonder of the food is that it can be excellent not only in the well-known restaurants of the French Quarter but in dozens of lesser-known neighborhood restaurants as well. New Orleans' music is as distinctive as its food. It is the hometown of not just Jelly Roll Morton and Louis Armstrong, but Fats Domino, Irma Thomas, the Marsalis family, the Neville Brothers, and Lee Dorsey. Both of these local delights are known and loved all over the world but are at their best at home.

This rich mixture of history is celebrated often and heartily, most notably in the great street festival and social pageant known as Mardi Gras. Carnival lasts two weeks, but its spirit lingers through the year. Mardi Gras beads hang from car mirrors, balconies, and every other conceivable location. The city also takes pride in its symphony orchestra, opera, art museums, theaters, professional sports, zoo, aquarium, and attractions uniquely its own, such as Jazz Fest, sailing on Lake Pontchartrain, riverboats on the Mississippi, and late night cups of *cafe au lait*.

New Orleanians cultivate their capacity to enjoy their own physical and cultural environment. If it is possible to learn that kind of appreciation, New Orleans is the place to do it.
In addition to a full academic program, there are many ongoing programs and events such as the URBANbuild, CITYbuild, and GREENbuild programs of the Tulane City Center, international study programs and opportunities, public lectures, distinguished visiting faculty, exhibitions, symposia, publications and student organizations which support the academic life of the School of Architecture for students, staff and faculty alike. Students and faculty are encouraged to take full advantage of these programs, events and resources to enrich their experience and enhance their educational and professional development opportunities at the School.

In addition, students are required to fulfill a service-learning elective before graduating. Under the aegis of the Tulane’s ‘Promise and Distinction,’ community service is now one of the targeted programs at Tulane. As found on the Tulane website, the goals of community service at Tulane are to engage students through reflection and learning and inspire them to respond with creative problem solving, compassionate concern and a strong sense of social and civic responsibility for the long-term health of the community in which they live. We will accomplish these goals in collaboration with our consortium institutions both locally and nationally, and our community partners.

The Core Values are:

*Transformative Community Service*: We value community service experiences that positively transform the individual participating in the community service as well as the communities with which we partner.

*Student Leadership Development*: We focus on developing lifelong leaders with a deep commitment to community service and social justice.

*Social Justice*: We seek not only to address immediate issues related to poverty, but to work with root causes of these issues. We recognize and seek to address the inequitable distribution of power as well as resources.

*Community Leadership*: We seek to cultivate and support community leadership through partnerships. None of our programs will be completely dependent upon Tulane University or its students. Our efforts are in line with needs articulated by the community.

*Civic Engagement*: We are committed to providing intentional programming, activities and services that engage our students in being active participants on our campus and in our community.

As such, students must take Service Learning courses. The Mission of Service Learning is as follows:

The inauguration of the Center for Public Service reflects Tulane University’s renewed sense of purpose within a city and region rising from devastation. Recognizing that active, civic engagement builds strong, healthy communities and responsible citizens, the Center for Public Service merges academic inquiry with sustained civic engagement. The Center is a forum for students, faculty, and community partners to work together to address urgent and long-term social challenges and
opportunities. Our approach to learning prepares Tulane University students to participate more fully in today's complex society in intellectually rigorous ways. Tulane University's Center for Public Service supports a university curriculum and research agenda by uniting academics and action, classroom and communities through which students, faculty and community partners dedicate themselves to the transformation of civic life.

Much of this requirement has been enfolded into courses taught within the School of Architecture, including, but not limited to, Dr. Carol Reese’s History of Architecture course (HSTA 110). As an introductory course, Dr. Reese's students worked with the Preservation Resource Center and other community organizations in order to fulfill their Service Learning requirement.

SPECIAL PROGRAMS and RESOURCES

Tulane City Center (Downtown Center)

The Tulane City Center houses the School of Architecture's urban research and outreach programs. Programs of the City Center vary over time, but share a focus on improving cities through fostering global urban strategies, and the provision of environmentally and culturally informed principles to guide the design and revitalization of the contemporary metropolis. The City Center is currently housed in the School of Architecture but will soon move to a facility in downtown New Orleans. That facility will include studios, classrooms, a lecture space, and offices. All students in the School of Architecture will spend at least one semester of their education directly engaged with programs of the City Center. Currently, those programs include URBANbuild and the Tulane Regional Urban Design Center (TRUDC). The City Center is an affiliate of CITYbuild, a nationwide coalition of university-based programs focused on urban research and design-build. Programs currently under development at the City Center include the Tulane Rapid Response Design Studio, the Tulane Center for Cultural Resource Management, and the Tulane Neighborhood Center. The Mission and Objectives of the Tulane City Center are as follows:

“The Tulane City Center aims to coalesce the numerous outreach initiatives and service learning efforts at the Tulane School of Architecture and to provide leadership in establishing a design-driven, socially conscious and environmentally responsible urban agenda for the City of New Orleans. The functioning attitude is inclusive and builds upon the strengths and experiences of the private and public sectors and the greater New Orleans community.

Objectives
Operating to recreate a city that is more beautiful, functional, sustainable and livable than it was prior to the devastation of Hurricane Katrina, the Tulane City Center will render clear and coherent urban design principles. These will be synchronized with productive and cooperative planning efforts to ensure that a well-rounded, constructive forum is provided for practicing professionals, community organizations, design schools, construction industries and the municipal agencies.
Academic – The Tulane City Center will involve the professional and post-professional degree programs at the Tulane School of Architecture through instruction, research and outreach, as well as ongoing urban design and management issues. A focus on applied research and community engagement will expand existing service-learning initiatives at the Tulane School of Architecture in a manner that benefits the student and faculty bodies and the communities with whom they work.

Professional – As a resource, the Tulane City Center will provide a place for architects, planners, developers and community organizations to seek design advice, guidance and coordination on urban developments. These services may be for larger scale visions such as a commercial corridor or a neighborhood master plan, or, for discrete building scale projects. In both instances, the objective is to communicate and encourage the development of an enhanced public realm.

Social – The Tulane City Center expand networks with community based organizations, social clubs, and neighborhood groups. Through specific partnerships it will provide ongoing design services to address community-identified priorities. It will facilitate ongoing conversations that enrich the community partners’ knowledge and understanding of urban principles that create and sustain a better city. In this way, the Tulane City Center will be a source for ideas and information to help community groups imagine their possibilities and achieve their goals.

Municipal – The Tulane City Center will be a place that is complimentary to the efforts of the City Planning Commission, Regional Planning Commission, the Preservation Resource Center and the Historic Districts and Landmarks Commission. It will support the activities of these groups, but will have the ability to think beyond the specific, often politically defined, boundaries of such institutions. The Tulane City Center therefore, will enhance the urban development potential for New Orleans.

Global – The Tulane School of Architecture has a broad network of academic programs and specializations that has been constructed by the faculty and students over the years. These connections to other countries, cities and schools are a healthy resource for academic and professional collaborations and encourage a ‘design without borders’ between other places and our own.”

Select Projects have included the following:


**AD Prop**, 2006. Mapping of 493 adjudicated properties in six neighborhoods in assistance to the City of New Orleans. Compiling data from four disparate sources, we prepared documents for each neighborhood that included overall mappings, Sanborn maps with properties located, and data sheets with photographs for each property. These documents were made available to the City and prospective development corporations in their preparations for response to the City’s RFP to acquire the properties. This project was coordinated with the
National Vacant Properties Campaign and the City of New Orleans, employed six students and was funded by the Fannie Mae Foundation. $50,000.

**Road Home Professional Rebuilding Registry**, 2007-2009. In response to an RFP issued through the Rome Home Program for the Louisiana Recovery Authority, we were awarded a $400,000, 2.5 year contract to aid in the development of an information-based website for article delivery for use by Road Home grant awardees. This resource will target issues of rebuilding and will include articles written by architecture faculties and professionals from across the State. We also will assist in the production of outreach and dissemination materials for conferences, exhibits and libraries.


**New Orleans Community Design Center**, Neighborhood Housing Services, New Orleans, LA. In order to address ongoing community recovery and rebuilding issues, we have partnered with a premier community development corporation as a vehicle to foster direct service to residences and businesses in the city.

**CITYbuild Consortium of Schools**, Hosting Organization 2006-2010. Working as a liaison between design schools throughout the country and local communities, CITYbuild seeks to assist New Orleans residents and organizations in recovery. As the host, the Tulane City Center offers resources, lectures, tours, contacts, logistic advice and support, and has assisted over 15 schools on their visits to New Orleans.

**City Park**, Because the environmental, design, recreational and educational activities of City Park in New Orleans are so inextricably linked, the ‘Green Studio at City Park’ aims to promote a sustainable network of urban forests, waterways, recreational and built and natural systems. Teamed with the Center for Bioenvironmental Research and the Tulane Business School, the Tulane City Center provides a venue in which to conduct, coordinate and provide outreach on research, educational, public and professional services including guidelines for new tree planting, invasive species removal and a series of design-build projects. This is a two-year initial phase to assist City Park in implementing a post-Katrina vision for one of the country’s largest and oldest urban parks.

*URBANbuild*

*URBANbuild* is a unique urban design and construction program launched
by the School of Architecture in 2005. Students engaged in URBANbuild studies are deployed to neighborhoods throughout the city to develop creative and sustainable urban design strategies, innovative designs for new housing, historic property inventories, and proposals for site-specific urban interventions and large-scale mixed use urban environments. As an integral component of the URBANbuild program, students also design and construct prototypical houses for each of the study neighborhoods in partnership with community non-profit agencies that specialize in affordable housing and neighborhood redevelopment. URBANbuild is a laboratory for city research and design, a real generator of urban transformation and revitalization, and a program which directly engages students in the processes of digital fabrication, materials’ research and advanced construction processes and technologies.

Tulane Regional Urban Design Center (TRUDC)

Directed by Professor Grover Mouton, TRUDC enlists graduates and students of the School of Architecture to work with communities in Louisiana, the Gulf Coast, and other areas to improve and develop their urban potential. TRUDC faculty and students concentrate on urban design, programming, and client-user group mediation. TRUDC’s recent history has been marked by exceptional opportunities in Asia, thanks to its strategic partnership with the American Planning Association (APA). Recent projects in the Yangtze Delta have explored the issues of rapid urbanization in Asia and included discussions with a range of design professionals and Chinese Government and Planning Officials. Many of the issues TRUDC introduces and explores in Asia are also being studies in Southern Louisiana’s small rapidly growing communities. Open to new ideas, these communities, some marked by Hurricanes Katrina and Rita, give students the opportunity to become involved in real-world planning projects across the Gulf Coast region.

In general: PRIVATE STUDENTS

The school sees itself as a center for the academic and pre-professional life of its students, including lectures, travel, work/study, off-campus and community related programs. While there are several foreign study programs (noted below and in the section pertaining to the Strategic Plan), there are innumerable opportunities for ‘enrichment activities’ (a former title for this section). As above, the City of New Orleans is perhaps the most obvious venue of developmental resources, some entertaining and some benefiting the students in more substantial ways. However, the ‘entertaining’ and the ‘beneficial’ (or ‘substantial’), like much that makes up life in New Orleans, often intersect. A course is taught by Dr. Carol Reese and explores the urban history and development of the City of New Orleans as a unique array of material, technological, economic and socio-political cultures is just such an example.

Within the University, there are several School of Architecture courses that are cross-listed with other departments, specifically Art History (courses in
As has been stated in previous sections, faculty utilize the City of New Orleans and the region as a vast field laboratory that benefits the study of architecture. This is true throughout the course of a student’s education. Sponsored by Tulane University and participated in by the faculty of the School of Architecture, the “First-year Experience Program” aims to initiate students into the variety of cultural institutions and other activities associated with the university, city and region. In studio courses, students are introduced to constituencies throughout the City of New Orleans and its environs. Various community organizations associated with housing such as the Local Initiate Support Corporation (LISC) and Neighborhood Housing Development, as well as other neighborhood organizations and social services groups have all acted as “clients” during the past several years in both core and platform studios. There is also a strong student connection with the Southeastern Architectural Archives through SEAA’s continuous exhibit programs. Numerous students engage the Historic American Building Sites (HABS) Program through the leadership of Dr. Cizek and other members of the faculty. Students are also automatic members of the New Orleans Museum of Art.

In terms of student development, “Architect’s Week” is a particular hallmark of the School of Architecture. Each year students plan and present an intensive period of architectural investigation outside the normal design studios. The School supports these activities with a generous budget for invited guests and materials as well as guidance in the planning an execution of the week’s events. The student body participates in a series of workshops and special exercises and attends lectures, films, and demonstrations throughout. In 2005, Architect's Week entitled “Navigation” and was headed by Stephen Cassell of ARO. In 2006 and 2007, Architect’s Week was headed by Coleman Coker; students took on projects in the Upper Treme and Central City neighborhoods respectively.

The students have an active AIAS chapter with its own university sponsored activities budget. In addition, there is an active and highly visible internal student government. This group, the Tulane School of Architecture Student Government, is involved with school governance issues and has been active in the development of TSA's new curriculum and various other programs. The national honorary architectural fraternity, Tau Sigma Delta, has a Tulane chapter that receives members based on scholarship, leadership, character, and creative ability. They are working on a tutoring program that would allow their members to assist younger students in their coursework. Fully 25% are very active in student governance issues, and many architecture students have high profile in their respective living/learning communities, intra-university student government and all-university student government (the ASB or Associated Student Body). There is also a recently inaugurated chapter of the honor fraternity Alpha Rho Chi. And we recently sponsored the National AIAS Conference.

Students have been active participants in such off-campus activities as Habitat for Humanity and “Christmas in October”, an annual neighborhood cleanup project coordinated by the New Orleans Preservation Resource Center.
A wide range of academic scholarships are available to both graduate and undergraduate students. The endowed Lawrence Research Fellowship, the Dean's Travel Scholarship, the Class of 1973 Traveling Fellowship, and the Goldstein Traveling Fellowship supports student travel. The School and the University are committed to providing ready financial access for qualified students. More detailed information may be found in the section of this report on “Financial Resources.”

There are several awards internal to the School of Architecture awarded at commencement. These awards include:

The Alpha Rho Chi Medal is awarded by this national fraternity each year to a graduating student on the basis of leadership; service to the School, and professional promise as indicated by the student’s attitude and personality. The faculty selects the student.

The American Institute of Architects/AIA Foundation Scholarship Program awards the American Institute of Architects Medal to the Bachelor of Architecture and a Master of Architecture I graduating student for the highest overall academic achievement, as evidenced by grade point average. A certificate is given to the recipient as well as the runner-up.

The faculty of the School presents the John William Lawrence Memorial medal to a thesis student for design excellence. This award was instituted in 1971 to honor the school’s former dean.

The Thesis Design Directors award the Faculty Thesis Award. The Award was instituted in 1991 in memory of Ronald F. Katz, ’63. It is awarded for outstanding personal growth through thorough ad careful development of a provocative thesis idea.

The Nathaniel Cortlandt Curtis Memorial Prize is awarded to an outstanding essay relating to the theory or history of architecture.

The Moise H. and Lois G. Goldstein Memorial Prize for freehand drawing is awarded annually. The faculty selects the recipient.

The Samuel Stanhope Labouisse Memorial Prize for Research in Historic Louisiana Architecture is awarded to a First or Second Year student of the most complete description, through measured drawings, of any building in Louisiana.

The Thomas J. Lupo Award is awarded annually to a student or class for excellence in metropolitan studies.

In addition, the Associate Dean of the School of Architecture acts as the internal “clearinghouse” for external scholarships and grants awards including those specific to internship opportunities. Students have also received AIA/AAF Scholarships, National Association of Women in Construction Grants and various other fellowships and grants from professional organizations across the discipline and practice of architecture.
Summer Career Exploration and the Priestley High School

Architecture combines the practical concerns of building with the artistic concerns for design. This combination requires creativity rarely called for in secondary school. The Career Explorations in Architecture Program at Tulane, which runs for four weeks, was established to offer high school students a significant first experience in architectural education. The program gives students an opportunity to participate in the process of design and to develop the basic tools of imagination and expression. Although the program was originally designed for high school students, undergraduate non-majors are also welcome.

The Priestley School is a new Charter High School in New Orleans devoted to the Building Arts and Design. Several faculty have been involved with oversight and curriculum development. This school will hopefully provide a ‘recruiting ground’ for students who are from the area who might be interested in architecture as a post-secondary education. Two faculty members are presently dedicated to the School, Laurel Porcari and Dr. Gene Cizek have both been active in curricular development (Dr. Cizek is on the Board of the School).

STUDENT LIFE

RESIDENCE HALLS
Residence hall living at Tulane offers opportunities for growth and development outside the classroom environment. The University strives to provide an atmosphere in which each student may realize his or her potential intellectually, socially, and culturally. Each residence hall is supervised by a Resident Director, an Assistant Resident Director, and a staff of resident advisors. Residents are encouraged to participate in a variety of hall activities including the Residence Hall Association, Residence Hall Council, educational programs, intramural sports, and many social activities.

CO-CURRICULAR ACTIVITIES

The University sponsors many co-curricular activities and student organizations under the supervision of the Division of Student Affairs, which is directed by the Vice President for Student Affairs. Students have the opportunity to participate in more than 200 campus organizations and clubs. These include radio station WTUL-FM and "Direction," a symposium in which national figures debate contemporary concerns. Tulane students publish a newspaper and a literary review and may take part in a variety of intramural and club sports. Students are invited to participate in a wide range of performing arts including instrumental, vocal, dance, and dramatic groups. Service organizations run by students include the Community Action Council of Tulane University Students (CACTUS), Circle K, Tulane University Legal Assistance Program (TULAP), and the Tulane Emergency Medical Service (TEMS). Other Tulane groups include pre-professional and multicultural organizations.
Students serve in various elected bodies, such as Student Senate groups, the governing bodies of students in the undergraduate divisions. The student senate groups represent students to the undergraduate divisions and the University, facilitate interaction between students and faculty, and conduct various student activities. Students also serve in the Associated Student Body (ASB) of Tulane University, the student government organization for the entire University. The School of Architecture has had ongoing appointments to these various organizations and have figured prominently in University governance and other programs outside the School of Architecture.

To be eligible for participation in co-curricular activities, including candidacy for office in student elections, a student must be regularly enrolled in the University. Students who wish to run for college, school, or university offices or major appointive positions must secure the approval of one of the deans before announcing their candidacy. To qualify for such positions, including class offices, a student must be a full-time student in good standing. A student not in good standing is not eligible to run for or take office.

The dean may take disciplinary action in declaring any student ineligible for participation in co-curricular activities. The dean determines sanctions for nonobservance of these regulations by students who have been duly informed of their ineligibility.

INTERNATIONAL PROGRAMS

EDUCATION ABROAD OPPORTUNITIES

The School of Architecture sponsors various overseas programs of study, research and travel. These programs, developed by individual faculty members, carry elective and/or design studio credit. Recent programs have been conducted in Finland, Austria, Germany, Switzerland, France, Italy, Spain, Guatemala, Mexico, Vietnam, and Brazil. Another program is the nascent travel and study program in the Netherlands as part of a series of programs on “Watercities.”

Beginning in 2006, all students in the School of Architecture have had to undertake international study, in one of the many programs offered, during their fourth year in the Master of Architecture undergraduate program and second year in the Master of Architecture I graduate program. While no specific grade point average is required for participation in these programs, the Associate Dean and Director of each particular program counsel each student to ascertain the suitability of the program for the student in considering the student's maturity and the studios previously taken, the Associate Dean, in consultation with the student's advisor, may determine that a student should receive only elective credit and not design studio credit.

All Tulane students are strongly encouraged to obtain, before graduation, an international education experience to prepare them for the global environment in which they will live and work. Increasingly, graduates have indicated that their study abroad experience was one of the most
meaningful components of their degree program. International study, internships, volunteer activity, and work abroad are experiences that will help one to understand and work with persons from different cultures, provide a venue for foreign language acquisition, enormously add to personal growth, and increase knowledge that aids the development of careers based both in the U.S. and internationally. Experience and study abroad is especially important for students in the School of Architecture, particularly as more firms engage other cultures and partnerships from around the globe.

Exciting international education opportunities are currently offered by several colleges and schools within the university that act as supplements to the School of Architecture’s programs, and new opportunities are currently being developed. International opportunities available include: Junior Year Abroad Programs (including some semester programs), Semester Abroad Programs, and Summer Abroad Programs. Semester Abroad and Summer Abroad programs are open to both Tulane and non-Tulane students.

Additional education abroad opportunities exist through direct enrollment in foreign universities as well as through participation in education abroad programs of other U.S. universities. Direct enrollment opportunities are for students who are willing to undertake the admissions and study abroad process themselves. Students participating in non-Tulane study abroad semester programs in cities where Tulane has a semester abroad program are required to present a petition for program participation approval to the Executive Director of the Center for International Studies with the academic reasons for choosing a non-Tulane program. Students participating in non-Tulane study abroad semester and year-long programs must have a cumulative GPA of 2.70 before program participation in order to transfer credit back to Tulane. The School of Architecture faculty reviews the student’s coursework prior to and after returned from any non-Tulane study abroad program.

JUNIOR YEAR (AND SEMESTER) ABROAD PROGRAMS

Founded as an honors program in 1954, Tulane University’s Junior Year Abroad Program (JYA) is one of the most highly respected of American study-abroad programs. JYA offers immersion into the student life of a foreign country, as well as the opportunity to experience the social, economic, and political life of that country. Outstanding students from Newcomb College, Tulane College, and the Schools of Architecture, Business, and Engineering participate each year.

With approval of the major departments, and depending on the availability of space in the foreign university, students can pursue an academic program abroad in most of the fields of study offered at Tulane. Courses taken abroad under the JYA Program carry credit toward graduation, and grades earned count toward the cumulative grade point average and division honors. JYA Programs currently are available in: The United Kingdom and Ireland, France, Scotland, Germany, Greece, Israel, Italy, Malta, and Spain. JYA Programs are for a full academic year unless otherwise indicated. There are additional specialized semester
options available in Athens or Rome.

APPLICATION REQUIREMENTS FOR JYA PROGRAMS:

JYA applicants should have their files completed no later than October 1 of the year prior to foreign study. Applications should be made to, and information is available from, the Center for International Studies, 116 Newcomb Hall, with the exception of Architecture students who apply through their Dean. Application is made generally at the end of the freshman or very early in the sophomore year, with the exception of Architecture students, who apply to their Dean in the fall of the third year. Space is limited in each program. A faculty advisory committee, the Executive Director of the Center for International Studies, and Deans, and the host institution select participants. The School of Architecture faculty advises the University International Studies Committee of those students enrolled in TSA who are accepted to the program.

At the time of application for Junior Year Abroad Programs, students should have the cumulative GPA required by his/her school or college for JYA participation (Architecture - 3.3 for all programs; Engineering - 3.0 for all programs; Tulane, Newcomb, Business - 3.0 for all programs except that of the U.K. and Ireland which requires a 3.3.) As courses are conducted in the language of the country, proficiency in the language of the host country is required by most programs. Selection is based on the number of placements available and student qualifications. In general, a student should be able to demonstrate academic achievement, intellectual and emotional maturity, and evidence of good character, as well as the likelihood of sustained interest and self-sufficiency to complete the program with satisfaction to the student and credit to the program. Students must have completed division proficiency requirements before participating in Junior Year Abroad. The student's good health must be certified by a physician. Students on academic, disciplinary, or Honor Board probation may apply for JYA programs but are not eligible to participate until their records are re-evaluated.

Most scholarships, grants, and loans may be applied to JYA program costs.

The JYA program costs include Tulane University tuition, program specific student activity fees, room and board, international and local travel, personal expenses, books and supplies, and passport and visa charges. Program costs vary from country to country.

SEMESTER ABROAD PROGRAMS

Semester Abroad Programs are designed for students who are unable to commit themselves to the educational and cultural immersion of a full year abroad but still wish to have a significant international experience. Semester Abroad Programs offer a wide range of course-work appropriate to a variety of majors, the opportunity to study in English as well as undertake foreign language study, and, frequently, coursework in a foreign language. Semester programs are an excellent way to introduce oneself to a new culture as well as deepen area study interests. In addition to the following programs, the Freeman School of
Business offers international studies limited to Business students. In recent years, Semester Abroad Programs opportunities have been expanding at a rapid rate. This is being done to allow more students to participate in a semester abroad, particularly those enrolled in Tulane's professional schools (Business, Law, Architecture, and Social Work)

Financial Aid
Students may qualify for Pell Grants, Stafford Loans, Parents Plus Loans, or other non-Tulane based sources of funding that can be used on Tulane Semester Abroad Programs. Tulane merit-based and need-based scholarships are not applicable, at the time of this publication, to Semester Abroad Programs, nor are faculty or staff tuition waivers.

SUMMER ABROAD OPTIONS

*Guatemala* (sponsored by School of Architecture)
*Brazil* (sponsored by the School of Architecture)
*Vienna-Prague-Basel* (School of Architecture)
*Finland* (School of Architecture)
*Netherlands* (School of Architecture)
*Cuba--Havana*: Cuban studies, Afro-Cuban culture and history, historic preservation, environment, Spanish language, the Cuban public health system, and the Cuban social work system.
*France--Paris*: Art, social sciences, and French.
*Mexico--Mexico City*: Numerous courses on Latin America, Mexico, art, history, and Spanish language and literature.
*Russia--various locations*: Russia: medieval and modern (Professor William Brumfield, Germanic and Slavic Languages).
*United Kingdom--Cambridge or London*: Political economy is offered at the Institute of Economic and Political Studies (INSTEP).
*West Indies--Antigua*: Gender, Development, and Communication in the Caribbean; and Communication and Culture in the Caribbean.

PRIVATE FACULTY

There are numerous opportunities available for faculty development and research at the present time. The School supports travel to conferences and seminars in the academic and professional realms as well as providing facilities for research and community related projects in the Special Projects Room. As will be noted in a review of the curriculum vitae, the faculty of the School of Architecture are very involved in scholarship and activities associated with the American Collegiate Schools of Architecture (ACSA). At least one faculty member has been recognized for distinguished teaching by the ACSA, and numerous faculty members present papers every year at Regional, National, Topical, and International Conferences. TSA faculty have also been distinguished for ACSA Design Awards and Creative Achievement Awards. Historically, there has also been consistent participation in the ACSA Cranbrook Teacher's Seminar, as well as in the conferences of other research and professional organizations of regional, national, and international note. This past year, two faculty participated in a Society of Architectural Historians 'Travel Conference' to Japan.
Recently, the University developed a competitive grant program that allowed for faculty research projects across the University. The School of Architecture received eight grants totaling almost 350,000.00 in funding during the first and second stage of the process. It is expected that additional funding will be awarded during later stages of the grant process.

Faculty are also encouraged to be involved in professional activities, including the American Institute of Architects and other professional organizations such as EDRA and the Society of Architectural Historians. Several faculty have served on regional and national boards and commissions, as well as professional organizations in other cities. Several faculty members have also been appointed to serve on city commissions and advisory boards, most notably those associated with historic preservation and urban affairs. Over the past several years, members of the faculty have participated actively in the AIA Legacy Project.

In general, architecture faculty are known for their service to the University community. Faculty participation occurs in the University Faculty Senate, the University Design Review Boards, University Awards and Library Committees, Excellence in Teaching Committees, and so on.

Members of the faculty regularly participate in continuing education courses, some of which are auxiliary to their professional continuing education requirements. Some of these courses may also be noted on various curriculum vitae. In addition, the vast majority of our design faculty are practicing architects; hence, current developments pertaining to the practice of architecture are acknowledged and respected.

The University provides opportunities for sabbatical and professional leaves; faculty are eligible for sabbatical leave after 12 semesters of full-time service. One faculty member is currently on sabbatical. Unpaid leaves are also granted for research and professional activities if there are adequate resources to do so. Last year, one faculty member was granted leave to accept a prestigious Ford Foundation Post-Doctoral Fellowship. Other fellowships have been awarded to our faculty from prestigious institutions including the Graham Foundation and the Canadian Centre of Architecture.

Faculty also teach in foreign studies programs on a regular basis. In the summer of 2007, six faculty participated in foreign study programs or program development and in the fall, two faculty will be engaged with our inaugural foreign study program in Rome.

The Koch endowment has enabled the School to establish a faculty research chair (the Koch Chair) and two related partial scholarships for graduate students. The chair will be awarded every three years to a member of the senior faculty, based on a research proposal and curriculum vitae.

STAFF
Staff members participate in numerous campus career development activities. In addition, all staff members are actively involved in continuing education. For instance, one staff member is currently enrolled in courses in the School of Law and staff member have, in the past, pursued the Masters in Preservation Studies Degree and courses in the School of Business. In addition, they are all involved in community programs and are active in a variety of organizations.

**GUEST LECTURES**

Since the School is not situated at a major crossroads for nationally and internationally active architects and planners, the lecture series and visiting critics program provide critical points of contact between such people and our students and faculty. Funded through a variety of sources, the School of Architecture Lecture Series—presented in both the fall and spring of each year—includes between ten and fifteen evening lectures by regional and national figures from within and outside the discipline. The specially endowed Lawrence Lecture allows the School to host an internationally renowned architect or critic each year. The Davis Critic, also a specially endowed position for foreign architects, is selected annually and spends a week participating in the life of the School before delivering a public lecture in our spring series.

**LECTURE SERIES**

The following is a list of lecturers from the past several years, arrayed according to their funding sources.

**NEW ORLEANS LECTURE**

2005 Richard Campanella  
2004 Alan Karchmer  
2003 Alex Krieger

**ESKEW DUMEZ RIPPLE LECTURE**

2007 Preston Scott Cohen  
2005 Monica Ponce de Leon (Office dA)

**WALTER WIZNIA MEMORIAL LECTURE**

2007 Enrique Norten  
2005 SHoP

**THE JOHN H. LAWRENCE MEMORIAL LECTURE**

2005 Guiseppe Lignano and Ada Tolla
2004 Greg Lynn
2003 Eric Owen Moss
2002 Jorge Silvetti

FAVROT CHAIR/FAVROT LECTURE

2006-07
2004-05 Hadrian Predock and John Frane
2003-04 Timothy Culvahouse
2002-03 Hans Peter Woerndl

ALUMNI LECTURE

2004 Todd Erlandson and Sherry Hoffman
2003 Dana Buntrock
2002 Wellington Reiter

STUDENT LECTURES (Traveling Fellowship Lectures)

2003 Leah Faulk
2003 Sara Jensen
2003 Elizabeth Bishop
2004 James Stamp
2004 Christopher Kitterman
2004 Sara Cederberg
2004 Daniel Gonzalez
2005 Sarah Stehlin
2005 Mara Lapere-Schloop
2005 Catherine Skerl

Other recent lecturers have included:
Julia Czerniak
Halim Suh
Form:uLA
Thorn Grafton
SERVO
Alice Wingwall
LO-TEK
Bill Massie
Lauro Cavalcanti
Hal Foster
Leo Marmol
Larry Hesdoffer
Kennedy and Violich Architecture
Peter Testa
Kolatan/MacDonald Studio
Wendell Burnette
George Skarmeas
Laura Spinadel
Aaron Betsky
George Hargreaves
Preston Scott Cohen
Enrique Norten
MEMORIAL OUTDOOR CLASSROOM PROJECT:

In the immediate wake of events of September 11th, Tulane University's administration, faculty and students sought to develop an appropriate communal response to the tragedy. The intention of the response was to express Tulane's solidarity with a greater national community and specifically to mourn and honor those whose lives were irreversibly altered on that day. The resulting response was the design of 911 Memorial Classroom Project, a memorial and outdoor classroom to be built in the main quad of the Tulane University campus. The design of the project was the result of a two-week competition involving the entire School of Architecture, a two-stage jury process representing all levels of advocacy within the University as well as the architectural and civic communities, and then a year long studio process dedicated to the detail design and ongoing development of the project.

In the spring of 2006, guest critics included:

Coleman Coker
Taylor Galyean
Brooks Graham
David Keiffer
Ray Manning
Nick Marshall
Trey Trahan
Amy Weiskopf

In the spring of 2007, guest critics included:

Brad Bell
Richard Campanella
Rodolphe El-Khoury
Kirsha Kaechele
Douglas Meffert
Elizabeth Mossop
Killian O'Brien
Mark Ryan
Jennifer Segal
Tom Sofranko
Liz Swanson
Harley S. Winer
In 2006, Clare Olsen, Adjunct Assistant Professor, began a project called the TSA Archive. The Tulane School of Architecture Archive has undergone numerous changes since the 2005-2006 academic year. Unfortunately, the start of those changes was a dramatic loss of work due to wind and water damages from Hurricane Katrina. Although an effort has been made to contact students from previous semesters, this has been with little success since many students also lost their drawings and models in the flood. Moving on from the disaster, a large effort has been made to revise the archival process. The digitization of the archive through a database with linked images has facilitated cataloging, searching and organization of data. The digital archive also enables back-up files to be made, hopefully averting future loss of data. A FileMaker Pro database was created, which now includes more than 100 data records and over 400 images from Spring 2006 through Spring 2007. In addition, physical models have been collected from studios and fabrication seminars. With the database established and more personnel dedicated to maintaining the archive, the volume of the work documented is expected to grow dramatically.
RICHARDSON MEMORIAL HALL

Designed in 1907 by New Orleans architects Andry and Bendernagel, Richardson Memorial originally housed Tulane's Medical School. Characteristic of its original function, the American-Romanesque plan features 3000 square foot rooms (originally the medical laboratories) in the symmetrical wings of the second, third and fourth floors. While not a seamless fit, the adaptation of the building for its current use as an architecture school did not present enormous difficulties.

The general layout of its new use essentially conforms to its original function; the laboratories are now studio spaces. The upper floors (third and fourth floors) house first through fourth-year students. The thesis class occupies the attic space. Faculty offices and another large lecture room that originally, if ironically given its new use for intermittent juries, served as the operating (dissection) theater also occupy the fourth floor. The main lecture hall, the smaller raked seating lecture hall, the Architecture Library, and the Architecture Gallery are situated on the second floor—the school's piano nobile.

The monumental granite staircase announces the main entry, ascending one story to a large porch that faces Tulane's main quadrangle—the oldest and most architecturally significant part of campus. Hence, the School of Architecture maintains a highly visible and recognized position on campus. Internal to the School, the grand entry provides immediate contact with its 'public functions'—the gallery, library, and lecture halls—while also providing a dynamic and flexible space for juries, receptions, student work exhibits, and casual meetings. In addition, the internal stair, mimicking the grand staircase that engages the main quadrangle, ascends directly to the administrative offices. Thus, there is a constant, easy flow between instructional and workspaces, and between student, faculty and administration in the School.

Faculty offices and work spaces are located on the ground floor, as are the support services for the School of Architecture, including the Mintz Computer Lab, the Shop, the Slide Library, the Digital Imaging and Fabrication Center, the Tulane Regional Urban Design Center Offices, the Student Publications Office, the School of Architecture Publications Office, the Dark Room, and lastly, The Drawing Board, a breakfast and lunch deli.

As may be expected in a southern city governed by gentle weather in the winter months and romantically shaded by large oak trees, there are several outside 'work' spaces immediately adjacent to the School of Architecture. Due to its prominent location, the most visible of these is an 'outdoor room' directly in front of the main staircase. This area is actively used for seminars, critiques, and informal meetings. Given the succession of various architectural elements—the internal and external grand staircases, the expansive porch, and the outdoor room, these areas are favorite spots for ranging from the aforementioned outdoor class sessions to the annual graduation ceremony and reception. Additional outdoor spaces are located on the north side of the building. Building and materials workshops spill out into this area, providing a necessarily resilient zone for experimentation in materials and methods. Finally, the woodshop extends into an outdoor space that is used for large-scale construction projects,
including welding and forms fabrication.

In short, the School of Architecture is graced with a commodious building that facilitates academic exchange and professional relationships, and enhances the communality and productiveness of all members of the School.

The following list of specific functions provides further insight into the day to day life of the School of Architecture.

**Offices**

Administrative offices for the Dean and the Faculty's clerical support staff are situated on the third floor, along with two conference rooms. The central location of these offices aids in communication, interaction and efficiency. Office hours are 8:30 am to 5:00 p.m. Monday through Friday. As noted above, faculty members have offices on the first and fourth floors, where they hold office hours of at least two hours a week.

**Computer Facilities**

The Mintz Computer Lab houses computer assisted design instruction within the school. Equipment includes the latest workstations configured for graphics and computer aided design. Animation and three-dimensional modeling, rendering and imaging capabilities are used for student projects, presentations and architectural research. A selection of design software available to students and faculty include: Autocad, Revit, 3d Studio Max, Form-z, Rhino, Maya, Photoshop, Illustrator, In-Design, Sketch-up and Microsoft Office. The Mintz Computer Lab houses both Windows and Macintosh Environments. Students are also able to access the Tulane Network and internet wirelessly throughout the building. Output services include large format color inkjet plotters and a high capacity laser printer. Students may also present their works digitally via a digital projection system. Beginning with Freshman class of 2006, all Tulane School of Architecture students were required to purchase a laptop computer by the beginning of their second year. The School works with vendors to ensure that both Macintosh and Windows computers are available for purchase at a significant discount from retail pricing.

**Digital Imaging and Fabrication Center**

The School of Architecture is building a state-of-the-art facility for computer-numerically controlled manufacturing and production to support design instruction. It will be linked to, and located across from the Mintz Computer Center on the first floor of Richardson Memorial. As envisioned, the new center will include a variety of milling, laser cutting, and modeling machines that will provide students with unparalleled opportunities to enrich their three dimensional design explorations while developing their education in digital fabrication technologies.
Further information regarding the computational capabilities of the School of Architecture is contained in section 3.9 (Information Resources).

The Libraries

The School of Architecture houses two special libraries situated off the main lobby of Richardson Memorial. The Architecture Library contains thirteen thousand books and over 200 recent periodicals funded by the Emile Weil Memorial fund (older periodicals and another 26,000 volumes are stored in the main library). This library provides an optimal setting for quiet, relaxed study and research, as well as for browsing and reading. Located on the first floor, the Slide Library houses over 100,000 transparencies, three slide tables, three workstations and two copy stand areas. Members of the faculty have all-hours access to the collection; students may use it during weekday mornings. Holdings document all periods of architecture. The collection provides visual imagery for all the architecture course work, lectures and other visual needs. Recently, the Slide Library received a major grant that provides for even further development of the collection through the addition of more enhanced digital images. This grant is a vital first step in integrating multi-media instruction.

The New Orleans Database combines the Slide Library's collection of 35 mm slides with the Southeastern Architectural Archive's collection of language sides, and is online at www2.tulane.edu/arch. This database also contains about 3500 images of New Orleans, photographed by faculty, staff and students.

Additional information on the Libraries can be obtained in the Information Resources section of the Architecture Program Report.

Shop

Located on the ground floor of Richardson Memorial Building, the Architecture Shop facility enables students to work in wood, metal, concrete and various other materials. The Shop Manager oversees the student supervisors, who open the Shop during weekdays, weekends, and some evenings. Students are encouraged to use the Shop for academic assignments and other projects. The Shop Director offers instruction in the use of the shop, as well as a course on cabinetmaking and design. In their first year, students are required to take a mini course covering the use of the equipment and safety issues.

Publications Office

The School of Architecture has a rich history of publication, including books, periodicals, newsletters, annual reviews and specialty printings related to lectures, symposia and research studios. Several significant publications have grown out of the school, including most recently, AULA: Architecture and Urbanism in Las Americas, which is edited by TSA faculty member Dr. Robert Gonzalez. AULA publishes scholarly research and criticism on both historical and contemporary Latin American topics. Students have an opportunity to work
on most of the School’s publications, including their own independently run newsletter, *Charette*.

**The Drawing Board**

The Drawing Board is a breakfast and lunch deli located on the ground level of Richardson Memorial. Open weekdays, the Drawing Board offers meals, snacks, and beverages to architecture students and visitors from nearby buildings. Patrons can choose between the seating area inside the building or the shaded patio in front of the school.
3. 9. INFORMATION RESOURCES
The School of Architecture houses two special libraries situated off the main lobby of Richardson Memorial. The Architecture Library contains twenty three thousand books and 260 recent periodicals (older periodicals and another 26,000 volumes are stored in the main library). This Library provides an optimal setting for quiet, relaxed study and research, as well as for browsing and reading. There are several other libraries on campus that support the research activities of the School of Architecture. In addition, there are numerous other activities and collections that supplement the resources immediately available. Throughout the course of their education, students have access to any number of these resources and the faculty encourages their use. These are outlined in some detail below.

THE ARCHITECTURE LIBRARY

The Architecture Library, a branch of the Tulane University Howard-Tilton Memorial Library, houses the standard reference materials in Architecture, monographs on contemporary and historically eminent architects and their works as well as works on Landscape Architecture, building technology, energy, ecology, preservation and city planning. The Library also has a section devoted to Louisiana Architecture.

The Architecture Library also houses the current issues of Architecture and Architecture related journals plus prior issues for at least five years. Prior issues not found in Architecture are located at the main library. One hundred twenty eight are presently received with current issues shelved in the display area. The Architecture Library also has within its holdings one hundred thirty-five other serial titles, which brings the total for cataloged serials to two hundred sixty-three. Over fifty uncatalogued serials are received gratis from various architecture related sources. Over half of the periodicals and other serials are indexed in the Avery index, which is available on the Architecture Library website and in print form. The Architecture Library also makes available the BURNHAM INDEX in print form.

The Tulane Libraries, with the exception of the Law Library, currently use TULANET Voyager, using the software package Voyager, a product of Endeavor Information Services Inc. Tulanet Voyager enables patrons to access online the Tulane University Libraries as well as the World Wide Web. TULANET Voyager provides access to numerous databases, thus dramatically increasing searching capacity.

Books for the Architecture Library are chosen by Reference Librarian, Stephen Fowlkes. Stephen has been our interim Bibliographer since spring of 2005. He seeks direction from the faculty in the choice of purchases and additions that are needed for their particular courses as well as their areas of expertise. Student suggestions are also welcomed.

The main library within its own constraints sets budgeting for Architecture books and periodicals. The University Librarian is very active in trying to have the book budget increase as much as possible. The Library also receives gift books via the Dean's office and other sources.
In addition to books and serial publications, the Architecture Library purchases video recordings and DVDs on a selective basis. Presently, there are 26 circulating items in this medium.

All cataloging of materials for the Architecture Library is carried on at the Cataloging department of the main Howard-Tilton Memorial Library. The department participates in the OCLC national cataloging network. The cataloging department assists students in obtaining books that are listed in the catalog but are not yet fully cataloged. Students may complete "in process" requests and the book will be made available to them within three working days of the receipt of the request.

The Bibliographic Services department at the main library carries out all binding and other related activities for the Architecture Library. The library is totally committed to the preservation of its materials—many of which are priceless.

Many of these priceless materials are located in the Howard-Tilton Memorial's Southeastern Architectural Archive, which is located in Jones Hall directly across from the main Howard-Tilton Memorial Library. The Archive, a member of the International Confederation of Architectural Museums, houses over 200 individual collections containing significant architectural drawings, project records, and extensive holdings of drawings and three dimensional materials, the greater part of which date from the mid-1800's to the present. It serves as New Orleans' major repository for architectural records. Tulane architecture students are indeed fortunate to have this treasure as well as all the other resources of the main library available to them.

The Architecture Library's location in the Architecture School Building (Richardson Memorial Building, room 202) makes it very accessible to students and faculty. There are no obstacles for the physically disabled to access the Library. The library has a seating capacity for twenty at five worktables plus additional seating for fourteen. The Library is open to the public with circulation privileges extended only to Tulane University faculty, student, staff and those persons who pay a yearly fee to become subscribers and to certain other special categories of persons such as cooperative faculty and students of nearby universities. The Library is open from 8:00 a.m. until 10:00 p.m. Monday through Thursday (the library closes at 5:00 p.m. on Friday); 10:00 a.m. until 6:00 p.m. on Saturday and 2:00 p.m. until 10:00 p.m. on Sunday during the fall and spring semesters. Extended hours are made available during exam periods. Summer hours are 8:30 a.m. until 7:30 p.m. Monday through Thursday and 8:30 a.m. until 5:00 p.m. on Friday. The library is closed on weekends during the summer. A handout indicating general library policies is made available year round at the circulation desk. Orientation meetings are given to incoming freshmen at the main library. The Architecture Library staff and the services of the reference librarians at the main library are always available to assist students as needed. Books most recently received are kept on a "New Books" shelf where they are rotated regularly.

Library Equipment, Security and Staff

Presently there is one public access computer for internet use and normal computer functions as well as three other computers that require a Tulane login. There is also a LaserJet printer, which allows student to print using their Tulane
ID as well as an 8 1/2" x 14" size scanner for students to use. A Xerox copier is available in the library. Copy size is available not only in the expected standard sizes of 8 1/2" x 11" and legal size but also in 11" x 17", a most needed size for architecture students. The library has an electronic detection system, which has greatly reduced loss by theft since its introduction in 1992.

The staff of the Architecture Library is appointed by and is subject to the Howard Tilton Memorial Library Administration. Presently the staff consists of one full-time Library Unit Coordinator who acts as the head of the Architecture Library, and one full-time Library General Technician. As part of the Special Collections division of the main Howard-Tilton Memorial Library, staff members report directly to Assistant Dean Wilbur Meneray, the head of Special Collections.

During the fall and spring semesters, three to four students who are in the College Work-Study program assist the staff. These assistants are usually Architecture majors and their main function is to man the circulation desk during the later evening hours and on weekends.

The Architecture Library endeavors to be a special place where students feel comfortable to come and research, study or just browse.

THE SOUTHEASTERN ARCHITECTURAL ARCHIVES

The Southeastern Architectural Archive is located in Jones Hall. A member of the International Confederation of Architectural Museums, the archive houses over 200 individual collections containing significant architectural drawings, project records, and extensive holdings of drawings and three dimensional materials, the greater part of which date from the mid-1800's to the present. At the current time, the collection holds more than three million items, including 500,000 architectural drawings and 25,000 photographs. It also has a gallery with permanent and temporary exhibits. Tulane Architecture students have access to the archive, as well as all the other resources of the main library available to them.

ARCHITECTURE VISUAL RESOURCE LIBRARY

Visual Resource Library

The Tulane School of Architecture Visual Resource Library (formerly the Architecture Slide Library) circulates 140,000 35 mm slides to faculty and students for classroom presentation and as precedent source material for design studios. The slides are organized in a systemic manner, so that the slides are recallable by architect/creator, work date and site. A guide sheet and database are available for assistance researching the slide collection. The composition of the slide collection extends to the following primary categories:


In addition, two new online databases have been created to store and
distribute digitized images from the slide collection. The New Orleans Virtual Archive features original images from the collection and will be universally accessible. The Tulane School of Architecture Image Library will contain everything else (images from around the world and from various sources); access will be restricted to members of the Tulane University community.

Approximately 4000 original slides of New Orleans have been scanned and will form the core of the New Orleans Virtual Archive (NOVA), a digital collection of images of the city and plans for renewal. The NOVA is in part the second effort to organize and universally distribute via the internet the TSA's images of New Orleans. The nucleus of the NOVA website merges these images, previously online as the New Orleans Architecture Database, with Insight®, a powerful and sophisticated digital asset management system. In addition, the NOVA website will include digital photos documenting the aftermath of Hurricane Katrina, as well as plans for rebuilding the city generated by faculty and students through TSA's URBANbuild, CITYbuild and GREENbuild projects. While an increased focus on digital media has halted the growth of the slide collection in general, 35 mm slide holdings of regional architecture continue to expand. Recently several local architecture firms have donated their slide archives to the School of Architecture. Eventually, these new acquisitions will be digitized as part of the NOVA.

The images and information contained on the NOVA site will be accessible to the public, amplifying Tulane University’s commitment to community outreach. However, while the site is under construction, access is restricted. We anticipate opening the site to the public by January 2008. In the meantime, reviewers may access the site under construction.

The Tulane School of Architecture Image Library (TSAIL) has also been created in Insight®, currently accessible through the same login and password as NOVA. The TSAIL will support faculty and student research and classroom presentations. It currently is populated with aerial views and maps of Rome to assist the new study abroad program. As the Luna license is institutional, several collateral collections are being developed across campus. The Newcomb Art Department has created an online collection of over 15,000 images; 1700 of which represent architecture. The Middle American Research Institute has initiated a digital collection of nineteenth century lantern slides of artifacts and architecture of the Americas. In addition, the Tulane Howard-Tilton Memorial Library maintains institutional subscriptions to ARTStor, an online database of over 250,000 images of art and architecture, and Digital Sanborn Maps (1867-1970).

The VR Library also contains a series of films and videos which document lectures and symposia held at the School of Architecture. In the Fall of 2007, we will begin digital sound recordings of lectures and special events.
Slides and digital images produced for faculty are processed within two weeks from written request. Students may use the Visual Resource Library Monday through Thursday 8 am to 4 pm and on Friday from 8 am to 1 pm. Faculty with keys to the VR Library have unlimited access. The policies for faculty and student use as well as a classification guide are posted in the VR Library and on the website.

The School of Architecture VR Library is listed in the “Visual Resources Directory,” a project sponsored by the Visual Resources Association in the United States and Canada. There is a mutual agreement between the Newcomb Art Department and the School of Architecture to allow faculty to check out slides from either VR Library.

Staff

The Visual Resources Curator (.75 FTE) has an M.A. in Art History and university level teaching experience. She oversees a staff of five part-time work study assistants, all students in the School of Architecture. Student responsibilities include filing, mounting, scanning and image manipulation.

Facilities

The Visual Resources Library occupies 480 square feet of space on the main floor. Equipment inventory includes: 30 inch iMac 2.16GHz Intel Core 2 Duo, 17 inch iMac 1Ghz Power PC G4, 15 inch iMac 700MHz Power PC G4, 17 inch apple Powerbook G4, Nikon Coolscan V ED, Nikon Coolpix P1, Nikon Coolpix 885 with slide copy adapter, Oxberry copystand, Kodak Ektagrapthic III AT projectors, four tripods, and a variety of photographic accessories.

The 42 5-drawer Neumade slide storage cabinets are housed in custom units that include illuminated surfaces, lockable storage areas and drawers. Two three—bay custom light tables are available for organization of slide lectures.

Disaster Planning

In February 2007 the VR Curator participated in a panel discussion at the Visual Resource Association annual conference titled “Disaster Planning in the Digital Age.” The presentation and panel discussion resulted in a paper, “Revising a Visual Resources Hurricane Plan’ to be published in the next edition of the VRA Bulletin.

COMPUTER FACILITIES

The Computer Center houses computer-assisted design instruction within the School. Equipment includes microcomputers configured for computer-aided design and color graphics, with various graphics and letter-quality printers, pen plotters, and digitizing equipment. State-of-the-art, three-dimensional modeling, rendering and imaging capabilities are utilized both for student projects and architectural research.
Computer Resources available to Students.

Computer Lab : Available 24hrs

<table>
<thead>
<tr>
<th>Manufacturer</th>
<th>Apple</th>
<th>Dell</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
<td>Mac Pro</td>
<td>OptiPlex GX745</td>
</tr>
<tr>
<td>Processor</td>
<td>2x2.66 GHz Woodcrest Xeon</td>
<td>2.13 GHz C2D E6400</td>
</tr>
<tr>
<td>RAM</td>
<td>2 GB (4x512@667 MHz buffered ECC)</td>
<td>2 GB (2x1GB@667 MHz)</td>
</tr>
<tr>
<td>Hard Drive</td>
<td>250 GB</td>
<td>80 GB</td>
</tr>
<tr>
<td>Optical Drive</td>
<td>16x SuperDrive</td>
<td>16x DVD+-/RW</td>
</tr>
<tr>
<td>Video Card</td>
<td>2xNvidia GeForce 7300 GT 256 MB</td>
<td>Intel GMA 3000</td>
</tr>
<tr>
<td>Operating System</td>
<td>OS X 10.4</td>
<td>Windows XP Pro</td>
</tr>
<tr>
<td>Display</td>
<td>20&quot; LCD</td>
<td>20&quot; LCD</td>
</tr>
<tr>
<td>Warranty</td>
<td>3 year Apple Care</td>
<td>3 NBD Gold Support</td>
</tr>
</tbody>
</table>

Apple = 4 computers
Dell =

Printing Facilities

1 x Canon Multipurpose C3220 :
Features: Color Laser Printing, 11x17. Scanner up to 11x17
Managed By Pharos system for Billing students.

2 x HP laserjet 8150 B/W laser printer (up to 11x17)
Available at 4th floor studio and 3rd floor studio

2 x Plotters : HP Designjet 5000 up to 42" wide.

Laser Cutter:
Universal Laser, X660 with a 32"x18" Work Area

Software Available to Students
Adobe Creative Suite 3, Premium Edition
Autodesk Autocad 2008
Autodesk Maya 2008
Microsoft Office 2007
Rhino version 4 with Flamingo
ArcGIS ver 9
Sketchup

**Network, internet:** Wireless network 802.11b available throughout the building. Additionally, Studios have Ethernet jacks at each student station.

**Network Storage:** 1 Terrabyte Shared Public folder accessed via FTP.

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**EXTERNAL INFORMATION RESOURCES**

As stated in the Undergraduate Catalog, ‘Tulane students find that the City of New Orleans is a source of learning and intellectual challenge. “The test of a first-rate intelligence,” wrote F. Scott Fitzgerald, “is the ability to hold two opposed ideas in mind at the same time, and still retain the ability to function.” New Orleans can offer such a test, for in few American cities today do the past and the future unite so intensely.’

For architecture students, the City of New Orleans is an extended field laboratory in which speculative ventures, real world experiences, infrastructural feats, historic landmarks, vernacular traditions, the physical issues associated with social and economic stratification, and building aesthetics can all be entertained. Moreover, the City and its Environments house unique and accessible archives and collections. During the course of their educational careers, students become acquainted with a number of these ‘information sources’, some of which are detailed below.

On Tulane’s campus there are a number of information resources pertinent to architecture. The aforementioned Southeastern Architectural Archives is joined by the Latin American Library (housed in Howard-Tilton Memorial Library), the Maxwell Music Library (housing the Hogan Jazz Archives),* and the Tulane Manuscripts Collections (the city’s most comprehensive collection archives on New Orleans history), all of which provide valuable on-campus sources of information on architecture. Students are encouraged to experience the wealth of information provided by other organizations, some of the most prominent of which are cited below. In addition, the University of New Orleans, home of a strong urban planning department, also has field research materials, as well as an adequate library housing information on architecture and urban design.

*(While it may be difficult at first to understand why the Hogan Jazz Archives would contain information on architecture, it should be noted that architecture and urbanism provided the venues in which jazz as a music form and cultural condition evolved.)

**TULANE UNIVERSITY LIBRARIES SYSTEM**
The University's ten libraries together house approximately 2,200,000 volumes and 16,000 currently received serial titles.

The Howard-Tilton Memorial Library, the general library of the University, is housed in a modern building centrally located on campus. Most areas of the general book stacks are open to readers. The library provides seating for 1,200 readers, including 94 faculty study rooms, 186 separate study areas for graduate students, and 600 carrels for general use. Howard Tilton's holdings include a total book stock of about 1,750,000 volumes, organized into a general reference/bibliographic services area and a number of special areas: government documents, newspapers and microforms, the Latin American Library, and the Maxwell Music Library. Other special areas located in Jones Hall, include rare books, manuscripts, the University Archives, the Southeastern Architectural Archive and the William Ransom Hogan Jazz Archive. The library is also a depository of federal documents.

The Latin American Library, in the Howard Tilton Memorial Library, contains 220,000 volumes and collections of newspapers, periodicals, and photographs. The library, which has extensive rare book and manuscript holdings, specializes in Mexican, Brazilian, and Central American materials.

The Maxwell Music Library, in the Howard Tilton Memorial Library, contains about 36,000 volumes of books, periodicals, and music scores. The library also features more than 19,000 titles of non-book materials (records, compact disks, video disks, magnetic tapes, microfilms) including the collected works and scholarly editions of composers and important collections such as various "Denkmaeler" editions and the "Monuments of Music" series. There is an unusually broad collection of early music manuscripts on microfilm or in facsimile editions, partly with critical text. The William Ransom Hogan Jazz Archive, in Jones Hall, houses a collection of interview and music tapes, phonograph records, sheet music, and thousands of other items on traditional and contemporary New Orleans music.

As above, the Southeastern Architectural Archive, in Jones Hall, has more than three million items, including 500,000 architectural drawings and 25,000 photographs. It also has a gallery with permanent and temporary exhibits.

As above, the Architecture Library, a branch of the Howard-Tilton Memorial Library, is located in the School of Architecture in the Stoll Reading Room, Room 202, Richardson Memorial Building. The library is open to all members of the Tulane Community as well as to the general public. Its main focus is to afford the Architecture School faculty and students a place where they may readily access the standard as well as the most current print/electronic information necessary for their course and research work. Presently the library contains 14,500 volumes and maintains subscriptions to 235 serials, including the Avery Index to Architectural Periodicals on CD-ROM.

The Lillian A. and Robert L. Turchin Library of the A.B. Freeman School
of Business, in Goldring/Woldenberg Hall, featuring 35,000 volumes and 700 journals and serials is one of the most comprehensive and computerized business reference libraries in the area.

The Library of Tulane Law School, in John Giffen Weinmann Hall, contains more than 500,000 volumes in hard copy and microform, including court reports, federal statutes and codes, state statutes, the principal digests, and the National Reporter System. The library also maintains extensive collections of Admiralty and Comparative Law.

The Amistad Research Center, in Tilton Hall, contains more than ten million manuscripts, other primary documents, 23,000 books, 260,000 photographs, and works of art concerning the history of America's ethnic minorities, race relations, and civil rights since the 18th century. It also has a gallery with temporary exhibits.

The A. H. Clifford Mathematics Research Library, in Gibson Hall, is a specialized research library containing approximately 15,000 books and bound journals.

The Rudolph Matas Medical Library, in the School of Medicine on Tulane Avenue, contains approximately 167,000 volumes and subscriptions to 1,000 medical journals.

The Tulane Regional Primate Research Center Library, near Covington, Louisiana, contains approximately 11,000 volumes, 23,000 scientific reprints, and 250 microforms.

The Meade Natural History Library, in the Riverside Research Laboratories, is located at the F. Edward Hebert Center near Belle Chasse, Louisiana. The library houses more than 1,150 periodicals from 70 foreign countries and 280 journals from the United States.

The Nadine Robbert Vorhoff Library, in the Newcomb College Center for Research on Women, is a specialized research library containing approximately 8,000 volumes, over 200 current serial subscriptions, 2,000 linear feet of manuscripts and records concerned with women's education and a special collection devoted to culinary history.

Other libraries in New Orleans whose resources are available to students and scholars are: the New Orleans Public Library System (including the Archives of the City of New Orleans); the Louisiana Historical Center; the Law Library of Louisiana; the Library of the Agricultural Research Service, Southern Research Center, United States Department of Agriculture; and the libraries of other academic institutions in the city.
NEW ORLEANS RESEARCH LIBRARIES and ARCHIVES

The Louisiana State Museum

Housed in the Cabildo, the site of the signing of the Louisiana Purchase in 1803 and immediately proximate to the Pontalbas, a large scale mixed-use development designed by the Baroness Michaela Pontalba and presumable the nation's first 'development' project, the Louisiana State Museum contains information regarding the early development of the City of New Orleans and surrounding regions.

Jean Lafitte National Historic Park and Preserve

The only national park that contains a significant urban component (the Vieux Carré), Jean Lafitte National Historic Park and Preserve maintains extensive archival holdings pertaining to archeological research, and documentation, historical studies, and cultural diversity studies of the lower Mississippi delta, among other holdings.

New Orleans Notarial Archives

A state agency, the Notarial Archives holds over 35 million pages of notarial contracts (from 1731) and maintains an extensive collection of maps, blueprints, topographical elevations, and design drawings.

The Historic New Orleans Collections

Located in the French Quarter, the Historic New Orleans Collection is a museum and research center for state and local history. The HNOC offers tours of the complex that houses the original artifacts and is decorated according the period interiors of the original 19th century townhouse. The Williams Research Center contains a reading room that provides state-of-the-art access to books, manuscripts, paintings, prints, drawings, maps, photographs, and artifacts about the history and culture of New Orleans and Louisiana. Extensive holdings on plantations, cartography, urban development, Louisiana architects and artists, jazz, Mardi Gras, and the French Quarter are features of the collection.

The Port Authority of the City of New Orleans

Located just under the Crescent City Connection on the old Thalia Street Wharf, the Port Authority represents a seemingly inexhaustible source of information on the development of the City of New Orleans itself, the lower-Mississippi Valley, and surrounding regions. While the Port Authority is ostensibly concerned with the conduct and facilitation of commerce, there is a unique and expansive archive of drawings, photographs, and details associated with the infrastructure of the City of New Orleans and the Mississippi River and the various channels, spillways, levees, flood plains, and pumping stations that monitor the rise and fall of the water. In addition there is a large section of drawings and photographs pertaining to commercial, residential, and institutional
structures on hand, as well as city plans dating back over 200 years. Students are allowed access to these archives during regular business hours and receive free copies of drawings, photographs, and charts.

*The Army Corps of Engineers*

The Army Corps of Engineers is also an invaluable resource for architectural information. Like the port authority, the Corp of Engineers track the large-scale infrastructural concerns and conditions associated with the Lower Mississippi Valley. There is a rich source of information pertaining to technological development, as well as information pertaining to soils, erosion tables, climatology, and demographics. Students are allowed access to these archives during regular business hours. The expertise of the various individuals associated with the Corps has proved useful to a number of students and faculty in the School of Architecture.

*Preservation Resource Center*

The Preservation Resource Center promotes the preservation of New Orleans’ historic architecture by expanding the constituency that understands the economic, cultural and aesthetic importance of historic preservation, and by involving citizens in preservation projects and services. A non-profit organization, the PRC has been instrumental in the redevelopment of the warehouse district and focuses on the problem of vacant and deteriorated houses in older neighborhoods. The PRC oversees the sixteen areas (neighborhoods) designated by the National Register of Historic Places as historic districts (national historic landmarks in the case of the Garden District and the Vieux Carré. Students are encouraged to join and are active in various projects associated with the PRC such as Christmas in October.

*Historic District Landmarks Commission*

The Historic District Landmarks Commission (HDLC) is a municipal agency that is concerned with the recognition and preservation of the many historic districts and landmarks in the City of New Orleans. The HDLC has a significant collection of historic documents, drawings, and plans that may be accessed by the students and faculty alike.

*Vieux Carré Commission*

Overseeing the oldest historic district in the nation, the Vieux Carré Commission is also the oldest municipal preservation agency in the country. Charged with the supervision of the development of the French Quarter, the Vieux Carré Commission has an extensive archive of
drawings, documents, and photographs dating from the 18th century. Several members of the faculty are associates of the commission. In 1998, Professor Malcolm Heard won the prestigious Weirlein Medal, the commission’s highest award.

City of New Orleans Archives

Located in the New Orleans Public Library, the City of New Orleans Archives contains the official municipal archives for the City of New Orleans (1769 - present), and maps and photographs detailing neighborhood and city development.
FINANCIAL RESOURCES
FINANCIAL RESOURCES AND INSTITUTIONAL COMMITMENT

Budget

The total operating budget provided to the School by the University for the 2006-2007 academic (fiscal year 2007) was $2,553,232.67. Of this, approximately $2,012,382.54 went to faculty and staff salaries and fringe benefits (accounts #211000-5111 to 5899). The remaining $486,790.88 covered all equipment, supplies and expenses for the School's endeavors (accounts #211000-6111 to 8223). Student workers were funded by $54,059.25 within the Architecture Budget. The level of M. Arch I Scholarship support within the Architecture budget was $192,000.00.

Endowments

The School of Architecture's total endowed funds had a 2007 book value of $6,521,562.00 a nearly 76% increase in five years. The endowment is divided between 38 funds, with various restrictions on their use stipulated by their donors. The projected income of these endowed funds for FY 07 is $278,374 (spendable), an increase of 57% over the previous FY 06.

Annual giving to the Architecture School for academic and fiscal year 2007 was $855,977.00. Of this, $781,000.00 was in restricted giving, and thus available for the operating expenses of the School.

Scholarships

Tulane University scholarship funds have increased substantially in the past few years, and now stand at over $105 million (an increase of 40% in five years. More than half of all undergraduates receive some kind of aid. A total of 185 undergraduate Architecture students received institutional scholarship aid in the 2006-2007 academic year.

Listed below are the types of institutional scholarships, and total dollar amounts, awarded to undergraduate Architecture students.

<table>
<thead>
<tr>
<th>Scholarship</th>
<th>Tulane Need-based</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Exchange</td>
<td>$50,988.00</td>
</tr>
<tr>
<td>Legislative and City scholarships</td>
<td>$183,600.00</td>
</tr>
<tr>
<td>Merit and Deans Honors Scholarships</td>
<td>$302,000&quot;</td>
</tr>
<tr>
<td>Merit and Deans Honors Scholarships</td>
<td>$1,822,651.00tec</td>
</tr>
<tr>
<td>Private</td>
<td>$1,437,472.00</td>
</tr>
</tbody>
</table>

In addition, the following Federal funds were awarded:
<table>
<thead>
<tr>
<th>Grant</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Competitiveness Grant</td>
<td>$3,857.00</td>
</tr>
<tr>
<td>Pell Grants</td>
<td>$134,913.00</td>
</tr>
<tr>
<td>Suppl. Educ. Opportunity Grant</td>
<td>$182,500.00</td>
</tr>
<tr>
<td>Perkins Loans</td>
<td>$327,856.00</td>
</tr>
<tr>
<td>Stafford Loan</td>
<td>$548,691.00</td>
</tr>
<tr>
<td>Work Study funding</td>
<td>$0</td>
</tr>
</tbody>
</table>
ADMINISTRATIVE STRUCTURE
3. 11. ADMINISTRATIVE STRUCTURE

REGIONAL ACCREDITATION

Tulane University's accreditation was reaffirmed 10 December 2000 by the Southern Association of Colleges and Schools. The Commission on Colleges of SACS is the recognized accrediting body in 11 U.S. southern states (Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia) and in Latin America, for those post-secondary 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. Tulane University is currently preparing materials for the SACS re-accreditation process.

RECOGNIZED ACADEMIC UNIT

Tulane University

Tulane University is one of 56 members of the Association of American Universities. The School of Architecture is one of nine major academic units at Tulane, along with School of Liberal Arts, the School of Science and Engineering, the School of Continuing Studies, and the professional Schools of Business, Law, Social Work, Medicine, and Public Health and Tropical Medicine.

Tulane enrolls approximately 10,300 students, of which 5,500 are undergraduates (full and part-time). There are 720 full-time faculty. Tulane sits on a 110-acre uptown campus, with the medical divisions located in downtown New Orleans. (See Appendix, "Tulane Facts and Campus Map" for more information.)

The administrative structure of the University is comprised of a Board of Administrators which governs the University. The President, Dr. Scott Cowen, reports to this Board. The Academic Vice President and Provost, Dr. Michael Bernstein, is responsible for the academic affairs of all of the divisions of the University, except for the Schools of Medicine and Public Health and Tropical Medicine, which report to the Chancellor of the Medical Center.

The Interim Dean of the Architecture School, Scott Bernhard, reports directly to the Provost. The Dean of Architecture is a member of the Provost's Deans Council, and the University Administration's Academic Council, where matters of general academic and operational concern are discussed and general information is distributed. Each Council meets monthly.
The School of Architecture

The administration of the School of Architecture is handled principally by the Dean's office. The Dean is usually assisted by the Associate Dean, along with a staff of eight. Three half-time staff positions oversee the service facilities within the School. They are the Visual Resources Curator (See Section B.11 Information Resources), the Building Manager (who doubles as the Woodshop supervisor and instructor), and the Digital Systems Specialist. The Building Manager is also responsible for the coordination of plant maintenance and physical facilities.

The Dean assumes budgeting responsibility for the School, and submits annual budgets to the Provost for review and approval. The Dean assumes ultimate responsibility for personnel decisions, academic faculty appointments, and budgetary control. He works closely with the faculty's Executive Committee, on the policy and strategies that direct these efforts. Other personnel decisions having to do with promotions and tenure are dealt with by appropriate committees: Promotion, Review and Tenure Committee and the New Faculty Committee. All staff personnel matters are the responsibility of the Dean.

The library of the School of Architecture is staffed by a Librarian Assistant. The Library Staff is responsible to the Executive Director of Information Resources who is in turn responsible to the Dean of Libraries who is in turn responsible to the Provost of the University.

The following is an overall list of administrative, staff, and clerical positions.
Dean (Scott Bernhard—Interim Dean): Overall responsibility for instruction, academic direction, and faculty matters, including curriculum, course development and teaching assignments. Development and execution of university and school policies. Acts as an academic officer of the university.

Associate Dean: Job Description as determined by the Dean and Executive Committee.

Executive Assistant: (Nicole Heyman): Nicole Heyman is considered the "Chief of Staff" for the Tulane School of Architecture. She coordinates all aspects of administration of the school, as well as the Dean's personal and professional schedule. She participates in budget oversight and supervision. Ms. Heyman works with the Dean to manage all aspects of the business administration of the School. In addition, Ms. Heyman coordinates external affairs for the School, including the communication with the Dean's Advisory Council, alumni and professional constituents of the School.

Assistant Dean (Wendy Sack): Directs external relations for the school with the goal of raising the public awareness of the School of Architecture on community, regional, and national levels. This individual is the main contact for alumni of the School of Architecture, with the goal of facilitating a positive relationship through communications, receptions and personal relationships. Coordinates Board of Advisors functions and communications. Ms. Sack also acts as liaison between the faculty and the Dean as regards both TSA and University policies, external agencies such as NAAB and ACSA, faculty meetings, and institutional files. She also acts as co-manager of the general administrative office and participates in budget oversight. She acts as Academic Recruiter and Advisor to prospective students at the undergraduate level, and she monitors job openings for graduates and organizes Career Day. She also organizes major events such as Commencement and receptions for lectures, and acts as student advisor to the ASG (Associated Student Government).

Budget Coordinator (Kathy Branley): Responsible for every aspect of account and budget management for the Tulane School of Architecture. She maintains all aspects of accounting for the School including deposits, receipts, requests for payments, faculty and staff payroll, student worker supervision, all aspects of Grant financial management. In addition, Ms. Branley oversees the implementation of all summer and overseas programs for the school. She assists in the coordination of commencement, lecture series, and external affairs. Ms. Branley is further responsible for preparation of special reports for the NAAB, ACSA, AIA, NIAE and for the Dean and Provost as requested.

Project Assistant (----): The Tulane School of Architecture Receptionist and Student Worker Coordinator. He/she interacts with Parents, Students, Faculty and Staff to ensure the day to day management of the office. He/she assists the Faculty and Staff in routine office duties including supervising mail distribution, ordering supplies, managing office machine maintenance, copying, faxing, and general secretarial duties for
the Faculty and Staff. Provides assistance and support to the students and their parents.

**Interim Director, Tulane City Center:** The role of the Director at the Tulane Center Center (TCC) will consist of responsibilities in all aspects of three general focus areas: 1) external outreach, 2) fiscal, and 3) internal operations. The Director will report directly to the Dean of the Tulane School of Architecture (TSA) and will work within a framework of an executive board with the Dean of the Tulane School of Architecture, the Deputy Director of the Tulane City Center and the Deputy Director of the Tulane/Xavier Center for Bioenvironmental Research (a founding partner of the TCC).

The Director of the Tulane City Center will be responsible for outreach and development in numerous capacities and will be responsible to represent the TCC, TSA and Tulane University within municipal, professional, academic and community environments at local, regional, national and international levels. The Director will participate in and/or host conferences, symposia, will pursue speaking engagements, and will contribute to publications and research related to the mission of the TCC. The Director will actively pursue funding streams to ensure that the administrative and program related costs are covered. The Director will oversee the development and strategic planning of all aspects of marketing and the coordination of outreach materials, brochures and websites associated with the TCC. The Director will be responsible, along with the Deputy Director, for administration and management of projects, staff, design direction, internal operations and purchasing.

The Director will also be responsible for working with and contributing to the various related project streams associated with the CITYbuild Consortium of Schools of which TCC is the host academy and the TSA URBANbuild. The Director will also engage the TSA Faculty to pursue applied research projects through the TCC and to deliver semiannual presentations on the activities, achievements and upcoming opportunities and initiatives of the TCC.

**Assistant Director, Tulane City Center:** Daniel Etheridge The Assistant Director (AD) of the Tulane City Center (TCC) will be directing, with the TCC Director, all aspects of management and administration of the TCC. As a new center at the Tulane School of Architecture, the AD will be expected to establish and oversee the development of administrative protocols within the TCC. The AD will also be responsible for identifying and pursuing funding for the TCC's administrative and programatic costs, as well as managing active accounts for which the AD is signatory.

In addition to working with the Director of the TCC and Dean of the School of Architecture to identify programmatic opportunities and outreach materials, the AD will be required to supervise TCC staff and student workers. The AD will also be responsible for facilitating TCC partnerships on and off campus, particularly with the Tulane/Xavier Center for Bioenvironmental Research (a founding partner of the TCC).

**Office Assistant** (n.a): Responsible for telephone and office reception.
Assists in general office activities.

**Visual Resources Curator** (part-time) (Francine Stock): Responsible for the maintenance and development of the Slide Library collections. Responsible for documentation and filing of year-end studio work.

**Building Manager/Shop Director** (part-time) (Sam Richards): Responsible for building systems management. Acts as liaison with University Grounds and Maintenance and Physical Plant. Shop manager and budget oversight.

**Microsystems Technician** (part-time) (Victor Garcia): Responsible for set-up and maintenance of the School of Architecture information systems (including faculty, student, and staff systems). Responsible for procurement and installation of current programs.

**School of Architecture Librarian** (Alan Valesquez, staff): Though a semi-autonomous unit housed within the School of Architecture, the School of Architecture Library is overseen by the Libraries Central Administration.
Comparison to Other Professional Degree Programs in the Institution

With slight variations regarding the minor positions within the administrative structure (number of secretarial staff, job descriptions of the various technicians, etc.), the administrative structure of the School of Architecture is equivalent to general administrative structure of its sister professional degree programs.

Additional Programs Offered within Unit

Masters of Architecture II (post-professional) Program
Master in Historic Preservation (MPS)
Certificate in Historic Preservation (undergraduate)
PROFESSIONAL DEGREES and CURRICULUM
3.12.  PROFESSIONAL DEGREES AND CURRICULUM

Programs of Study

The School of Architecture offers two professional degree programs. The Master of Architecture I undergraduate degree and the Master of Architecture I graduate degrees are accredited by the National Architectural Accrediting Board. The Master of Architecture I (undergraduate) is offered in a five-year (10-semester) program as a first undergraduate degree (M.Arch.). Students with previous college work may take the first two semesters of required architecture courses in an intensive summer program. The first class to be granted this degree was the graduating class of 2004. Since then, all students who graduated with a previous degree of Bachelor of Architecture were conferred their Master of Architecture I degree in a ceremony in 2004.

Students with Bachelors degrees in other disciplines are eligible to enroll in a Masters program (M.Arch.I) requiring eight semesters and leading to the Masters as a first professional degree. Students in the M.Arch I graduate program are urged to begin in the summer; this makes the first professional degree obtainable in one summer and three academic years. A Master of Architecture is also offered as a post-professional degree (M.Arch II). The degree is offered in a two-semester program.

While the Master of Architecture graduate program is distinct from the five year Master of Architecture undergraduate program, both advanced degree programs share faculty and basic course offerings with the undergraduate program. The students in the Master’s Programs at the graduate level remain integral with the School, not segregated from it. Both programs prepare the student for the professional degree in architecture. It is important that the two groups of students merge educationally and socially, allowing the strengths of each group to benefit the other.

MASTER OF ARCHITECTURE I PROGRAM (UNDERGRADUATE)

The Master of Architecture I undergraduate program is structured with required courses and electives to give students a thorough professional preparation, including opportunities for study in the liberal arts and advanced studies in architecture. In addition to the university requirement of English, first-year courses include the required study of design, introductory architectural analysis, technology, and structures. First-year electives allow students, according to their individual needs and interests, to supplement their background in physics or calculus, to start foreign language study, to broaden their skill in the arts, or to choose any other subject area from among over forty offered throughout the university's undergraduate divisions.
The faculty, and more specifically the Curriculum Committee, met on a regular two-week basis during the months before Katrina, and on a twice weekly basis after, in order to revise the entire curriculum to reflect these (Comprehensive Design, Representation), and other important concerns, mainly the shift to the five-year Masters of Architecture curriculum. The curricular model will now reflect a more integrated goal and outcome approach to studio and course work, with a comprehensive 'curricular strategic plan' to be put in place for the upcoming year (2007-08). This plan will cascade through not only upcoming classes, but will be reflected in modifications in the curricula of current students—thus achieving a current and coherent resonance across the entirety of the program from the Fall of 2006 forward.

Per the first concern, that of Comprehensive Design, the curricular overhaul will specifically address the goals and outcomes for Comprehensive Design (and Building Systems Integration). Rather than see these criteria as isolated measures (as was the case in the past), the issue of comprehensive design has become a 'steering column' for the revision of the curriculum. To this end, the entire second semester third year will be dedicated to a comprehensive studio where students will be in class four days per week, eight hours per day, during which all aspects of the curriculum—history/theory, structures, technology, and professional concerns—will be taught as one course. This internal comprehensiveness will be followed by external 'courses' taught during the fourth year, where students will spend one semester dedicated to the new Tulane City Center and one semester in a study-abroad program.

The second concern, the issue of Representation—particularly as it concerns digital media (as noted in the immediate past VTR)—is a current preoccupation of curricular revisions. Greatly aided by the requirement of laptops for every incoming first-year student, the use of digital media is now introduced in the first year. Significant development of digital media skills will be continued in the second- through fifth-years, with a requirement that all projects be developed and represented in computational form. Second year studios, in particular will concentrate on the development of digital literacy so that students will be better prepared to face the challenges of upper division studios. There will be a four-semester addition to the curriculum that will entail the development of computational skills specifically, thus furthering the saturation of computer use across the curriculum. In addition, forms of representation that include both visual and verbal skills will be part of this communications skills module.

To reflect the enhanced five-year Masters of Architecture curriculum, thesis year has been dramatically revamped. There are now four options that students may take leading to the development of their thesis, all of which entail a one-year (fifth-year) commitment. The recent reorganization of thesis year has also allowed for the enhancement of computational skills, since all students are now required to organize the development of their thesis idea and project in terms of analysis and synthesis. This is done not only by means of final representation, but by using the computer as a research and formulaic device. New courses that will further aid and abet the thesis year in these terms are slated to be woven into the curriculum within the next year,
particularly in the second and third years.

As above, Comprehensive Design and Representation are together the touchstones for the School's contemporary curricular revision. They are seen not only as means, but representative of the perceived goals and outcomes of a successful educational model for the School of Architecture.

Second and Third-year courses include the majority of program requirements. Intensive studio work in architectural design is complemented by study in architectural history and theory, structures, and building technology.

The fourth and fifth-year curricula involves advanced architectural design in elective studio courses, theory, thesis research, and finally the thesis design semester. Upper-level study includes many electives—for undergraduates arrayed according to the university requirements in the humanities, social sciences, and science and mathematics—courses intended to provide significant opportunities for study in the liberal arts and sciences. In addition to academic-year studies, students are required to spend two summers working in architecture firms in order to gain an understanding of architecture as a profession. Fixed M-dashes. (GLZ)

Transfer students with previous college work but without any background in architecture may take an intensive summer curriculum as the equivalent of First-year. The intensive summer program includes no English or general electives because previous college work is a prerequisite. For such students, the Master of Architecture I (undergraduate) as a first undergraduate degree may then be obtained in four additional years.
CURRICULUM: MASTER OF ARCHITECTURE I

(Undergraduate Professional Degree Program)
A total of 176 credits are required for the Master of Architecture 5 Year Undergraduate degree:

Year One: Fall

Design I: Fundamentals 4
Visual Media I: Freehand Drawing, Visual Fundamentals 2
(Descriptive Geometry and Verbal Communication)
Cultural Knowledge University Elective (World Culture) 3
University Elective (Foreign Language) 4
Writing 4
TIDES 1

Year One: Spring

Design I: Architectonics 4
Visual Media II: Spatial and Material Techniques 1
Digital Media I: 2D Drawing and Graphics 1
History of Architecture I: Ancient to Modern Survey 3
Technological Systems I 3
University Elective (Foreign Language) 3
University Elective (Cultural Knowledge/Scientific Inquiry) 3

Year Two: Fall

Design II: Architectural Analysis/Design 6
(Precedents, Site, Program, Technology)
Digital Media II: CAD/Spatial Modeling 3
History of Architecture II (Period Elective) 3
Technological Systems II 3
University Elective (Cultural Knowledge/Scientific Inquiry) 3

Year Two: Spring

Design II: Housing 6
Digital Media II: Advanced Modeling Digital Design Techniques 3
History of Architecture III (Modern elective) 3
Technological Systems III 3
University Elective (Cultural Knowledge/Scientific Inquiry) 3

Year Three: Fall

Design III: Urban Design/Detail Design 6
History/Theory I (Contemporary Practice/Theory Elective) 3
Building Systems: Integrated Technology I 3
Professional Concerns I: Professional Context 3
University Elective *(Cultural Knowledge/Scientific Inquiry)*  3

Year Three: Spring

Design III: Comprehensive Design: Integrated Systems  6  
History/Theory II: Precedent Analysis/Case Studies  3  
Building Systems: Integrated Technology II  3  
Professional Concerns II: Programming/BIM  3  
Digital Fabrication  3  

Year Four: Fall

Design IV: TCC/URBANbuild Elective Studio  6  
Urban Studies Elective  3  
Advanced Technology Elective  3  
Advanced Professional Concerns Elective  3  
University Elective  3  

Year Four: Spring

Design IV: International Study/Advanced Elective Studio  6  
Advanced Digital Elective  3  
Architecture Elective  3  
Advanced History/Theory Elective  3  
University Elective  3  

Year Five: Fall

Design V: Research and Analysis  6  
Advanced Research linked to Design V  3  
*(History, Technology, Digital Media or Urbanism)*  
University Elective  3  
Architecture Elective  3  

Year Five: Spring

Design V: Thesis Studio/Research Studio/Integrated Studio  6  
Advanced Research linked to Design V  3  
*(Theory, Technology, Digital Media or Urbanism)*  
Architecture Elective  3  
University Elective  3  

With the curriculum of the School of Architecture, students in the five-year program have electives that must be distributed in four categories as follows:

**Humanities and Fine Arts**  4 courses  
*(3 lecture courses)*  
**Social Sciences**  2 courses  
**Science and Mathematics**  2 courses
General Electives
7 courses
Architecture Electives
specified in curriculum

ELECTIVE AREAS FOR DISTRIBUTION

Humanities and Fine Arts
- African & African Diaspora Studies
- Art History
- Art Studio
- Classical Studies
- Communication
- Dance
- English
- Jewish Studies
- Language – placement required
- Music
- Philosophy
- Theatre

Social Sciences
- Anthropology
- Economics
- Education
- History
- Latin American Studies
- Political Economy
- Political Science
- Sociology
- Women’s Studies

Sciences and Mathematics
- Astronomy
- Cell & Molecular Biology
- Chemistry
- Ecology & Evolutionary Biology
- Computer Science
- Geology
- Mathematics
- Physics
- Psychology

Minor or Major in Another Division

An architecture student may elect to pursue a minor or major in another division of the University, in addition to the pursuit of the Master of Architecture (Undergraduate-First Professional Degree). Anyone who is interested in such a program should contact the appropriate department chair and develop a program of courses in the chosen field. This proposal should be approved by the department chair and forwarded to the Associate Dean of the School of Architecture. When all requirements are met, the transcript will reflect that a minor or major has been completed. Successfully completed minor or major courses can fulfill the
School's distribution of electives requirement. This does not eliminate other distribution requirements, however, and could require additional courses for graduation.

MINOR IN ARCHITECTURAL STUDIES

The purpose of the minor in Architectural Studies is to encourage and give official recognition to students who study architecture beyond the introductory level but who do not wish to pursue a major or a professional degree in the field. The requirements are designed to allow students as much flexibility as possible in pursuing their individual interests while also providing a basic overview of the discipline. Students wishing to minor in architectural studies should meet with the Associate Dean of the School of Architecture to establish a curriculum conforming to the following requirements. (The alphanumeric code in parenthesis following each course title is the course identification code.) A minor in architectural studies requires at least four courses and a minimum of 15 hours of course work within the School of Architecture. The only specifically required course is History of Architecture I. In addition to this introductory History course, the minor requires a minimum of two courses from the design, history/theory, and/or technology curricula. Some of these courses have prerequisites, and in order to enroll in them minors must satisfy the prerequisites or have permission of the instructor. Students may satisfy the remainder of the credit requirement for a minor with any courses offered within the School of Architecture. Tulane School of Liberal Arts students take 15 credits of Architecture courses; 12 credits count as free options in Liberal Arts leaving three credits as an overload. Students should be advised by the Architecture Director of Academic Affairs about the minor and the Director will certify the architecture studies minor. The following chart summarizes the two ways to fulfill the requirement for the minor in architectural studies.

**Alternative A**

- History of Architecture I 3
- Elective* 3
- Elective* 3, 4 or 6
- Elective 3, 4 or 6
- Elective (if necessary to complete 15 credits) 3, 4 or 6

**Alternative B**

- History of Architecture I 3
- Architecture Studio (DSGN 110) 6
- Elective* 3, 4 or 6
- Elective 3, 4 or 6

*These electives must be from the design, history/theory, and/or technology curricula. In Alternative A, the remaining electives, if necessary, may be courses with any designation within the School of Architecture. Students should see the Associate Dean for permission to register in Architecture courses.

**Dual-Degree Programs**
School of Architecture students may work toward two Tulane degrees simultaneously. Acceptance by both academic divisions and the approval of both deans is required. Dual-degree students are expected to maintain a superior academic record.

Master of Architecture with Bachelor of Arts or Bachelor of Science

Students may elect to fulfill, in addition to the requirements for the Master of Architecture, the requirements for a liberal arts or science degree, including the requirements for one of the majors offered by either the School of Liberal Arts or the School of Science and Engineering. It is advisable for students to elect this option early in their career so that elective courses can be used wisely. Advice on course work, distribution requirements, and major requirements for liberal arts and science degrees is available from the Dean's office of the appropriate division.

Degree Requirements

Requirements are generally taken in the prescribed year indicated in the curricula above, but some required courses may be taken in another year, to allow strategic placement of electives. Generally, all courses required for the Master of Architecture I undergraduate degree must be completed prior to entry into Fifth Year. In special circumstances, this requirement may be waived by the Dean.

Distribution Requirements and Electives

To help ensure academic breadth within the liberal arts and depth within the field of architecture, students in the Masters curriculum may take 60 elective credits. Students are required to distribute a portion of these elective credits among courses in the humanities and fine arts (9 credits, including 6 in lecture courses), social sciences (6 credits), and science and mathematics (6 credits) for a total of 21 out of 60 credits. Courses offered by the liberal arts colleges fall into these three categories, and many of the elective courses offered by the School of Architecture are classified in one of these areas as well. All students are required to take one elective course with an emphasis on non-Western traditions. Students in the Masters' undergraduate curriculum must also take at least 18 credits offered by the School of Architecture.

The Dean, at his or her discretion, may authorize waiver of the distribution requirements in special cases. Students in dual-degree programs may also receive special consideration.
Certificate in Preservation Studies

A Master of Architecture Degree candidate may also receive a Certificate in Preservation Studies. This requires that the student take 21 credits of their course work in the Preservation Studies area(s) of the Preservation Studies Program. For a list of these courses, please consult the Master in Preservation Studies Curriculum.

**Summer Fieldwork

So students may acquire practical experience within the profession of architecture, the school requires two twelve-week periods of summer employment in an architect's office prior to graduation. This internship experience can be fulfilled by work in an architect's office or in the endeavors of related professional concerns. Most students do their summer fieldwork after the third and fourth years.

To receive credit for summer work, students must complete a form available in the school office and have it approved by the Dean. At the beginning of the following fall semester, the school requests from the summer employer verification of length of employment and quality of performance. This certification is reviewed by the Dean for approval.

Students may, in some cases, propose travel or research projects to substitute for summer field work requirements. These proposals must also be approved by the Dean preceding the summer in which the travel or research is to be undertaken.

MASTER OF ARCHITECTURE PROGRAM

M.Arch I (Graduate Professional Degree Program)

The Master of Architecture Program (M.Arch I) is structured as a professional degree program for students who have already received a previous college degree. It leads to the degree Master of Architecture, and, because of the student’s previous education and maturity, requires a level of accomplishment beyond that of the average undergraduate student. Requirements for admission and for the quality of work are accordingly higher.

The student's first experience with design education is the summer program, specially structured for students with previous college work. This twelve-week program is fast-paced and rigorous, with lecture courses introducing the student to issues in both technology and design, with an intensive design studio, and with an emphasis on the rich possibilities of the City of New Orleans and the region as a design stimulus.
Curriculum for the M.Arch I Graduate Program (3.5 Years)

Summer

Design I & II: Fundamentals/Architectonics 8
Visual Media I: Freehand Drawing & Visual Studies 2
(*Descriptive Geometry, Spatial and Material Techniques*)
Digital Media I: 2D Drawing and Graphics* 2
History of Architecture I/II: Seminar 3
Technological Systems I 3

Year One: Fall

Design II: Architecture Analysis and Design 6
(*Precedents, Site, Technology and Program*)
Digital Media: Spatial Modeling 3
History of Architecture III (*Modern Architecture*) 3
Technological Systems II 3
Architecture Elective 3

Year One: Spring

Design II: Housing 6
Digital Media III: Digital Design Techniques 3
Advanced History/Theory Elective 3
Technological Systems III 3
Architecture or Urban Studies Elective 3

Year Two: Fall

Design IV: *URBANbuild* Elective Studio or 6
International Study/Advanced Elective Studio
History Theory (*Contemporary Practice/Theory Elective*) 3
Building Systems: Integrated Technology I 3
Professional Concerns I: Professional Context 3
Advanced Digital Elective 3

Year Two: Spring

Design III: Comprehensive Design & Integrated Systems 6
History/Theory II: Precedent Analysis* 3
Building Systems: Integrated Technology II* 3
Professional Concerns II: Programming/BIM* 3
Digital Fabrication* 3

Year Three: Fall

Design V: Research and Analysis 6
Adv. Research: Theory, Tech, Digital Media or Urbanism** 3
Advanced Technology Elective 3
Architecture or Urban Studies Elective 3

Year Three: Spring

Design V: Thesis Studio/Research Studio 6
Adv. Research: Theory, Tech, Digital Media or Urbanism*3
Advanced Professional Concerns Elective 3
Architecture Elective 3

*Denotes studio "plug-in": fully integrated with Design Studio.
**Advanced Research class is a support for thesis, research, and comprehensive studios in final year. Electives can be taken in any semester.

Summer Field Work

So students may acquire practical experience within the profession of architecture, the school requires two twelve-week periods of summer employment in an architect's office prior to graduation. This internship experience can be fulfilled by work in an architect's office or in the endeavors of related professional concerns. Masters students generally complete their field work after Year One and Year Two.

To receive credit for summer work, students must complete a form available in the school office and have it approved by the Dean. At the beginning of the following fall semester, the school requests from the summer employer verification of length of employment and quality of performance. This certification is reviewed by the Dean for approval.

Students may, in some cases, propose travel or research projects to substitute for summer field work requirements. These proposals must also be approved by the Dean preceding the summer in which the travel or research is to be undertaken.

M.Arch II (Graduate Post-Professional Degree Program)

The School of Architecture offers independent, advanced study in architecture through a graduate program for individuals already holding a professional degree. While not a point of direct review and evaluation by the National Architecture Accrediting Board, the Master of Architecture II Program—along with the Master in Preservation Studies Program (MSP) discussed below—nonetheless contributes significantly to the identity of the School. The program allows students the opportunity to focus on research and study in a special interest area. Through consultation with the faculty, graduate students shape their individual study program around their thesis topic. In recent years, many of those enrolled in the program have been international students, adding to the diversity of the student body. Areas of study include design/theory, historic preservation, and environment/behavior studies.
Curriculum for the M.Arch II Graduate Program (1 Year)

Fall

Credits

Design Studio

6

Thesis Research

Graduate Theory Seminar

3

Elective or Directed Graduate Research

3

Spring

Thesis

3
Elective or Directed Graduate Research

MPS (Master in Historic Preservation)

While also not a subject for accreditation, the Master in Historic Preservation (MPS) is nonetheless a vital component of the life of the Tulane School of Architecture.

For more than a century the Tulane University School of Architecture has had a commitment to professional environmental education with a strong focus on design and preservation. This mission builds upon the unique historical and cultural legacy, and geographic position of the City of New Orleans within the Americas.

Consistent with this philosophy, Tulane School of Architecture offers the
opportunity to pursue graduate level study in historic and cultural preservation.

Graduates of the program will be expected to occupy positions of leadership in historic preservation and cultural heritage management. The program offers a educational background in the areas of environmental design, construction technology, law, management, history, cultural studies, urban studies and communication systems.

The program draws on the strengths of Tulane University, a major research institution, with established programs and resources in the areas of urban design, Latin American Studies, environmental sciences and law, cultural studies and management. This curriculum is comprised of a core group of courses offered by the School of Architecture in concert with courses offered by other programs on campus.

Curriculum for the MPS Graduate Program (1.5 Years)

| Fall | a | I | I |
Studio in Building Preservation

6
History of Architecture of the Americas I 3
Introduction to Preservation Studies

3
Historic Preservation Law Seminar 2
Elective (Optional) 3

Spring

Studio in Environmental Conservation 6
History of Architecture of the Americas II 3
Preservation Technology 3
Elective 3
Elective (Optional) 3

Summer Practicum* 6
Thesis Option 6

*The required twelve week practical experience is tailored to the career goals of the individual student.

Each semester there is an optional travel field trip, which is highly recommended; students in the Latin American focus are required to participate in this travel.

Additional and elective courses include courses taught in other academic departments, including anthropology, Latin American studies, history, philosophy, political science, public policy, sociology, accounting, management, and marketing.

ADDENDA A:

ADMISSIONS POLICIES FOR MASTER OF ARCHITECTURE I
(UNDERGRADUATE) PROGRAM

Admission

As outlined in the section entitled “B.5.: Human Resources -- Program Selectivity,” students admitted to the Tulane School of Architecture are first admitted to the University. Hence, the policies that apply for admission to the University-at-large apply to the School of Architecture. There is no special requirements for admission to the architecture program or any other program in the University.

Often, students applying to the School of Architecture ask about drafting or technical graphics courses in high school. These courses may be helpful to some students, but most of our students have found courses in freehand drawing better preparation for our program. Required graphics presentation work during the first two years of the Tulane design studio sequence assumes no prior knowledge or experience in graphics or technical drawing.

Readmission

A student who has interrupted studies at the School of Architecture for any reason must file an application for readmission that is available from the Director of Academic Affairs in the School of Architecture.

Portfolios

All students applying to the School of Architecture for the Master of Architecture I (Undergraduate) Program are strongly encouraged, but not required, to submit evidence of their creativity, design, and art ability in a document no larger than 8.5" x 11". Portfolios generally include photographs or reproductions rather than original work. Few freshman applicants have done any architectural design; prospective students may submit examples of drawing, painting, photography, sculpture, construction, set design, poetry, prose, or any other work that might help in an assessment of your creative potential and your ability to succeed in the School’s program. Some students whose secondary school records are not exceptional excel in the primarily visual orientation of a program in architecture; the portfolio helps the Committee on Admission judge candidates whose academic record may not testify fully to their potential in the study of architecture.

Portfolios are required of all applicants transferring from other architecture programs.

Recommendations
Because the University is concerned with personal as well as academic qualities, applicants are asked to submit a recommendation from a guidance counselor, secondary school principal, or headmaster. This recommendation should comment on the applicant's character, maturity and seriousness of purpose—qualities essential to a successful college experience. Students who feel they are better known by a faculty member than by a school administrator may supplement the application with a teacher recommendation.

ADDENDA B:

ADMISSIONS POLICIES FOR MASTER OF ARCHITECTURE

(M.ARC H I) (post-Baccalaurete) PROGRAM

In addition to the application form, the applicant must submit the following material to be considered for admission:

Evidence of creativity, design and art ability in a portfolio no larger than 8.5” x 11”

Evidence of academic accomplishment and promise (normally a grade point average of 3.0 or better in a 4 point system is preferred for the student's previous college work).

Three letters of recommendation from former professors or people in the design profession who have knowledge of the applicant’s capabilities and potential.

College transcripts of all previous college work, results of the Graduate Record Examination and, if applicable, TOEFL exam scores.

Career Statement
PREAMBLE

As an aid to the Accreditation Review Process the School of Architecture has elected to formulate an overview of the program’s curricular goals and content. This overview is followed by the Student Performance Criteria.

It should be noted at the outset that the Tulane School of Architecture is a relatively small program housed within a private university. While there are clearly benefits to such a program, there are also limitations to the size and offerings of the curriculum. Hence, rather than write courses that only treat certain areas of specialization within the broader scope of architecture, TSA has worked to array as many of the requirements outlined below across the curriculum. In order to maximize the student’s learning and experience, the faculty (with only a few exceptions) teach in one primary subject area and in design studio. This ensures a saturation of material rather than a series of specialized subheadings subservient to or in addition to the Design Studio curriculum. In addition, all design faculty are required to have received training in a professional architecture degree program and many, if not most, are actively engaged in practice. Therefore, the culture of practice, coupled with the academic requirements of a university-based discipline, infuses the substance of the curriculum. There is also concomitant attention paid to the need to integrate the curricular areas into a comprehensive whole: the requirement of several “comprehensive studios,” as well as the attention paid to problems of the built environment evidence the commitment to the discipline and practice of architecture.

CURRICULAR GOALS AND CONTENT

As has been noted throughout the Architecture Program Report, the overarching pedagogical intention is the synthesis of curricular areas. However, there are particular goals and content relative to the various subjects. To better aid in the evaluation of the curriculum, the goals and content of specific subject areas are outlined in brief below. While not substantially different in content from the Masters of Architecture Undergraduate Program, the Masters of Architecture Graduate Program is compressed into three and one-half years. The shift to a single degree nomenclature in 1999 maintained the difference in years of education required for the degree.

First-year

For the School of Architecture, the Design Studio is the primary location for the synthesis of the myriad curricular issues; it is essentially the ‘center’ of the curriculum. Architecture is a highly interdisciplinary discourse, combining information from a broad range of sources (i.e. the arts, history, technology, business), and the
design studio is the “site” of that union.

The first three years in the current studio sequence (in the M.Arch I post-baccalaureate program, the 2.5 years) represent the student’s “core” education in design. These studios are taught by several faculty; the material for the studio is developed collectively under the oversight of the Year Coordinators. Hence, students, while having access to a wide variety of points of view, nonetheless have the identity of a smaller section (12-13 students per instructor) along with a more personal relationship to their particular studio section leader.

The First-year “experience” occurs in the first two semesters, for the undergraduate student, and the condensed summer studios for the graduate student. The First-year curriculum introduces students to a broad understanding of the culture of architecture, as well as the multiple landscapes in which the discipline and practice of architecture operate. Hence, students are given studio programs and skills courses (the representation courses) that are conditioned by multiple scales, uses, human factors, and material, constructional, and environmental parameters. Students are also introduced to architecture as a form of research as well as the kinds of research that inform the development of an architectural idea. The idea of architecture as a form of research includes not only the notion of architecture as a critical mode of inquiry, but empirical research—the considerations surrounding “learning to see” as well. In addition, the nature of criticism, the language associated with architectural ideas, and the ethics of practice are discussed.

First-year studio is aided and abetted by two key courses during the spring semester, History of Architecture I and Technological Systems. In these courses, students are introduced to the myriad environments that inform the culture of architecture and content that informs their studio production from both a historical and technological point of view. These environments include the history and theories associated with architectural production, technology and structures, and “paradigmatic” ways of thinking about the discipline and practices of architecture. Hence, students are granted an awareness of the broader circumstances that condition architectural research both as a knowledge-based inquiry and as a practical pursuit.

As students begin their technology sequence, they engage the theoretical and practice issues of statics, construction materials and assemblies and technical documentation. This approach allows students to begin to understand the underlying principles associated with architectural construction so that they may be able to not only understand the substantial and practical knowledge associated with technology, but are able to intuitively comprehend the role and measure of technology in architecture. This is also the case with history: students are introduced to the fact that architecture is historically and culturally bound and cultural thinking is an endemic requirement in architectural design. This material is affirmed by the design studio practices in two ways: through programs that pay particular heed to the material being presented in the parallel coursework. In this way, technologies (which includes structures) are not something to be applied after the fact of design, but becomes an integral component of the design process itself – in the same manner that formal criteria may be used to critically evaluate a given project, structures and technology can also be used as critical tools. The accelerated complexity and depth of the technology/structures sequence, built on a strong conceptual foundation, conditions the design studio sequence, thus preparing the student to consider architecture as an integrative
Second-year

The pedagogical approach to second-year studio is based on the belief that constraints inherent in the design of architecture do not hinder the exploration of significant possibilities, but in fact allow and promote such activity. In this year, the studio addresses a range of issues fundamental to the discipline and practice of architecture. The pedagogy over the entire year is design as a sequentially coherent whole, with courses such as Digital Media II (CAD & Spatial Modeling) a required elective in the History of Architecture, and Technological Systems II taught simultaneously. This is also the year when undergraduate and graduate curricula overlap.

The vehicle for Studio exploration is a series of building design projects with a range of program and site conditions. Each project focuses on specific architectural issues within a body of continuing concerns, including: the accommodation of activity or process, immediate and peripheral context; the definition and quality of space (interior and exterior); and structure and the use of materials. There are three fundamental criteria that each project represents: 1. Projects have a basis in realistic conditions outside of the particular concerns of architecture; site and programs relationships must be appropriate in terms of type and scale and programs must address existing needs in the community—considerations of use are paramount, 2. Projects are initiated through the extensive documentation and analysis of site—“what is found there,” and 3. Projects are viewed in the context of other built, proposed and paper architecture.

In the Second-year, students are also introduced to the History and Theory sequence of the curriculum (AHST 110). While prerequisite introductory courses (History of Architecture I for undergraduates and History of Architecture I/II for graduates) present various ideas associated with the study of architectural history and theory, the continuation of the sequence focuses on criticism and research methodologies associated with history and theory: one required Period elective spanning Ancient to 19th-century (AHST 310, 311, 312, 313) and the required Modern Architecture course (either AHST 320 or 321).

Students in the School of Architecture thus enroll in a three-semester sequence of courses on the History of Western Architecture. The introductory survey for undergraduates presents a Global History of Architecture. And given the nature of the period and modern electives, students may take courses that are significantly global, such as World Heritage Sites I (Gonzalez) or largely grounded in the Western tradition, such as 19th-century Architecture (Gamard). The presentation of other cultural traditions, and more particularly, the architecture and urban design associated with non-Western traditions, has steadily increased in the past several years.

The History courses are chronologically structured and provide the student with a thorough historical armature on which to build a view of the history of architecture. While it is true that the material could be critiqued for its
progressive, that is chronological, presentation, additional upper-level required elective courses treat issues associated with History thematically. In the core History courses, students are given a “map” in which and through which their understanding of the culture, and the culture of architecture, can be situated.

[Theory courses, on the other hand, are small in size and diverse in approach. This is due to the fact that the history of theories is distinct from the structure or development of theories and, thus, the subject of theory in architecture is treated in a different way than the subject matter associated with the history of architecture. Theory as such is introduced in the third year, with the required electives being either the Contemporary Issues Course (Gamard) or Theorizing the Real (Owen).]

The history of architectural theories is folded into the history lecture courses. Faculty believe that it is appropriate to introduce the context of the particular theories in order to sustain the particular treatises, or theories; this method serves the history courses as well in that the history of architecture is understood in terms of not only the broader cultural context, but in terms of the culture of architecture. For instance, Vitruvius is introduced in the context of Roman architecture, Palladio in the context of Renaissance and Mannerist architecture, Laugier in the context of the Enlightenment, Ruskin and Viollet-le-Duc in the 19th century, Loos, LeCorbusier, and Gropius while studying Modernism, Venturi while studying Postmodernism, and so on. Theories that focus on cultural and ethnic identities and gender issues are folded into courses using historical precedents, particularly around issues of regionalism and nationalism, as with contemporary practices, with the works of architects like Neimeyer, Doshi and Morgan.

In contrast to the History courses, there are a number of courses devoted exclusively to “theory,” all of which are taught in a seminar format. The content and structure of these courses varies widely. This is due to the fact that a range of “theories” compete for attention and allegiance today, among our own faculty as well as in the profession at large. The seminar format gives students the opportunity to be engaged in the discussion of various points of view and that they have an opportunity to question, challenge and debate the premises, logic, and relevance of particular theoretical propositions. In addition, the theory curriculum remains both timely and flexible with respect to current debates and the interests promulgated by students and faculty alike. While students are required to take at least one seminar, there are ample elective credits available throughout the curriculum, and many students take several theory seminars during the course of their educational career.

Moreover, theory constitutes the general substance of the curriculum in that it is the faculty’s expressed aim to integrate “theory” in to every course. In the technologies sequence, the conceptual bases for the subjects are presented concomitant with information on materials and methods of calculation. As above, the history courses stress the meaning of and contexts for the evolution of architectural expressions—not just rote information. Studio coursework is also approached theoretically through the provision of conceptual frameworks that enable students to not only address the problem of architecture in terms of use, tectonics, and form, but to approach architectural production in a critical fashion. Rather than the rejection of the “instrumentalization of theory” espoused by several theoreticians architecture, TSA effectively embraces instrumentalization in the belief that theory is a coherent intellectual construct that not only justifies,
but directs design. In essence, the purported disjunction between theory and practice is regarded as a specious argument; the former is the conceptual understanding of the latter while the latter represents the concrete manifestation of the former.

Taken together, history and theory enable a broad awareness of architecture as a knowledge-based discipline conditioned by the cultural contexts in which it is located—the prevailing definition of a traditional university-based discipline. In these courses, students are made aware of the ethical and social dimensions—and in certain respects, the economic dimensions—of architectural production. Along with the technology and structures courses, it is through history and theory that a student understands the objective nature of architecture which is, that architecture exists in the world for others to put to use. The design studios both capitalize on these efforts and reinforce them.

**Third-year**

The first semester of the Third-year curriculum is regarded as a continuation of the core semesters, with the second semester of third year being the Comprehensive Semester. This semester is understood not only a consolidation of previous design experience, but as an extension of that experience. Projects are of longer duration, permitting cycles of documentation and self-criticism. The possibilities of design operating simultaneously at several interrelated scales are explored. There is a concomitant emphasis on the interaction of the project within its social and environmental context. Essentially, it is in this studio that the acquisition of basic skills and procedures as a pedagogical intention is superseded by the application of these skills and procedures in a synthetic manner. Concurrently, the role of the faculty begins to shift from that of teacher to critic.

All courses are integrated in the second semester of Third Year, thereby ‘capturing’ the students for an intensive experience. While implied in earlier curricula, this approach is radical and innovative, presenting the students with a rigorous application of history/theory, technological systems, computer technology and professional practice to the design studio. Students experience four consecutive full-day studios (Monday-Thursday)—a rehearsal of a full day of practice—and continuously regroup throughout the course of the semester with specific instructors to concentrate on unites of instruction that “plug into” the core studio project. The same design instructors take the lead in presenting problems framed within these “plug-in” unites of complementary instruction (i.e. architects become experts in digital technologies, structures, professional concerns, and historical precedents). Concurrently, the role of the faculty is likewise presented as generalist and specialist.

At the conclusion of the Third-year Comprehensive Design Studio, the Third-year faculty reviews student work in order to assess the capacity of students to profit from the Fourth-year experience. Students may be advised to enroll in specific studios to reinforce areas of weakness or to continue with the advancement of identified skills and areas of specialization.

**Fourth Year**
In the fourth-year students are introduced to two other innovations in the School of Architecture curriculum: the URBANbuild studies of the Tulane City Center and a series of Foreign Study programs. The vast majority of students choose a fourth-year abroad experience for their 'first' of 'second' semester of fourth year (which is, with the exception of the Rome Studio, taught in the summer). These studies include foreign study in the Netherlands (our "Watercities" program), Vienna-Prague-Basel-Berlin, and Vietnam and Brazil (the latter two under the aegis of the Preservation Studies Program).

In the Fall and Spring, students may also choose from one of several studios offered under the umbrella of the Tulane City Center: the URBANbuild studio (macroscale or microscale), for instance, allows them to develop an understanding of Urban Study as part of their design curriculum on the macroscale, while they may choose design/build on the microscale. In the design/build portion of URBANbuild, the students actually design and build a house over the course of two semesters. Students may also choose an Options Studio, which offer areas of specialization including Sustainable Design (Klingman), Green Building (McNaughton) and Urban Design Programs (G. Mouton). Other studios include Advanced Digital Fabrication and Preservation Studies. In this sense, Fourth Year is akin to the former curriculum’s platform studio approach.

There are usually several options studios offered, including, for instance, an Urban Design Studio, a Sustainability and Tectonics studio, Preservation Studios, or an Advanced Digital Fabrication Studio. In this sense, the fourth year is akin to the former curriculum’s platform studio approach.

Students also take required electives in Advanced Technology, Digital Media, and Advanced History/Theory during this year. At the same time, they are encouraged to take the opportunity to engage several elective courses that are arrayed across the curriculum, with particular emphasis on those areas they may wish to pursue for thesis year.

During the summer term, students must take an internship with an architectural firm (as outlined above). This occurs before the Fourth and Fifth Year of the curriculum.

**Fifth-year (Thesis Year)**

In the School of Architecture, thesis year is regarded as the capstone of a student's educational career. While there is ongoing debate regarding the structure of thesis year, it remains a given that all students are granted the opportunity to do a thesis project.

The first semester of Thesis (DSGN 510) implements of a flexible yet rigorous framework within which students construct the theoretical concepts, research, and methodology for their upcoming design thesis project in the spring semester. Emphasis is on each student's individual preparation for their final project, as guided through regular consultations with a thesis director, and through an acquaintance with other students' progress. During the fall, students undertake the documentation, development and analysis of precedents, site, program, and technologies specific to their thesis and research topics as well as a set of strategies and methodologies that will direct their design projects.
As a part of the preparation for their final thesis projects, students will also take an advanced level seminar in history/theory, technology, urban design or digital media concurrent with thesis research. The topics of these advanced classes will support the focus areas of thesis, research and integrated studios offered in each year.

Qualified students are expected to undertake the initial research and preliminary design studies for a Thesis proposition - that is, a generalizable set of ideas not limited to a specific site or program – that will subsequently be further explored in the Spring Semester through the medium of an architectural project of some theoretical, programmatic or formal complexity. While the work may be based upon a specific site (or sites) and program, it requires an explicit theoretical grounding, an understood position in relation to current discourse, and a sense of its own broader implications in order to qualify as a Thesis. The ideas that constitute the Thesis should be understandable as applicable to other sites and programs. The ultimate products of the year's working process will be drawings, models and other means of architectural representation. The Thesis Project may pursue a proposition that has the scope and scale of a single building; of specific spaces in buildings; of urban design; or of constructed landscape interventions.

For the completion of 510, each student produces a substantial document consisting of a thesis precis, thorough documentation of the student's individual research, the comprehensive development of an architectural program and site analysis, a proposed methodological framework consistent with the thesis research to guide the design process, and an annotated bibliography. The Instructors must be convinced by the student's submissions that (a) they are proposing a topic worthy of pursuit as a Thesis and (b) that they are demonstrating the understanding and capabilities necessary to pursue this topic. Without these, proposals will not be allowed to proceed, and 510 must be passed before 520 can be entered. The pursuit of a Thesis therefore must be seen as something to be achieved rather than a general expectation or burden.

Work is evaluated on the student's success in fulfilling the general objectives of the course and the specific objectives of the assignment; quality of writing, graphics and presentation are part of the basis of evaluation. Intellectual rigor and critical judgment are expected in each student's work.

The second semester of Thesis year (DSGN 520) commences the design, detail development, and full presentation and documentation of the final thesis project. The work of the course proceeds primarily by the further development of the Thesis, based on the work undertaken in the fall-semester Thesis Research course, now through the medium of design. Instructors respond to and advise on the work through desk critiques and discussion in pinup sessions. Students are expected to pursue their chosen Thesis - that is, a generalizable set of ideas not limited to a specific site or program –through the vehicle of an architectural project of some theoretical, programmatic or formal complexity. While the work may be based upon a specific site (or sites) and program, it requires an explicit theoretical grounding, an understood position in relation to current discourse, and a sense of its own broader implications in order to qualify as a Thesis. The ideas that constitute the Thesis should be understandable as applicable to other sites and programs. The ultimate products of the year's working process will be drawings, models and other means of architectural representation. The Thesis
Project may pursue a proposition that has the scope and scale of a single building; of specific spaces in buildings; of urban design; or of constructed landscape interventions.

A high degree of initiative and independent motivation is expected of the student in the conduct of the work. In all of the curricular streams for the final project, independence and responsibility are encouraged and supported by the thesis instructor, a faculty member available in regular studio sessions. A well-disciplined and consistently productive work ethic is essential, as are effective time management and realistic production objectives. Students are expected to take up the opportunity presented by the Studio to integrate knowledge and skills gained in their other mandatory courses, studios and, where appropriate, their electives.

Design work is assessed in three major stages, marked by formal reviews. Between those reviews occur intermediate pinups within the Studio sections. Public presentation and a juried review of the thesis projects at the end of the second semester allow for the assessment of student accomplishments, both individually and collectively.
1. Speaking and Writing Skills

Ability to read, write, listen and speak effectively

The development of student's ability to speak and write effectively on subject matter contained in the professional curriculum occurs in numerous venues throughout the curriculum sequence. The University mandates an introductory four-credit English course (ENGL 101) for all first-semester students. This course acts as a monitor of the general verbal and written abilities of the students; failure to perform adequately necessitates remedial work. Yet the School of Architecture also plays a substantial role in the development of student verbal and writing skills across the curriculum. The Introduction to Architecture course (AHST 110) requires weekly briefs concerning the material covered in class. In addition, the required History and Theory Sequence (AHST courses) contribute substantially to the students' abilities to read, write, listen and speak effectively. Design (DSGN) studios also require conceptual briefs—written and verbal—throughout the studio sequence. As might be expected, students are required to produce essays and papers in their History sequence and required theory elective courses (Perhaps the most protracted “research” associated with writing, at least within the bounds of the required curriculum sequence, is the Pre-thesis Research course DSGN 510). Occurring during the penultimate semester, these courses require extensive written material coupled with three verbal presentations associated with the student's research. Drafts of the material are collected, reviewed, and commented on several times over the course of the semester. In these documents, students are expected to elaborate not only their conceptual thesis statement, but to present supportive historical and theoretical research and analysis. In addition, they are asked to document a preliminary approach to systems design visually and verbally and to document their site using both methods—verbal and graphic analysis. Hence, the connection between visual and verbal literacy in the discipline and research of architecture, promoted from the early years forward, are reintroduced and reinforced in the final phases of the professional curriculum.

It should also be understood that a significant component of the jury process concerns the use of language as a representational skill. Throughout the course of their education, students are introduced to the language associated with architectural thought, while also be impressed with the understanding that a clear use of language begets a rigorous thought process—a condition that should be evidenced in their material production. Though there may indeed be a wide range of opinion regarding the approach a student has taken, the formulation of an effective argument is not only made visually, but verbally as well. And, in accordance with the rules of criticism, the visual and the verbal should effectively implicate one another.

Finally, all students in the School of Architecture have to become at least minimally proficient in a foreign language. By taking a minimum of at least four credits in a foreign language (most students place out of the additional 6 credit hours required). The study of foreign language increases their knowledge of English substantially.
2. **Critical Thinking Skills**

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

The development of critical thinking skills associated with the comprehensive analysis and evaluation of a building, building complex, or urban space is diffused throughout the program curriculum. This occurs across the design curriculum (**DSGN courses**). In the initial phases of the design curriculum, students are introduced to traditional forms of analysis—the formal analysis methods of often associated with Cambridge and Austin, Texas during the years of Colin Rowe. Through the use of precedents, students assess and record the various systems associated with the syntactical aspects of a building: proportion, circulation, building envelope, figure/ground, etc. Intermittently, they are asked to assess and record an analysis of their own design production in this manner, thereby establishing an understanding of the complicit relationships between synthesis, analysis, and criticism. As above, the subject of analysis in a critical sense, or “critical thinking skills” is not limited to visual literacy alone, but is stressed as a discursive mode, that is, in terms of the relationship between their language skills and their material production. This occurs with the formulation and development of representational skills and the critical correlation between words (conceptual thought, ideas) and things.

Yet representation and criticism are not limited to formal mechanisms. The literary devices associated with an architecture conceptualized according to metaphors—a building that “acts like a landscape” or an urban space conceived of as a “space of public discourse” for instance bear metaphoric connotations—a classic form of representation extant throughout the course of architectural education since the Enlightenment and the self-conscious introduction of criticism as a mode of operation for the discipline of architecture. As might be expected, the subject matter and methods associated with the required and elective history and theory courses support these particular modes of critical thinking; exercises associated with the recognition of historical precedent and literary devices appear in the First- and Second-year core studios and the Introduction to History classes (**AHST 110**). There are also prominent features of the entire history (**AHST**) sequence, as mentioned, and the current “required theory electives” such as the Contemporary Issues course (**AHST 410**) and Theorizing the Real in Contemporary Practice (**AHST 411**) (students are required to elect either one of the courses in their fourth year). However, both of these methods of critical thinking bear a distinct relationship to qualitative forms of analysis and students become quite familiar with them in the review of their work.

The **RBST** series allows students to extend their understanding of Critical Thinking Skills into the Urban Design Environment.

Other methods of critical thinking and analysis that contribute substantially to the development of these skills are the quantitative modes of analysis
and critical thinking. While not resting on the traditional formal and literary devices of classic representation, these methods rely on empirical and quantitative evidence; in this sense they are more descriptive in nature. In the Integrated Technologies components of the curriculum (ATCS 410 and ATCS 420) students are asked to assess—primarily through mathematical formulations, diagrams, and measured descriptions (materials constitution, length, height, etc.)—the nature of a building, building complex, or urban space. The critical assessment of these conditions is most often undertaken in terms of the “work” that something does. For instance, does the building envelope have enough glass or too much glass, depending on the nature of the use? Are there too many or not enough means of egress? Can a particular structural system work in the manner it has been applied and is that the most efficient use of that particular system?

In the space between these two areas are the more complicated areas of “critical thinking”—the places where the quantitative and the qualitative intersect. This occurs in the area of human inhabitation (“quality of life” issues), light quality, and acoustic quality. The Tulane School of Architecture introduces students to these areas in the design studios and in the technology courses, in both cases developing “measuring” devices or skills, which enable a student to both qualitatively and quantitatively assess the nature of a building, building complex, or urban space.

3. **Graphics Skills**

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

Like the use of verbal and writing skills—verbal literacy—the development of graphic skills represents visual literacy. From the beginning of their educational career, students are introduced to a wide variety of representational techniques, including two- and three-dimensional traditional media, model-making, and computer technology. The entire Design Studio sequence (DSGN) focuses on the development of representational skills, with the first two years of the studio sequence devoted to the presentation as many different media techniques as possible. This is particularly true in the First-year Design Studio (AVSM 110, ADGM 120). In both semesters, representational “modules” (courses) are required. Each one of these modules stresses a particular representational method: 2-dimensional representation, 3-dimensional representation (including model-making), or computer applications (AVSM 110; ADGM 120).

In addition, the first Technologies course, Technological Systems I (ATCS 110) offers problems in graphic skills, as they are associated with building technology.

In the second semester of First-year, students cycle back through the sequence, thereby developing a broad awareness of the representational techniques. These techniques are applied in studio projects, while additional techniques specific to the expertise of various faculty members (computers, plaster, wood, watercolor, etc.) supplements the student’s
ability to employ appropriate representational media.

Also in First-year, students are introduced to image manipulation and desktop publishing as part of their Design Studio requirement—this component is included in the representational skills courses (graduate students receive additional instruction in InDesign, Photoshop and Illustrator and other applications as part of the Summer Program). This encourages not only graphic design skills development, but also the maintenance of their portfolios.

The required courses are supplemented by additional courses that include digital technologies skills across the curriculum, under the headings of ADGM and AVSM courses. For instance, ADGM 310 (Digital Media II: CAD and Spatial Modeling) is required as a co-requisite with first semester second year design (DSGN 210). While for the most part the ADGM courses are required, the AVSM courses are offered as electives, thereby supplementing students’ graphic skills.

Perhaps the single most critical factor in the acquisition and development of representational media techniques is “peer-to-peer” instruction whereby many students become exceptionally adept with computer graphics techniques and applications. This is a natural outcome of the studio environment and is actively encouraged by the faculty.

It should also be noted that the design faculty are, in general, interested in the critical apprehension of representational media and that many, if not all, have some familiarity with computer programs that support various representational media.

4. Research Skills

_Ability to gather, assess, record, and apply relevant information in architectural coursework._

The development of the student’s ability to employ basic methods of data collection and analysis pertinent to all aspects of the programming and design process is diffused throughout the Design Studio (DSGN) curriculum. Both analytical and empirical methods of data collection are encouraged, and the students are introduced to the methods of analysis associated with the evaluation of collected data. In the School of Architecture, the subject of data collection is discussed under the rubric of “architecture as research.” This idea reflects not only the traditional scientific and academic methods—empirical, critical, fact-gathering, abstract and quantitative research—but the fact that the design of architecture constitutes a kind of data collection based on the critical evaluation and analysis at all stages of the design process.

In terms of programming, students are introduced to the methods of program evaluation in the core design studios (DSGN 110, 120; DSGN 210, 220). In particular, they are asked to not only respect the program in terms of use and to evaluate the internal relationships between the areas of programmatic use (function), but to establish a “a program for the program,” that is, an underlying conceptual strategy that will enable the building to function as architecture. The relationship between these two areas of function is critical.
to the idea of programming and the relationship a program has to the design process. In point of fact, the program is almost always presented as a skeletal list of requirements devoid of narrative content. Students interrogate various aspects of the program in order to devise an active client, or, depending on the instructor’s proclivities, they appropriate a fictional or fact-based scenario that enables the promotion of substantive programming. This is true, for instance, in the Second-year design programs (DSGN 210, 220). While the program is presented as a skeletal list of needs and facts, the students are asked to find the program for the program. This is not to say that the mechanics of use are superseded by the demands of a conceptual approach; rather, that architecture requires a marriage of the two and that a conceptual approach is not ephemerally constituted, but is formulated according to what is found in real terms.

The ethic associated with this point of view is asserted in the Third-year Comprehensive Studio (DSGN 320), taught in the spring semester of the Third-year program. The program is presented as a skeletal list of needs of some complexity (such as a hotel or school) on a site in New Orleans. Students are required to work through the myriad conditions associated with the program, including circulation, siting and environmental controls, service, space (room) requirements, accessibility, life-safety requirements, and so on. Data collection—either empirically, analytically, or precedent generated—impacts the substantiation and development of the program for use, while also suggesting certain parameters regarding the program (meaning, conception) for the architecture itself.

Finally, the thesis courses (DSGN 510, 520) require the student to generate a program through the appropriate means for data collection. This occurs in both the first and second semester of thesis year. While students are indeed able to use existing programs, the critical interrogation of the requirements presented is the subject of intense scrutiny—as it is in the development of any architectural program. For instance, a program for a school would not only be based on a set of needs and the consequent formulation and delimitation of certain kinds of uses, but on the educational curriculum itself. The configuration of uses, the suppression and elevation of others and the consequent matrix of relationships must be supported by the suggestion of a program for the program. Hence, students are encouraged to find as many documents and as much material associated with their given project in order to establish both the use and the conceptual mode of operation—the dual components of effective programming.

Additional opportunities for the students to respond to Research Skills occur across the design curriculum, but perhaps the most pointed of these is during the URBANbuild semesters during the fourth year (DSGN 410 and 420), both of which predilect the Thesis semesters’ (DSGN 510, 520) work.

Finally, the entire AHST sequence, both required and elective, is geared towards the formation of research skills, since students often look to their papers, mid-term and final essays as opportunities for honing research skills.

In addition to these courses, the ATCS and RBST series of courses
provide ample opportunity for the development of research skills, in particular as these skills are associated with technological systems.

5. **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.*

This criteria occurs across the design (DSGN) curriculum, and reaches its apex in the fourth year URBANbuild design studios (DSGN 410, 420). Since much of the History and Theory (AHST) sequence is being taught by architects, the opportunities to critique formal ordering systems at all scales are usually primary components of the courses.

In addition, the required digital technologies courses (ADGM), urban studies (RBST) and visual media (AVSM) courses, some of which are linked to DSGN courses, provide ample opportunity to promulgate formal ordering systems.

6. **Fundamental Design Skills**

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

The development of and ability to apply basic organizational, spatial, structural, and constructional principles to the conception and development of interior and exterior spaces, building elements, and components is, as above, diffuse throughout the Program curriculum. Unlike several curricular models, the School of Architecture emphasizes the basic organization, spatial, structural, and constructional principles associated with architecture from the beginning of a student's educational career. Each one of the First-year problems specifically promotes one or two basic principles during the fall semester, followed by an increasing complexity and integration of the elements of design throughout the course of the First-year. In the Second-year Design Studios (DSGN 210, DSGN 220), there are four building problems introduced (two each semester), all of which focus on the development of fundamental design skills. The introduction to fundamental design skills is central to both the core (First-year and Second-year) Design Studios (DSGN 110 through DSGN 220), as well as the Case Studies component of the Third Year Comprehensive Study (see the linkage of DSGN 320/AHST 420). In addition, the Technology and Structures sequence (Technological Systems ATCS 110, 310, 320; Integrated Technologies ATCS 410, 420) supports the material associated with fundamental design; the integration of design issues formulated in the course of the Design Studio sequence into the Technology and Structures sequence and vice versa is paramount to the structure of the curriculum. As above, the regular participation of the Technology and Structures professors in the Design Studio sequence is a necessary component of the successful integration of these areas.

Similar reciprocities are found in other areas of the curriculum as a means of resisting the compartmentalization and segmentation of fundamental design skills. To this end, the ability to address basic organization and
spatial principles, as well as the conception and development of interior and exterior spaces, building elements, and components is also attended to in the History/Theory sequence of the curriculum. This is particularly the case in the required History (AHST) courses, whereby special attention is paid to these concerns. It is significant and highly beneficial that the History faculty are in-residence within the School of Architecture; hence, history is not only taught as a progressive series of events, but attention is given to the "close-reading" of the buildings and urban spaces as material artifacts and working organisms. This reinforces the student’s understanding of the primacy of fundamental design skills not only in the development of their design studio work, but in the critical insight of precedents and their contexts.

7. Collaborative Skills

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

Collaborative Skills development occurs across the design curriculum, in particular as students initiate studio projects. A first and second-year (DSGN 110, 120; DSGN 210, 220, AVSM 110, ADGM 120) focus on collaborative skills requires that students go through a period of developing studio models, research, and digital technology skills development in collaborative fashion. The apex of this basic skill is reached in the URBANbuild studios (DSGN 410, 420 micro and macroscale) of fourth year. In addition all students have the opportunity to develop and execute a hands-on building project during the course of their education. This also occurs during fourth-year and in some cases extends to the fifth-year thesis. These building projects tend to require collaborative efforts, both during the design and building phases.

Collaborative learning also takes place in the extraordinary array of foreign study programs the school offers.

While it is true that the usual methods of evaluation are more difficult to apply when assessing a group project, the pedagogical intention—that of the design and work collaboration—clearly supersedes the limitations of conventional grading. It is also true that, in some cases, the clarity of a conceptual approach is diluted, in other cases the amalgamation of insights and abilities leads to a much higher degree of resolution and greater depth in work productivity, a benefit that is reflected in the success of the final product.

As the students are reminded, the use of collaborative associations in design and related fields is fundamental to the practice of architecture. This is particularly showcased in the RBST series of courses as well.

Additional opportunities supportive of the cultivation of collaborative skills occur in several other areas of the elective curriculum, most notably in several the course for Studio in the Woods (DSGN 410/ACTS 332) and particularly in Preservation Studies ("Studio in Building Preservation –
8. **Western Traditions**

*Understanding of 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.*

The understanding of Western canons and traditions in architecture is a hallmark of the History and Theory (AHST) sequence. This is supplemented by a more limited concern for Western traditions in the Design (DSGN) studio sequence, where the precedent research is partial to Western canons. ATCS (technologies, structures) courses look primarily, though not solely, at Western traditions in building and climate studies.

Of course, Western Traditions—essentially the response to American and European developments in architecture—is implicit in any School of Architecture in the United States, as it is at Tulane. But with increasing globalization, this preoccupation with Western ideas, thought and design has shifted to an assertion of ‘alternative traditions.’

This is not to say, however, that Western Traditions are not in and of themselves the subject of critique; in the promotion of diversity and cultural difference these traditions are always presented as contingent on the peculiar and specific cultural conditions associated with the West and, over the course of their educational career, students are reminded of the hegemonic nature of architectural design, history, and theory through introduction of to different voices. Professor Owen’s coursework, in particular the professional concerns elective on “Ethics, Efficacy, and Architecture in the Globalized Economy (APFC 610), looks at the critique of Western traditions in light of burgeoning globalization and the reconfiguration of the socioeconomic and cultural maps of the West. In addition, URBANbuild (DSGN 420), as detailed immediately below, uses Urban Precedents from across the globe.

Additional opportunities for understanding Western traditions occur in numerous elective courses, including those on Frank Lloyd Wright (AHST 340), American Urbanism (AHST 341), Northern Romanticism (AHST 450) and the RBST series of courses.

9. **Non-Western Traditions**

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

In the development of the curriculum over the past several years, more and more precedent research is being given over the non-Western traditions, in particular those for Latin America, Eurasian and Asian precedents. The Introductory History course (AHST 101 in the Summer course and AHST
110 during the year) focus intermittently on non-Western traditions. In addition, studio precedent research has broadened significantly to include non-Western traditions.

With highly-developed backgrounds in Caribbean, Latin American and East Asian culture, several faculty (Professors Cizek, Gonzalez, Reese and Thomas) are deeply committed to architectural and cultural traditions that fall outside the Western tradition. This material is often presented in specific Platform Studios; in addition, faculty interested in these areas often teach within the required Design Studio sequence. However, Professors Gonzalez and Reese offer courses cross-listed with Latin American Studies (AHST 632 and AHST/RBST 691 respectively), both of which qualify for non-Western coursework. Dr. Robert Gonzalez also offers the elective course Representations of Culture and Ethnicity in the Public Sphere (AHST 632).

As one of their requirements, students have to take at least one non-Western University elective. While this elective may not always pertain to the study of the arts and architecture, most university courses that do focus on non-Western subject matter contain a significant amount of material on culture, with an emphasis on the divergence of a particular culture from the traditions of the West.

It should also be noted that two of the required courses in the Master in Preservation Studies/Certificate in Preservation Studies curriculum, History of the Architecture of the Americas I and II (PRST 661-01-01, PRST 662-01-01), showcase the national and regional traditions and heritage. While not a required course, Professor Owen’s the professional concerns elective on “Ethics, Efficacy, and Architecture in the Globalized Economy (APFC 610), looks at the critique of Western traditions in light of burgeoning globalization and the reconfiguration of the socioeconomic and cultural maps of the West, as noted above.

These opportunities are supplemented by several elective courses, including the Urban Design/Problems (RBST) courses, whereby students are introduced to non-Western formulas for urban design and development. Several of Professor Grover Mouton’s projects (RBST 341: Interpretive Urbanism) have been located in China. The University’s recognition of non-Western traditions is reflected also in course listings across campus, including courses and degree programs in Anthropology (Maya and Aztec Literature – ANTH 683), History of Art (Pre-Columbian Art – ARHS 370, Aztec Arts – ARHS 672), History (West African Culture and Society - HISB 312, African American Religious History – HISU 344, Introduction to Latin American History – HISL 171, among others), Languages (Japanese, Chinese), Asian Studies, African and Diaspora Studies, Cultural Studies, and Latin American Studies (LAST 301, LAST 302).

10. National and Regional Traditions

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

The understanding of the national traditions and the local regional heritage
in architecture, landscape, and urban design, including vernacular traditions, is a particular strength of the Tulane School of Architecture. The Master in Preservation Studies Program and the Certificate in Preservation Studies component of the M.Arch curriculum have had a significant impact on the program. Several of our faculty are noted scholars on New Orleans and the region, including Dr. Eugene Cizek and Dr. Ellen Weiss. Among the Design and Preservation Faculty, Professors John Klingman, Grover Mouton, Mark Thomas, and Scott Bernhard have done significant research on building and design within the vernacular traditions associated with the nation and region. This knowledge is exhibited in not only Design (DSGN) and History/Theory (AHST) courses, but in the Technologies and Integrated Systems (ATCS) components of the curriculum. Two required courses in the Masters of Historic Preservation curriculum, History of the Architecture of the Americas I and II (PRST 661-01-01, PRST 662-01-01) showcase the national and regional traditions and heritage. In addition, other PRST courses—including electives and field trips sponsored by this area of study—contribute substantially to student’s awareness of national and regional traditions.

As mentioned throughout the Architecture Program Report, a salient feature of the Tulane School of Architecture is its location. The history of the City of New Orleans and Louisiana—in all its facets—is a preoccupation throughout the program. Material regarding regional traditions is presented across the curriculum; aspects of the history of the region, couched within the national tradition (Louisiana and New Orleans are notable exceptions to the “rule” of American culture and its architectural heritage) are reinforced in the Design studios during the core years (DSGN 110, DSGN 120, DSGN 210, DSGN 220).

Material pertaining to national traditions and local regional heritage is also evident in the required Technology courses (ATCS 110, 310, 320). The landscape, architecture and urban design of New Orleans and its environs is a critical component of the student’s understanding of the cultural significance of architecture as well as the impact of climatic, geographic, and economics on the fabric of the city and the tout ensemble nature of its architecture. The vernacular—an extension of the “romanticism” and technological expertise of the city’s inhabitants—is pervasive. The subject of several courses and Design studio programs, the vernacular is celebrated and maintained as a distinct part of the city’s identity. The School of Architecture participates in the University-wide TIDES program. This program is set up to allow the student’s to not only to understand the nature of campus life, but to engage New Orleans and its environs.

The History sequence presents a significant section on the scope of American architecture, specifically the development of its traditions in the 17th, 18th, 19th, and 20th centuries (AHST 110, 312, 320, 322).

Specific courses that recognize the scope of national and regional traditions, and are supplements to the required History sequence, are several Platform studios (Professor McNaughton’s Comprehensive Community-based design platform, Studio in the Woods [ATCS 332] is a prime example) and seminars on the local and regional culture. RBST (Urban Studies) courses supplement this as well.
As has been noted in the section “3.9. Information Resources,” there are multiple archives within the School, University, and the City of New Orleans that feature the architecture, landscape and urban design of the region. Most notably, Tulane University houses the world-renowned Southeastern Architectural Archives, an extensive collection of drawings and documents associated with national and regional traditions. Students are introduced to this material as a substantial aspect of the educational environment at Tulane. In addition, the History Department at Tulane University has a number of courses pertaining to local and regional traditions, and there are ample electives in the curriculum for students to take these courses.

11. **Use of Precedents**

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

The use of programmatic and formal precedents in conceptualization and development of architecture and urban design projects is diffuse throughout the Design Studio sequence—including not only the required core studio sequence, but most of the upper-level studios as well. In addition, the use of precedents is a substantial component of Pre-thesis research and Thesis Studio (DSGN 510, 520). It is also a significant component of theoretical and historical critique within the History/Theory (AHST) sequence as well as in the required Technology (Technological Systems and Integrated Technologies) components of the curriculum (ATCS).

It is the position of the School of Architecture that the ability to engage and critically assess precedents is a fundamental component of design research and development. The extensive History/Theory components of the curriculum underscore this belief; in general, Design Studio course problems begin with an intense focus on precedents and the relationship between precedent analysis and design. The required Case Studies component of the DSGN 320 course (AHST 420) fact focuses on precedents and the analysis thereof as the ‘ground’ for architectural inquiry. It is understood that precedents—a significant component of the body of knowledge that is architecture—form the foundation of the discipline, in particular the language and history (and theory as a subset of history) of the discipline. However, it is also understood that precedents not be only “historical,” but can exist within the contemporary forum of architectural design. Both Professor Gamard’s History/Theory I required elective (AHST 410) and Professor Owen’s required History/Theory I elective “Herzog and de Meuron, Moneo, Machado-Silvetti, Koolhaas: Theorizing the Real in Contemporary Practice (AHST 411)” approach several architects and their respective architectural work as contemporary precedents.

It should be noted that Technology courses also place a premium on the use of precedents, including ATCS 110 (“Introduction to Technology: the Tectonic and Stereotomic”), Technologies II (ATCS 310), and Technologies III (ATCS 320) (“Systems Integration”).

Additional opportunities are located in both the AVSM (Visual Studies) and
RBST (Urban Studies) series of courses as well.

12. Human Behavior

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

An understanding of the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment is diffuse across the design (DSGN) and History/Theory (AHST) curriculum. It is of particular concern with the Urban Studies and URBANbuild (DSGN 410, 420) courses, whereby architecture is approached from sociological and psychological aspects. The hands-on building components of the curriculum employ a strong research into human behavior, since it is then obvious to students that people will actually seek to occupy their design/build endeavors. Professor Coleman Coker’s GREENbuild Thesis Studio and Professor Ammar Eloueini’s Thesis Studio (DSGN 510, 520) are exemplary in their approach to a study of human behavior, since both are required elective design/build studios.

In addition, Architecture and Social Engagement (APFC 630) and Architecture and the Underserved (APFC 433) focus on theories of human behavior and the physical environment.

Finally, human behavior is one of the performance criteria taught in the required APFC 410 class on Professional Concerns.

13. Human Diversity

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

Tulane University is a recognized advocate of human diversity. The composition of the faculty and staff, the support of various programs and departments, and the make-up of the student body evidence this. The School of Architecture supports the aims of diversity and relies not only on the University, but also on its own devices to actively support these goals.

All students at the University are required to undertake a service-learning component during the course of their education. Service-learning is particularly geared towards an understanding of the diverse nature of human endeavor and aspiration.

Within the School of Architecture, the cultivation of the students’ awareness of the diversity of needs, values, behavioral norms, and social and spatial patterns that characterize different cultures, and the implications of this diversity on the societal roles and responsibilities of architects occurs principally in the History/Theory (AHST) sequence. Dr. Weiss’ pioneering
research and intermittent courses on “Black Architects” are also of note in this regard. In addition, Professor Gonzalez’s course “Representations of Culture and Ethnicity,” a history elective, is well-subscribed (AHST 633).

Foreign Study opportunities—which occur by and large in the fourth-year—allow students to experience the diverse nature of the human condition. Travel studios in Europe, South America, Central America and East Asia are all offered to the Masters of Architecture students and Preservation students alike.

In addition, the focus on New Orleans as a field laboratory ensures that students will be introduced to the role of diverse cultures on the patterning of the social and spatial conditions: the myriad cultures and their very real impact—material, formal, technological, and constructional—on the fabric of New Orleans and its architecture is a highly visible aspect of the substance of the curriculum. What is perhaps most instructive for students of architecture is the ability of different cultures to adapt architecture according to the shape of their daily lives—needs that are not only concerned with the maintenance of life, but the rituals and constructs associated with religious, commercial (economic), and social conduct. Hence, the study of diversity is not confined to the academic forum, but extends into the fabric of the city. Architecture in New Orleans is not only engaging, but is demonstrably engaged by its inhabitants. This is reflective of the flexibility of its vernacular traditions and the infusion of new and inspired uses over an extended period of time.

The societal roles and ethical responsibilities of the architect, specifically with respect to human diversity, are foregrounded throughout the required studio sequence. Community based projects are the subject of several projects in the First- and Second-years and are often the subject of the upper-level platforms (see 1. 5. Program Strategic Plan). The advocacy of diversity issues is compounded by the impact of the Tulane Regional Urban Design Center, the Campus Affiliates Project now acting as the oversight for the Housing Authority of New Orleans, and the Masters in Preservation Studies Program. In addition, several faculty members focus on these issues not only in their research, but also in the required design studio sequence and in the review of student work.

The ethical responsibilities of the architect are also treated in the required Concerns of the Profession (APFC 410) class taught in the Third or Fourth-year of the students’ curricula.

In addition, Architecture and Social Engagement (APFC 630) and Architecture and the Underserved (APFC 433) focus on human diversity issues.

14. Accessibility

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

This is a component of the core design studio sequence beginning in the Second-Year (DSGN 210, 220) and continuing throughout the DSGN curriculum. Of particular note are the URBANbuild design/build components
Accessibility is introduced as a necessary component in site planning and building design in the First-year Introduction to Architecture course and in the Core Design Studios. The first, second and fourth courses in the required Technology sequence (ATCS 110, ATCS 310, ATCS 420) focuses and elaborates on issues of accessibility, and the focus and application of accessibility requirements is further reinforced in the Third-year Comprehensive Design Studio (the third semester of design for the Masters of Architecture students) as a significant element of consideration. At the end of this studio, the student's design work must demonstrate the incorporation of accessibility requirements for individuals with varying physical abilities.

As might be expected, the Master in Preservation Studies Program focuses on this issue during the course of the degree (and certificate) program. The incorporation of accessibility requirements is a significant issue in the preservation and use of existing historical structures. Sensitive accommodation of these requirements is a fundamental component of a design preservationist's ability.

At present, the Thesis Studio (DSGN 510, DSGN 520) also demands the accommodation of accessibility requirements in the student's projects of they are designing a building for public use. With the introduction of a Comprehensive Studio in the spring semester of the Third-year (DSGN 320), students will no longer have to demonstrate accessibility in thesis if it is accessory to the thesis research and development.

In addition, the Concerns of the Profession course (APFC 410) focuses on the issue of accessibility in several of its lectures, with specific attention given to the ADA, Building Codes, and the ethical responsibility of the architect in this regard.

Other opportunities in which students are asked to consider Accessibility issues are in the Preservation Studies courses (PRST series), in particular those buildings that are restored and reprogrammed for the public. In this sense, accessibility becomes a particularly critical issue, as it applies to the accommodation of public function(s).

15. **Sustainable Design**

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

The topic of sustainable design is dealt with in several places in the curriculum, some required and some 'required electives.' All students become familiar with sustainable design throughout the course of their education.

Technological Systems I (ATCS 110) (Professor B. Mouton) and
Technological Systems II (ATCS 310) (Professor Goodwin) are the first and second courses that deals specifically with sustainable design. This course occurs in the second year of the technology sequence, in a critical position to the whole of the curriculum. Other courses that deal with sustainability, and which all students go through are the URBANbuild microscale and macroscale curricula (Fourth year DSGN 410, 420). In Thesis, approaches to sustainable design are carried out in the GREENbuild (Professor Coker) and CITYbuild (Professor Harmon) Design Studios (DSGN 510, 520).

Required electives which focus on sustainable design include Professor Klingman’s Sustainability and Tectonics (ATCS 430), a required elective course which approximately half the students take. Other courses which are notable for mention are those taught by Professors McNaughton, Rhodes, Cizek and Thomas under the heading of ATCS or PRST.

16. Program Preparation

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

For the most part, students are given detailed design programs at the beginning of their educational career. However, as they progress through the curriculum, the program is less detailed and students are expected to endeavor in the assessment of client and user needs, a critical review of appropriate precedents, the inventory of space and equipment requirements, the analysis of site conditions, the review of the relevant laws and standards and the assessment of their implications for the project, and the definition of site selection and design assessment criteria. This is a requirement in the Comprehensive Design Studio (DSGN 320). Currently, Programming is taught in conjunction with DSGN 320 as Professional Concerns II: Programming/BIM (APFC 420).

A more significant test of architecture program preparation occurs in the array of design/build studios (DSGN 510, 520) and in the URBANbuild (DSGN 410, 420 microscale and macroscale) studio, taught during fourth year.

However, the most significant test of the student’s program preparation ability occurs in the required Pre-thesis course (DSGN 510, 520). Given the fact that students’ are responsible for the election of a specific project, the development of the program in all its aspects—historical and theoretical research and the critical overview thereof, the inventory of various physical requirements and usage, the analysis of site, etc.—are the primary concerns of thesis preparation.

Additional opportunities for comprehensive program assembly occur in the Preservation Studies components of the curriculum (PRST). Opportunities are also found in the work conducted in courses and workshops affiliated
with the Tulane Regional Urban Design Center (TRUDC).

17. **Site Conditions**

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

The ability to respond to natural and built site characteristics in the development of a program and the design of a project is diffused throughout the Design Studio curriculum. Students are introduced to the consideration of site conditions in the First-year Design Studios (DSGN 110, 120), a concern that extends to Second-year Design Studios (DSGN 210, DSGN 220); several of the projects specifically focus on natural site characteristics. The program is addressed critically in this regard; the analysis of site becomes a primary component of programmatic development and design.

In the Third-year Comprehensive Design Studio (DSGN 320), students must demonstrate their ability to respond to natural and built site characteristics in the development of a program and the design of a project. Since many of the Third-year Comprehensive projects are on urban sites in the City of New Orleans, the attention to these concerns is of paramount importance.

In addition, the first and second courses of the required Technology sequence (ATCS 110, 320/Technological Systems I & II) focus on the recognition and accommodation of natural site conditions. Built site characteristics are a principle component of projects designed within an extant environment; studio problems that focus on urban design issues in the First and Second-year Design Studios are specifically written to instruct the students on the development of a program and design of a project in terms of existing site conditions and parameters.

In the upper-level URBANbuild Studios (DSGN 410, 420), students must demonstrate the ability to address site conditions in accordance with any requirements associated with the design of the site (rural, suburban, ex-urban, urban) including drainage, access, parking, landscape elements, planting, and so on.

As a supplement to the required courses, there are several elective courses that focus on the natural and built site characteristic, including those taught by Professor McNaughton’s in his “Site Planning” course (LNSP 340) and those taught by Professors Cizek and Thomas in the PRST (Preservation) sequence.

18. **Structural Systems**

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

This material is covered in Technological Systems I and III (ATCS 110 and 310), and in the Integrated Technologies sequence (ATCS 410 and 420). In addition, the application of structural systems to design occurs across the
core design sequence (DSGN 110 through 320). URBANbuild at the microscale also gives students opportunity to employ structural systems to “real world” hands-on structural design projects, while Thesis (DSGN 510/520), specifically Professor Coleman Coker’s GREENbuild thesis studio, does the same.

Yet it should be noted that the attention to structures is a fundamental component of the Design Studio environment; several faculty have an expressed interest in the capacities of structural systems and this interest is reflected in studio programs across the curriculum.

19. **Environmental Systems**

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

These issues are introduced in the first year, specifically in the design studios. They continue to be emphasized in the core studios. However, the main thrust of teaching environmental systems lies with the technology sequence, specifically the courses ATCS 110 and ATCS 320 (Technological Systems I & III) and the Integrated Technologies sequence (ATCS 410: Integrated Technologies I and ATCS 420: Integrated Technologies II).

20. **Life Safety**

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

This material is first taught at the beginning of the Design Studio sequence (DSGN 110, 120), and continues to inform the development of DSGN attributes. Life Safety is introduced in the first Technological Systems course (ATCS 110). It is more specifically covered in the Integrated Technologies courses (ATCS 410 and 420), one of which is attached to the comprehensive design studio (DSGN 324/ATCS 420). The material is also covered in the URBANbuild microscale and macroscale studios held during the fourth year, as well as in the design/build studios (in the fourth year also).

It should also be noted that, given the fact that most of the design studio faculty are active practitioners, the attention to life-safety concerns is a prominent aspect of the Design Studio sequence.

In addition, life-safety as a significant component of the architect’s responsibility is treated in the required Concerns of the Profession course (APFC 410).

Additional opportunities for the study and application of life-safety systems and their subsystems is found in the Preservation Studies courses (PRST series). This is due to the fact that many historic buildings do not accommodate modern codes or uses; the appropriation of new uses requires an attention to this issue as fundamental consideration in the
21. **Building Envelope Systems**

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

Basic principles associated with the design of building envelope systems are introduced in the Second-year of the Design Studio sequence (DSGN 210, DSGN 220). As stated in the course syllabi, building envelope systems are introduced in the first required Technology course (ATCS 110), though in-depth treatment of these systems occurs primarily in the second and third courses of the required Technology sequence, “Technology II: Thermal Issues” (ATCS 310) and “Technology III: Systems Integration” (ATCS 320). The courses in Integrated Technologies (ATCS 410, 420) also delve deeply into the design of building envelope systems; indeed, much of the material taught in these courses is geared towards a comprehensive understanding of these systems.

By the time students enter the Third-year Comprehensive Studio (DSGN 320), they are expected to demonstrate a thoroughgoing understanding of building envelope systems.

Upper level design studios almost universally teach material correlated with building envelope systems, in particular those that deal with design/build projects.

22. **Building Service Systems**

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

This material is covered in both the Integrated Technologies Courses (ATCS 410, ATCS 420), with it being a main emphasis of ATCS 420. Since this course is linked to DSGN 320 (Comprehensive Studio), students have the opportunity to employ appropriate application and performance of plumbing, electrical, vertical transportation, communication, security and fire protection systems. Other opportunities for the study of building service systems also exist in the hands-on studio experiences of ATCS 322 (Studio in the Woods) and in URBANbuild—microscale (DSGN 410/420). Some thesis studios also employ this ‘hands-on’ experience, specifically Professor Coleman Coker’s DSGN 510/520 GREENbuild studio.

23. **Building Systems Integration**

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

Building Systems Integration is essentially the mission of the first Technology course (ATCS 110) and both Integrated Technologies courses (ATCS 410, ATCS 420); the ATCS 420 course is linked to the Comprehensive Studio DSGN 320. Other opportunities for the study of
building systems integration also exist in the hands-on studio experiences of ATCS 322 (Studio in the Woods) and in URBANbuild—microscale and macroscale and in the housing portion of URBANbuild (DSGN 410/420). Some thesis studios also employ this ‘hands-on’ experience, specifically Professor Coleman Coker’s DSGN 510/520 GREENbuild studio.

24. Building Materials and Assemblies

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

Building Materials and Assemblies are taught from the beginning of the program in the first Technologies course, ATCS 110. This is continued in the DSGN sequence, with specific emphasis placed on this criteria in the Comprehensive Design Studio (DSGN 320). The Integrated Technologies III course is ATCS 420, and it is linked to DSGN 320 in order to pursue building materials and assemblies in terms of a comprehensive studio experience. Other experiences include the Design/Build Studio (microbuild: DSGN 410/420) with Byron Mouton, Eean McNaughton’s Studio in the Woods, and Coleman Coker’s GREENbuild studio (DSGN 510/520).

25. Construction Cost Control

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

Though students are introduced to this concept in the first Technology course (ATCS 110), this material is currently taught in two specific places in the curriculum, thereby ensuring that all students are exposed to Construction Cost Control. The course APFC 410, Professional Concerns I and Professional Concerns II (APFC 420), which is linked to the Comprehensive Design Studio (DSGN 320) provides students with the understanding of the material. In addition, upper level DSGN courses, specifically DSGN 410/420 (both micro- and macroscale) provide the students with a reinforcement of this material. Other opportunities occur with the hands-on design/build studios like Professor Coleman Coker’s DSGN 510/520 [the GREENbuild Thesis Studio] and Professor McNaughton’s Studio in the Woods course (ATCS 332), which is linked to APFC 332, a professional concerns elective.
26. **Technical Documentation**

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

This ability is first introduced in the initial Technology course **ATCS 110**. From the third year on, students are expected to make technically precise drawings in their design studios (**DSGN 310, 320, 410, 420, 510, 520**). The issue of writing outline specifications occurs in **DSGN 320**, which is linked to **APFC 420**, a Professional Concerns course that uses BIM (Building Information Modeling) material.

Outline specifications are developed in all the design/build studios, including those taught by Byron Mouton (**410/420 microscale**), Coleman Coker (**510/520 GREENbuild Thesis Studio**), and Professor Eean McNaughton’s Studio in the Woods project (**ATCS 332**).

27. **Client Role in Architecture**

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

This understanding is salient to the entire **DSGN** sequence, and reaches its apex in the Professional Concerns courses (**APFC 410, 420**), one of which (**APFC 420**) is linked formally to the Comprehensive Studio course, **DSGN 320**. In addition, upper level **DSGN** courses, specifically **DSGN 410/420** (both micro- and macro-scale) provide the students with a reinforcement of this material. Other opportunities occur with the hands-on design/build studios like Professor Coleman Coker’s **DSGN 510/520** and Professor McNaughton’s Studio in the Woods course (**ATCS 332**), which is linked to **APFC 332**, a professional concerns elective.

It is also introduced in the first Technology course, **ATCS 110** as an essential ingredient of architectural practice.

In addition, Architecture and Social Engagement (**APFC 630**) and Architecture and the Underserved (**APFC 433**) focus on understanding the responsibilities of the architect to elicit, understand and resolve the needs of the client, owner and user.

28. **Comprehensive Design**

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

A curricular innovation that is central to the pedagogical objectives of the School of Architecture is the Comprehensive Design Studio taught in the second semester of third year. In this semester, third year students are effectively ‘captured’ by four courses that supplement their **DSGN 320**
studio course: a Professional Concerns Course (APFC 420), a Digital Modeling/Graphic Skills course (ADGM 410), an Integrated Technologies course (ATCS 420) and a Case Studies/Analysis Course (AHST 420). With this approach students are granted a comprehensive view of the variable components that go into the process of designing architecture.

Additional opportunities are included in the ATCS 332 Studio in the Woods course (Professor Eean McNaughton) and the GREENbuild Thesis Studio, under the direction of Professor Coleman Coker (DSGN 510/520).

29. Architect's Administrative Roles

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

The understanding of obtaining commissions and negotiating contracts, managing personnel and selecting consultants, recommending project delivery methods and forms of service contracts occurs in the two required professional practice courses, APFC 410 and APFC 420, which is linked to DSGN 320.

Additional opportunities are included in the ATCS 332 Studio in the Woods course (Professor Eean McNaughton) and the GREENbuild Thesis Studio, under the direction of Professor Coleman Coker (DSGN 510/520).

In addition, Architecture and Social Engagement (APFC 630) and Architecture and the Underserved (APFC 433) both focus architect's administrative roles.

30. Architectural Practice

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

The bulk of this material is covered in the first Professional Concerns required course, APFC 410 and is reinforced in the second course, APFC 420. This material is also covered in several other required elective courses, including Professor McNaughton’s Studio in the Woods course (ATCS 332), which is linked to APFC 332. Professor Byron Mouton’s URBANbuild microscale (DSGN 410/420) and Professor Coleman Coker’s GREENbuild design studio (DSGN 510/520) also deal with the issues surrounding architectural practice.

31. Professional Development

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

This material is covered in **APFC 410**, and is reinforced by seminars given by Professor Bruce Goodwin, our IDP liaison.

32. **Leadership**

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

Due to Hurricane Katrina, this component of the criteria is now substantially reinforced. Several studios cover this material, some required (**DSGN 210/220; DSGN 310/320**) and some elective. In particular the hands-on aspects of design/build projects have provided students with an overview of professional leadership. **URBANbuild (DSGN 410/420)**, both on the microscale and macroscale reinforce this aspect of leadership in the design professions. Professor Coleman Coker deals with the issues specifically in his thesis course, **DSGN 510/520**. In addition, several elective courses, specifically those taught by Professors McNaughton and Rhodes deal with the issues surrounding leadership.

Matters of leadership are also covered in both of the required Professional Concerns courses, **APFC 410** and **APFC 420**.

In addition, Architecture and Social Engagement (**APFC 630**) and Architecture and the Underserved (**APFC 433**) focus on matters of architectural leadership in the social sector.

The requirement of a service learning component in every University student's curriculum explicitly reinforces the idea of leadership in the community, albeit in some cases broadly construed. But for those students in architecture, there is now a saturation of issues of leadership due to recent events in the city and the region.

33. **Legal Responsibilities**

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

This material is covered in the first of the required Professional Concerns courses, **APFC 410**. Another opportunity for understanding legal responsibilities occurs in the required elective **APFC 620**, a course entitled Legal Concerns of Architecture. Though an elective, approximately half the student body takes the course during their time in the School of Architecture.

Students who take the **PRST** sequence are exposed to historic preservation and accessibility laws as well.
34. **Ethics and Professional Judgment**

*Understanding of the ethical issues involved in the formation of professional judgment in architectural design and practice.*

This material is taught specifically in **APFC 410**, though it is implicit in many other courses, specifically the *URBANbuild* micro-and macroscale **DSGN 410/420** courses. An additional opportunity for understanding ethics and professional judgment occurs in Professor Owen’s **APFC 610** (Ethics, Efficacy and Architecture in the Global Economy), one of the required **APFC** electives. The material is also covered in **APFC 620** (Legal Concerns of Architecture), another required elective.
4. SUPPLEMENTAL INFORMATION:
   STUDENT PROGRESS EVALUATION
SUPPLEMENTAL INFORMATION

DESCRIPTION OF PROCEDURES FOR EVALUATION

STUDENT TRANSFER CREDIT AND ADVANCED PLACEMENT

Admission
All undergraduate admissions to Tulane are managed by the University’s Office of Admissions. The School of Architecture does not undertake a separate admissions process for undergraduates. However, the School reviews admissions and works closely with the Admissions Office to select the most promising candidates. All graduate admissions to the Master of Architecture I and II, as well as the Preservation Program are administered through the School of Architecture. The School looks closely for intelligence, creativity, motivation, achievement, leadership, and character. Academic potential is essential. At the same time, the School seeks students who exhibit energy and the ability to contribute to campus life outside the classroom. In addition, we believe that diversity among students is a great educational enhancement and therefore seek and admit students from varied backgrounds.

FROM SECONDARY SCHOOL PREPARATION

Students should consult with the University’s Office of Admissions to learn about the requirements and processes of admissions at Tulane. In general, Tulane seeks students who have a strong high school academic record in terms of performance (grades and class rank, if available) and selection and content of courses studied. Tulane recognizes that curricula vary among high schools and that not all students have the same academic resources available to them. The Admissions office does look, however, for students who undertake the most challenging college preparatory program possible. Applicants are evaluated in terms of how well they use the resources available, and the Admissions office also takes into consideration the differences in grading standards that exist between schools.

A solid secondary school program should emphasize the traditional college preparatory subjects and include at least four courses each year selected from English, mathematics, foreign languages, science, social studies, and art. An effective college entrance program should include:

- English—four years with extensive reading and writing.
- Mathematics—preferably three years; calculus is desirable.
- Foreign Languages—at least two and preferably three or four years of a classical or modern language; three or four years of one language are generally preferable to two years each of two languages.
- Science—at least two years of laboratory science; physics is especially recommended for architecture applicants.
- Social Studies—at least two years, with emphasis on history.
- Studio Art—at least two years, preferably freehand drawing.
Often, students applying to the School of Architecture ask about drafting or technical graphics courses in high school. These courses may be helpful to some students, but most of our students have found courses in freehand drawing better preparation for our program. Required graphics presentation work during the first two years of the Tulane design studio sequence assumes no prior knowledge or experience in graphics or technical drawing.

TRANSFER STUDENTS

Other Institutions
The School of Architecture welcomes applications from undergraduate students who wish to transfer into the School, either to continue or to begin the study of architecture. Applicants with less than one full year of college-level work should follow the freshman application procedure. The placement of a transfer student within the program depends upon the satisfactorily completed course work applicable to the Master of Architecture. A transfer student from another architecture program may be admitted either in the fall or, occasionally, in the spring semester. The applicant must present a portfolio of architectural design work to determine placement in the Tulane architectural design course sequence. Credit for previous architectural design work is also awarded on the basis of this portfolio. A transfer student from another discipline may begin in the intensive summer equivalent of first-year completing the program in four additional years, or in the fall semester, completing the program in five years. All students working toward their first undergraduate degree must follow the required architectural design course sequence of ten semesters.

Other Divisions of Tulane

The School of Architecture welcomes interdivisional transfers from other colleges at Tulane; University College applications are processed through the Office of Undergraduate Admission. Interdivisional transfer students may begin the architecture curriculum in the intensive summer equivalent of First Year, completing the program in four additional years; or in the fall, completing the program in five years.
Special Student

Students aged twenty-two and over who are nontraditional (non-degree seeking) applicants may be considered for admission to the School of Architecture as special students. Although special students must meet the same standard of work as regular students, they are not required to follow degree programs. When course enrollments are limited, regular students must be accommodated before special students.

Students enrolled in good standing at other accredited institutions may enroll for one or two semesters as guest students. Guest students must have the approval of their dean or advisor at their home school, and are subject to the same regulations as non-degree special students.

PRIVATE STUDENT PROGRESS EVALUATION tc \ 4 "1a. STUDENT PROGRESS EVALUATION "

Student progress is monitored in several ways; through academic (faculty) advising, written studio evaluations, the second-year portfolio review, performance evaluation in the required comprehensive studios, the oversight of the Director of Academic Affairs, grading ('quality of work requirements'), and career advising.

Academic (Faculty) Advising

Students meet with their Advisors at least once a semester, for degree progress audits, short and long-term academic program planning, and information on course prerequisites, sequence of courses, and other requirements defined in this catalogue. A particularly important consideration is the positioning and content of a student's elective coursework, in order to insure a well-rounded program of liberal arts study. Advisors also counsel students are career planning, professional specialties and job placement.

Students also consult periodically with the school's Associate Dean on all matters concerning their academic performance and degree progress. Any student may contact the Dean's office at any time for information on these matters or for special arrangements regarding their program of study. As well, students may at times need to discuss the fit between their personal and academic life; students are encouraged to bring these concerns to their Advisor, the Dean, any faculty member and/or the Academic Advising Office, which has a dedicated advisor for all architecture students. Such matters are also addressed by other professional services available on campus, such as the Educational Resources Center.
Written Studio Evaluations

After the completion of studio reviews each semester, faculty fill out individual student evaluations for student review and placement in the student's file. Students are evaluated according to a number of criteria, including ‘design traits’, ‘educational traits’, ‘work habits’, and ‘problem areas’. Additional comments are also noted. A copy of this form is included as addenda to this section.

Second Year Portfolio Review

At the conclusion of the first and second year design students undergo a comprehensive portfolio review. Core years faculty as well as general faculty and the administration participate in this review. This enables students to receive general feedback regarding their development, while also allowing for oversight of the curriculum content during the first two years.

Office of Academic Advising

The Office of Academic Advising monitors students’ structural progress over the course of their educational career. Students are advised periodically of their standing in the program and are given information pertaining to course content. The Office of Academic Advising also advises students on campus programs and departmental policies.

Grading and status, including quality of work requirements

The School of Architecture is not obligated to give individual warnings to students in danger of probation or exclusion, or to their parents. Each student is responsible for his or her academic performance and its consequences.

PRIVATE Promotiontc  \l 1 "Promotion"

School of Architecture students are expected to follow the appropriate curriculum outlined in Programs of Study. Students are classified within a given year according to the number of credits earned. A student may be excluded from the School of Architecture for lack of sufficient academic progress toward fulfilling degree requirements. Failure to meet stated degree requirements within a reasonable period of time may result in exclusion. Sufficient academic progress is also measured by minimum credit and grade point requirements.

To qualify for readmission for a second year, a full-time student must pass 21 credits of C average work in a calendar year (August to August, including a summer session, if necessary).

To qualify for readmission for a third year, a full-time student must pass 50 credits of C average work in the preceding two calendar years (August to
In each subsequent semester, a full-time student must earn at least 12 credits of C average work.

At the end of the semester a student must have 12 hours of C average work or be placed on probation. C average work is defined as courses whose quality point average is at least 2.0.

Any student that does not remove C average probation by the end of the spring semester will be required to attend summer school to continue enrollment in the school. Normally, only work undertaken in Tulane University Summer School may be applied toward removal of probationary status or toward remedying a grade point deficiency.

Students in the School of Architecture are also placed on probation in the following instances:

A student whose cumulative academic grade point average falls below 2.0 for a given academic year, as calculated at the end of the spring semester, is placed on academic probation for the subsequent academic year. If the student's cumulative average has not risen to 2.0 by the end of the probationary year, the student is not permitted to remain in the school.

A student whose grade point average in architectural design courses falls below 2.0 for a given academic year, as calculated at the end of the spring semester, is placed on design probation for the subsequent academic year. If the student's year average in architectural design courses has not risen to 2.0 by the end of the probationary year, the student is not permitted to remain in the school.

A student excluded from the school as a result of failure to remove academic or design probation may reapply for admission only after at least one year of work under the supervision of an architect approved in advance by the Dean. Upon reapplication, the student must submit examples of work undertaken during this period, along with a letter of evaluation from the employer. A student readmitted to the school under these circumstances must achieve a grade point average of 2.0 (C average work) in the first semester, or he or she will not be permitted to remain in the school or to reapply for admission.

A minimum average quality-point ratio of 3.0 (B) must be maintained by a student in the three-and-a-half-year Program. If for any semester a student's quality point average falls below a level of 3.0, the Dean in
consultation with the program coordinator immediately places the student on probation. The coordinator in consultation with the Dean works out the terms of the probation.

**Career Advising**

Tulane School of Architecture’s low student/faculty ratio allows most members of the faculty to become acquainted with the majority of students and to advise them informally on academic matters as well as professional and general concerns. First and Second Year students often need special advice on architecture as their career choice. The design faculty of these years is particularly sensitive and responsive to these needs. Students are given on-going feedback on their progress throughout this period, and a comprehensive design review concludes the spring semester of Second Year.

The School of Architecture alumni are another valuable resource in career advising and facilitation. Our alumni practice throughout the United States, in architecture and a variety of related fields. These successful design professionals often prefer to hire Tulane graduates, and are effective area contacts for the student seeking employment. The Tulane degree is well received nationally: our strong curriculum and extensive training make the Tulane student or graduate appeal to any number of professional concerns.
Honor Code System and Conduct

The university assumes that all students conduct themselves in a responsible manner in both nonacademic and academic matters, following the University Honor Code. The School of Architecture Honor Code is distributed to every incoming student at orientation, and information on the Honor System is available in the Dean's office. Students accused of conduct or Honor Code violations will be given a hearing in accordance with the procedures described in these documents. Penalties range from a reprimand to disciplinary probation, suspension, and expulsion. Suspension occurs for a specified period of time, and the fact is entered in the student's record and transcript while it is in effect. Expulsion is entered in the student's record and will appear on all transcripts issued after that time.

Tulane School of Architecture Honor Code

See addenda to current section.

PRIVATE Course Loadstc  \& 3 "Course Loads"

The normal course load for undergraduate students is 17-19 credits per semester. The student who completes these credits each semester in the required and elective courses as outlined in Programs of Study will meet the graduation requirements in the customary five years. A lighter load must have the approval of the Dean.

Students with a 3.0 or higher grade point average in the previous semester may request permission from the Dean to register for more than the regular number of credits. For graduate course load see the curriculum.

PRIVATE Advanced Standingtc  \& 3 "Advanced Standing"

Students normally proceed through the architecture studio courses sequentially. The exceptional student who feels his or her design work merits advancement into a higher level studio course must be sponsored by a member of the faculty in a request for advancement. The faculty sponsor petitions the Dean in writing; the Dean convenes the faculty to judge the merit of the faculty sponsor's proposal. The faculty makes a recommendation to the Dean regarding the appropriate level of architectural design instruction for the student.

For architecture courses other than studio and platform courses, students with superior ability or previous course work in a given subject area may request that the instructor of that subject review their past work and transcripts. The instructor makes an evaluation to determine whether or not the course should be waived or credit given.

PRIVATE Auditing Coursestc  \& 3 "Auditing Courses"

Any full-time undergraduate student may audit courses without credit in any college of the university. Auditing courses requires formal registration and
approval of the instructor. Students in the First Year are urged to take all courses for credit rather than to audit them.

Class Attendance

Regular attendance at classes, studio and laboratory periods, and scheduled course conferences is required; for most students it is essential to successful academic progress. All absences must be reported to the course's instructor; the only excused absences are those for reasons of health or crisis.

Unexcused absences could reduce a student's course grade, as will late arrivals or early departures from class. Three consecutive absences or four nonconsecutive absences will, in normal circumstances, mean that the instructor may give a WF grade to the student. Instructors are not authorized to excuse absences that extend calendar holidays.

A student who stops attending a course listed on his or her registration form without formally dropping it receives a WF grade if recommended by the instructor on or before the official deadline for authorized drops. Students should officially withdraw from a course if they are no longer attending it. After that date, the student will be assigned an UW as a final grade.

PRIVATE Absence from Examinations

Attendance at final examinations is required. A student who must be absent from a final examination will be given permission to take a special examination only if he or she presents to the course instructor and the Dean's office an acceptable excuse and appropriate documentation before or within three days after the examination. Students who are absent because of illness should ask parents, guardian, or friend to seek this permission for them. A student whose absence from an examination is excused will be given an I (Incomplete) and a make-up examination; a student whose absence is not excused will be given an F in the course. Incomplete grades must be resolved with final grades reported to the Dean's office within thirty days from the end of the semester or the I grade becomes an F.

Grades

The grading structure is the same for both the graduate and undergraduate programs, with exceptions as noted.

The school attempts to keep its students informed of their progress at all times. University policy conforms to Federal laws prohibiting the sending of grade information to third parties, including parents and guardians, unless the student provides written authorization for release of such information by the Office of the University Registrar and the Office of the Dean.

A student who has a complaint regarding grading or academic evaluation has recourse to the grievance procedure developed by the University Senate Committee on Academic Freedom and Responsibility of Students. Copies
of the Student Grievance Procedures are available in the Office of Academic Advising. The student must first discuss the complaint with the professor; then, if dissatisfied, submit a written complaint to the Dean of the School of Architecture.

At the end of each semester, a final course grade is given in each subject. This grade is based on all the student's work during the semester and is entered on the student's transcript. The School of Architecture uses the following grading system for undergraduate courses:
<table>
<thead>
<tr>
<th>Grades</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRIVATE A</td>
<td>Excellent</td>
</tr>
<tr>
<td>Excellent</td>
<td>4.00&quot;</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>PRIVATE C+</td>
<td>2.33&quot;</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>Passing</td>
</tr>
<tr>
<td>F</td>
<td>Failing</td>
</tr>
</tbody>
</table>

PB  Probation

The grade of PB (Probation) is given in lieu of a failing grade to a student whose work in the following semester is expected to improve. At the end of the following semester, a second PB grade, or a failing grade, changes the grades for both semesters to F. Any passing grade changes the previous PB grade to a D.

Pass  Satisfactory completion of course with no grade points.

Failing

The Pass/Fail grade type is used in specific courses designated by the Faculty. In Thesis (DSGN 502) the Pass/Fail grade type includes commend (CM) for exceptional projects as designated by the thesis directors.

WF  Withdrawn with failing grade

WF grades may be administratively signed for with-drawing while having a failing grade in a course, for excessive absences, for disciplinary penalty or for failure to attend a course which is shown on registration records. WF grades are treated as F grades in computing semester and cumulative averages. They remain on the record even if the course is later completed successfully.

W  Withdrawn

W grades do not imply a penalty or affect the grade point average.

I  Incomplete

Any officially authorized I grade, if not resolved (changed to another grade) within 30 days after the end of the semester, is recorded as an F.

Pr  Progress

This grade is used to denote progress during the first semester of a year-long special project or honors course. When the final semester's grade for the course is awarded, the Pr is changed to reflect that grade and grade points are awarded accordingly.

X  No Credit or Grade

This grade designates course work taken without credit awarded or grade
recorded. The student may re-enroll in the course to obtain a grade and credit.

S Satisfactory completion of a course on the satisfactory/unsatisfactory option, with no grade points. (Minimum C- performance level required.)

U Failure to earn credit in course which was taken on the satisfactory/unsatisfactory option.

PRIVATE Grade Point Averages

Cumulative grade point averages are computed by dividing the total number of quality points by the total number of credits attempted. Credits completed on the S/U basis are not included in this computation.

Semester grade point averages are calculated for architectural design courses (the design average) and for all courses together (cumulative average) by dividing the number of quality points by the number of credits attempted. Credits completed on the S/U basis are not included in this computation.

Master of Architecture I (graduate) and Master of Architecture II

Grades for students include all the grades listed above.

Satisfactory/Unsatisfactory Option

Qualified Second-through Fifth-Year Master of Architecture students who are not on probation may elect to take one course in a standard four-course load on a satisfactory/unsatisfactory basis. No more than 4 satisfactory/unsatisfactory courses may be counted toward graduation. Master of Architecture I students who are in good standing may elect to take one elective course in a standard four-course load on a satisfactory/unsatisfactory basis. No more than six such credits (normally two three-credit courses) may be counted toward graduation. The satisfactory/unsatisfactory option may not be used in required course work or in architectural electives. It may be used in non-architectural electives being used to satisfy distribution requirements.

Dean's List

After final grades have been reported, a list is prepared of all students who have distinguished themselves by superior academic achievement. First- and Second-Year students are placed on the Dean's List if their grade point averages are at least 3.25; Third-, Fourth-, and Fifth-Year students are placed on the Dean's List with grade point averages of 3.50 or higher.

PRIVATE Leave of Absence

Students in good academic standing normally attend the School of Architecture each semester consecutively; however, occasionally it is in the best interest of the student to take a leave of absence from the school for a
semester or a year. Students considering a leave of absence should consult the Dean.

To obtain a leave of absence, the student must make written application to the Dean stating the reason for the request and the proposed period of absence. Upon written approval by the Dean, the student is guaranteed readmission if all conditions of the request and approval are met.

**Required Withdrawal, Denial of Enrollment**

A student may be required to withdraw from any course or from the school or the university, temporarily or permanently, for any of the following reasons: possibility of danger to the health of the student or to that of other students if enrollment is continued; refusal to obey regulations; violation of the Honor System or any other serious misconduct; or work below the required academic standards.

**Changes in Regulations**

The School of Architecture and the university reserve the right to deny admission to any applicant or to forbid any student's continued enrollment without assignment of reason; to change any of its rules, courses, regulations and charges without notice; and to make such changes applicable to students already registered as well as to new students.

**Voluntary Withdrawal: From a Course**

Three are no restrictions on Voluntary Withdrawal within the first month of the semester provided the student maintains a twelve-credit minimum course load. After the first month, a student must obtain the approval of the instructor and the Dean's office. Withdrawals from courses are not recorded for the first four weeks of class. After the fourth week of classes and before the last date for drops as reported in the official calendar, a grade of W will be recorded only if withdrawal is officially approved and the instructor reports satisfactory standing in the class at the time of withdrawal. Students considering withdrawal from required courses must consult their Academic Adviser; required courses in the School of Architecture must be taken sequentially and withdrawal may result in the extension of the program of study. Students must always carry the full-time minimum course load of 12 credits.

**PRIVATE Voluntary Withdrawal: From the School**

A student who decides to withdraw or resign from the School of Architecture after the semester begins must discuss withdrawal plans with the Dean and file a written request for permission to withdraw from all classes. This statement should include the student's reason for requesting to withdraw. Withdrawal forms, student identification card, and a letter from parent or guardian indicating awareness of the withdrawal plans must be turned in at
the time of withdrawal. Withdrawal forms may be obtained at the Office of
Academic Advising.

The authorized date for withdrawal generally is the date that the formal
withdrawal request is received. This date is important in determining
eligibility for refund or account adjustment and grading status.

Any student who leaves the School of Architecture prior to the end of the
semester without following proper withdrawal procedures risks serious
impairment of scholastic records, loss of eligibility to continue at Tulane,
and loss of eligibility for complete or partial tuition refund.

A withdrawal for medical reasons requires an official letter of recommendation
for withdrawal from a University Health Services physician. Requests for
retroactive medical withdrawals cannot be approved after a student has
completed his final examinations and the semester has ended.

Student Work

Any work performed for credit by students enrolled in the School of
Architecture may be retained by the school for its records. Students may,
as an alternative, provide suitable reproductions. Thesis students are
required to provide complete documentation of the thesis to the school for
the Architecture Library. Although some student work may be retained for a
period of time in order to document it, the school is not responsible for any
student work (or equipment) left in Richardson Memorial Hall after the end
of the term in which it is executed.

All examinations and assigned written work other than design work that are
used by an instructor to arrive at an academic evaluation, and are not
returned to the student, are kept by the instructor for a period of six months
after the semester's end.

Studio Work Portfolio Requirements

Each student in the School of Architecture maintains a portfolio, in 8.5" x
11" format, recording comprehensively the design studio work undertaken
in the school each term. This portfolio is collected and evaluated by design
faculty during the spring semester of the second year. At this time a student
may be asked to meet with a group of faculty for discussion of the work and
his or her status, progress, strengths, and weaknesses. Although the
portfolio review is advisory, maintaining a portfolio is an important part of
the curriculum. It provides a valuable opportunity for a student to see the
work from a broader perspective than a single semester's evaluation
affords.

Submission of the portfolio is required for application to many of the school's
special programs and academic opportunities as well as consideration for
awards offered by the school. This portfolio also forms the basis of the
professional portfolio each student assembles to seek summer and
long-term employment.
**Summer School Credit**

Students sometimes wish to earn extra academic credit or fulfill requirements during the summer months. Only summer courses taken in Tulane University Summer School will be considered in computing grade point averages. In order for academic work undertaken during the summer at other institutions to receive Tulane credit, students must have the courses they wish to take in summer school approved during the previous spring semester, and must earn a grade of C or better. Course descriptions and other information about the institution to be attended must be supplied. Forms available in the Academic Counselor's office must be filled out and approved by the appropriate university department to determine equivalency to Tulane offerings: for architecture courses, the Dean's office; for English courses, the English department, etc. Courses must be so approved before they are considered for transfer of credit.

**Transfer Credit**

Except for approved summer school credit (see above), once a student enrolls in the School of Architecture, only work undertaken within Tulane University—including the approved programs described under Special Academic Opportunities—may be applied toward the requirements for a degree in the School. Work undertaken at another institution during a leave of absence is not considered for credit unless prior written approval has been obtained from the Dean and the student earns a grade of C or better.

**PRIVATE Repeated Courses**

A course completed with a passing grade may be repeated. The first completed credit with a passing grade is counted toward graduation and in the cumulative average. The repeated effort is recorded on the permanent record, but does not count as credit earned and does not affect the cumulative average. If an F, X, or WF graded course is repeated, both the original F, X or WF and the grade for the repeated effort are recorded. F and WF are counted in the cumulative average (the grade X is not counted for credit or in the cumulative average).

**PRIVATE Commencement Policies and Procedures**

A candidate for graduation must complete the total number of credits and all courses required for his or her program of study, must have a cumulative grade point average in all academic courses of at least 2.0 for the Master of Architecture, and must receive certification for graduation by the faculty of the School of Architecture.

Unless excused by the Dean, candidates are required to attend commencement. Requests for an excused absence must be submitted in writing at least two weeks prior to the ceremony.
4.2. STUDIO CULTURE POLICY
The Design Studio is the center of the Architecture School’s curriculum. Learning in a studio format may be radically different from other types of academic experience with which you are more familiar. Perhaps the most dramatic change will be a shift in your communications base from the more traditional use of verbal, textual, and numerical language to a significant reliance upon drawings, models, and other graphic means of communication. To you this shift may seem to remove a degree of certainty from communication, while to the instructors it is a far more efficient means of addressing the multiple contingencies of design work. Though many of your architecture courses are lecture based, with traditional means of evaluation, most of the synthesizing of new information—essential to a design education—happens in the design studio. Architecture is a highly synthetic discourse, combining information from a broad range of sources; and the design studio is the physical and intellectual site of that synthesis.

Criticism
The role of faculty in the design studio is that of a critic. In some schools of architecture studio instructors are called “critics.” Criticism in this sense is not pejorative, but is meant to imply analysis, and commentary rather than faultfinding. The issues discussed are intended to focus and provide insight into the principal questions of a design problem. A critique is a discussion which may or may not contain specific suggestions. Even when critique is principally socratic, that is, based upon questioning, emphases and suggested directions are being implied. Since there is no “single right answer” to a given design project, instructors are neither giving away nor withholding secrets to success. The question of whether or not an instructor “likes” a project is among the least relevant issues that can be gathered from a critique. Above all, please remember that comments made by a critic concern the design work at hand and are not personal.

Critique Formats
The critique of student work is typically done in one of three formats: (1) individual discussions between a student and an instructor at a students desk (a “desk-crit.”); (2) small, informal group discussions about projects pinned to a wall (a “pinup”); or (3) formal presentations of student projects made to a panel of critics participating in discussion (a “review”). The last of these, the review, is an important event in the course of a design investigation. Students present their work to a panel which often includes faculty, visiting architects, and fellow students. All are invited to give commentary on the work, opening up a discussion of important issues. A review, like any critique, is not a grading session but rather a forum for discussion. Often, you will gain significant insight into your own work by discussing and considering the work of your classmates. Though individual projects are often discussed separately, a review is as much.

In general
The Studio culture fosters intellectual and personal diversity. It is a collective experience that proceeds from the individual to the group as a whole. Faculty respect students' differences, while also looking to introduce them to the culture of architecture. It is of importance that Studio, though geared towards the individual, is responsive to shared experience as well.

In terms of time management, it is appropriate to work in Studio during the time allotted. The problems associated with studio projects regarding time management usually surface when studio time is not respected. However, if it is necessary to alert your studio instructors to an excess of time dedicated to only studio, this should be done collectively. Other courses which in fact support studio, along with other aspects of the student's education, should be respected according to their requirements as well. Conflicts in this regard should be noted by Studio instructors, students, and the instructors of outside courses as well.

As such, students are expected to work regularly and productively in fulfillment of the assignments, with new material and evident progress for each discussion of their work. Except when team projects are assigned, all work should be the product of the individual student. Because Studio meetings may be scheduled at short notice, students are strongly encouraged to work in the Studio space during scheduled Studio hours especially at the beginning and end of the Studio session. Students working in the Computer Lab should arrange with another student to notify them when Studio meetings occur.

Students should discuss the progress of their work with the Instructor as regularly as the Studio calendar and enrollment allow, and at least once per week. Studio sessions may sometimes extend beyond the scheduled hours; students due for a desk crit should advise the Instructor in advance on those occasions when they are unable to stay beyond 5pm.

Students are expected to exploit the opportunities presented by the Studio to integrate knowledge and skills gained in their other courses. In addition, students are expected to take notes, read what is assigned, and complete assignments on time. Extensions for medical reasons or family emergencies should be requested as soon after the event as possible and in advance of the deadline, and should be supported by proper documentation. It is occasionally necessary to change deadlines and specific requirements. Such changes will be made with as much notice as possible, but may be made at short notice to ensure the productive continuity of the Studio. Students should stay in touch with each other in order to remain aware of such changes.

Attendance at all Studio sessions, events, and reviews (full duration) is required, and is assessed in the final studio grade. It is unacceptable to work in studio while the studio group is in review. In accordance with School policy, any unavoidable absence should be cleared in advance with the Instructor; three unexcused absences constitute a failure in the course.
In accordance with School policy, work that is not adequately represented will not be discussed in reviews. Late work will only be accepted with the permission of the Instructor. Late work submitted after the final day of classes is not acceptable without written permission from the Dean. Extensions for medical reasons or family emergencies should be requested as soon after the event as possible and in advance of the deadline, and must be supported by adequate documentation.

Students with documented disabilities who require accommodations should follow the procedures of Tulane’s Office of Disability Services and make an appointment to speak to their Instructor during office hours.

Each student is strongly encouraged to maintain a personal sketchbook throughout the semester. The size and type of sketchbook are open to your preference, although we suggest that an easily portable size is one that you can carry with you at all times. Sketch media are also up to you.
Student Studio Culture Policy—DRAFT

Student Representatives:
Sydney Brown
Evan Conroy
Kristen Craig
Maggie Morrow

Studio Culture Initiative
Tulane University 2007

The Tulane School of Architecture Studio Culture Initiative focuses on all aspects of studio and the positive and negative consequences of the school's curriculum as it currently stands. The document was prepared by four representatives in their final year of architecture school who are active in Tulane School of Architecture’s political and social student body. It was based on conversations between students, personal experiences from students in the undergraduate and graduate programs, and a small studio culture session held in September of 2007. The goal of the document is to provide a general sense of the experience of studying architecture at Tulane, highlight its strengths, and offer ways that the culture of studio could be improved. This document also indicates what the student body leaders feel are the predominant thoughts and concerns of students in the School of Architecture.

The general atmosphere of design studio in the Tulane School of Architecture is one of collaboration and transition. Rather than being intensely competitive with each other, students in TSA engage in an open dialogue at all levels of the design process. This is a positive attribute that fosters a sense of community within the studios and unites the school. A number of shifts are in progress at the School of Architecture. The concrete changes brought about by the recent events in New Orleans and the school's curriculum reform affect the way we, the student body, experience its education. For example, during what has come to be called the 'Hurricane Semester', Tulane University closed and all TSA students were scattered. Architecture schools across the country opened their doors, and most students joined studios at other universities with drastically different ways of working. The interaction between TSA students and students and faculty from other schools positively impacted our overall educational experience.

From a sudden and unforeseen event, we had the chance to experience studio in an entirely new way. When we returned, which the vast majority of us did, we were able to compare strengths and weaknesses of our education and studio culture at TSA with the various studios we took part in across the country. We realize that it is not enough to have this experience without letting it shape us, and the School of Architecture will continue to grow with the knowledge its
students and faculty have gained.

Furthermore, with regard to transitions, the shift from manual to digital methods of representation has been a major part of the school’s growth in the last 5 years. Digital design was fully introduced into the school after Katrina with the modified curriculum, which was tailored to address the education of architects in the digital present and future. We believe it is critical to understand and evaluate what has become the digital revolution in architecture and its subsequent effect on architectural education.

While the majority of the experiences in the semester after the hurricane were beneficial and the new curriculum has positively integrated digital design into the school, the school's transition has not been without its own growing pains. Our student body is divided into those students who began studying before the hurricane and those who began after, those whose processes stem from the drawing board and those whose stem from the mouse. We believe that the balance between manual and digital processes should be integrated, and that methodological values should be continually questioned with regard to the changes in our profession.

The design studio is at the center of every architecture students’ core curriculum. Learning in studio is radically different from other types of academic experiences that are more common throughout the university as a whole. Studio culture fosters intellectual and personal diversity. It is a collective experience that proceeds from the individual to the group as a whole. Within the context of the university education, it is perhaps the most unique and effective means of learning; it is at the same time all encompassing of other disciplines and yet very distinctive. We endorse the curriculum’s continual inclusion of classes outside of architecture. It is critical to find a common language with students pursuing other degrees. The academic dialogue between architecture students and non-architecture students enriches university education as a whole and allows us as students to gain perspectives that we can bring to our studio discussions and designs.

Health, time management, and interactions between students and professors have become critical points of reflection at TSA, as they have in architecture schools across the country. All architecture schools struggle with the issue of students’ health and well-being, and Tulane is no different. We believe leading a balanced life is critical to every student, including those in the school of architecture, and that a healthy lifestyle only enriches the studio experience. We suggest that TSA promote physical activity as a way to provide stress relief and a variety of interactions outside of the school. This could range from an architecture sports team to advising that students take a break from their work during stressful periods to exercise and clear their minds.

We understand that participation in any extra-curricular activities requires
proper time management. One of the myths in schools of architecture is that time spent in studio is equivalent to great design or a higher grade. We recognize that this is not entirely true. Time management is essential, but productivity and efficiency is a major part of studio success. We recognize that studio is not just another class, that it requires a great commitment from students. It does and should consume a majority of students' time; however, this should be properly balanced. We appreciate members of our student body who are passionate and committed to their designs, and we appreciate professors who maintain high standards of production and representation. However, this passion on the part of students should not overflow into the realm of excessive obsession - as this only plays to the detriment of other classes, well-being, and personal growth.

We ask that professors be demanding but realistic about studio workload, especially in relation to the other 12 credits of classes present in the usual 18-credit workload of architecture students. Far too often students will “camp” in studio for hours or even days, neglecting food and classes, and the actual studio work produced will not reflect the large amount of time being spent in studio. We realize that professors and fellow students are wary of this behavior. Subsequently, we believe it is important for students to evaluate their time in relation to productivity and suggest that first years be required to keep a personal time log as they adjust to the demands of studio. This time log would not be given to the studio professor and would by no means be used to judge the value of work or the assignment of grades. Rather, it would serve as a personal tool for time management. The members of this committee, as students in our final year of school, reflect that a time log might have been a helpful tool for us to mark our progress and adjust to managing our time in the way that studio requires.

Studio professors are perhaps the most influential people in a student’s career, as they are often the first to educate students about architecture as a whole. We believe that the dialogue between a committed and open-minded student and an educated, attentive, and open-minded professor is the greatest asset to the architectural education, and TSA is home to many committed students and respected professors. We believe that it is critical that every professor and every student respect each other’s time. Students have as much responsibility to be punctual and respect studio time as professors do in notifying students in advance of late arrivals and absences. We realize that disregarding punctuality is not unique to our school; many of us experienced it during the Hurricane Semester. Across the profession of architecture, punctuality seems to not be valued as highly as other personal traits. We feel that this is not a product of what could be called the “artistic personality” but a habit that must be eliminated.

The influence that a professor has on his or her students extends beyond the design project and studio times. Even though this role may not be sought after by the professor, it is inherent in the professor student relationship. Within
this relationship, every action is amplified and scrutinized by the entire architectural student body. Students are an observant group and notice everything from the number of outfits a professor has worn each week to where professors were seen around town last night to the disapproving body language expressed or offhand comment made in yesterday’s review or pin-up. Professor attitudes and body language are very influential to the way in which students view and appropriate the role of studio in their education. Professors have a responsibility to their students to encourage hard work and dedication but cannot become detached from their students’ health concerns and individual needs. It is crucial that these guidelines do not become mere platitudes; professors must lead by their actions. We value the professional relationships between students and professors within and outside of studio at TSA because we feel that formal and informal student/professor interaction will help to dispel fears surrounding professors and will allow for a more open dialogue about architecture. We feel that the atmosphere at Tulane fosters these relationships, and we are open to professor involvement in student body activities.

The positive influence of students and professors within the school of architecture should extend outside of the school to embrace the community and the city. We, as architecture students, have a responsibility to use the skills acquired in school for city outreach. Tulane’s location in New Orleans provides an exciting, if sometimes frustrating, atmosphere of change. The problems that New Orleans is facing, like many other cities across the country, are directly related to our specific training as architects. Like no other profession, we have the opportunity and responsibility to assume leadership positions throughout the community. This cannot be solved by simply assigning community service. Teaching these leadership skills must become integral to the curriculum if our profession is to affect real change within our world. However, this leadership role must not be seen as disrupting the positive aspects of a studio-centric curriculum, rather, programs that deal with the city should be respected by the professors and students. Instead, this should be a symbiotic relationship between the school and the larger community.

Students value the opportunities Tulane gives them to explore other educational paths within the architectural curriculum. Though the balance is difficult, it is important to recognize the value of this supplementary education. Like in the professional world, it is critical to engage various viewpoints and find a common language and mutual respect with peers. Students understand that studio currently has and should be given more emphasis; however, one should not be forced to choose studio over other classes. The value of our education relies on this multi-faceted approach to learning. Both students and professors must work together to find this balance.

The student body and the curriculum changes have taken steps in the direction of outreach. The student body’s Architects’ Week addresses and solves a design problem at a specific site in the city for one week. This could be
considered an “outreach charrette” and requires the support of members of TSA for its success. The establishment of *URBANbuild, CITYbuild*, and the Tulane City Center have also begun to address major architectural and urban problems in New Orleans. We adamantly endorse any TSA sponsored program, whether in or out of studio, that allows us to have an immediate and direct influence on our city. These programs are incredibly important to our education and our community and should be continued indefinitely. Italic *(GLZ)*

We believe that a discussion of studio culture should continue on a yearly basis as the school and profession continue to evolve. In order to facilitate this, we recommend the creation of a Joint Task Force on Studio Culture organized through the American Institute of Architecture Students and the Architecture Student Government. Professors and students should work together to discuss the culture of the school and implement the suggestions that arise in the discussion. To ensure the continuation of the Analysis Group as students come and go, it is important for the faculty to assist in facilitating this discussion. Finally, to continue this dialogue among students, we propose that this be presented at a faculty meeting, posted and discussed digitally and physically on the school sponsored webpage, myTulane, as well as on the walls of the school.

The Studio Culture Initiative Summary

**TSA's Perceived Strengths**
The atmosphere at the school promotes collaboration between students
The curriculum is successful in involving courses outside of the School of Architecture for a more balanced education.
There are active student organizations and a strong unity and cohesiveness among students.
Outreach programs, such as Architects’ Week, help to engage the surrounding community and build relationships among the students and the professors.
Open channels of dialogue, both between students and between students and professors, are valued highly.

**Suggestions**

There should be a greater effort to break down the student teacher barrier through professional contact outside of the studio environment. This will help to foster a stronger connection and better understanding between students and professors.
Time should be valued. A time-log should be implemented in First Year to help students understand the real value of their time, and professors should endorse a healthy lifestyle.
The collaborative atmosphere generated when students work in studio is unique to the architecture curriculum and this should be emphasized.
Studio should take precedence over other classes, but not at their expense or to the detriment one’s personal development and health. Professors should realize that they set examples through their activities and lifestyle choices and accordingly lead by example as they are being scrutinized by the student body. Student unity should be strengthened through the establishment of an official mentor program through the student organizations. Leadership roles within the community should be encouraged through studio and the professors, and training for such positions must occur within the school if architects ever hope to influence society. Our education and skills lead to a responsibility to serve our communities that directly relates to our effectiveness in addressing real world problems.

* They are, not necessarily in order of preference, the architectural schools of Yale University, Harvard University, Columbia University, Princeton University, University of Cincinnati, Rice University, University of California at Berkeley, University of Virginia, University of Pennsylvania, the University of California at Los Angeles and SCI-ARC (Southern California Institute of Architecture).

** Aspirant programs include Rice University, University of Virginia, University of Texas at Austin, UCLA, and SCI-ARC

* This characterization also appears under “threats” in the SWOT Analysis.

** This category is listed under ‘weaknesses’ as well.

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