Tulane University
School of Architecture

Architecture Program Report
2014 NAAB Visit for Continuing Accreditation

Master of Architecture
M.Arch (5 year) 138 credit hours total + 30 graduate credits
M.Arch 1 (non-pre-professional + 111 graduate credits)
M.Arch 1 advanced standing (pre-professional + 62 graduate credits)

Year of the Previous Visit: 2008
Current Term of Accreditation: Six-year

Submitted to: The National Architectural Accrediting Board
Date: September 7, 2013
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Part One (I).  Institutional Support and Commitment to Continuous Improvement

I.1.  Identity & Self Assessment

I.1.1.  History Mission

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.

History and Institutional Structure of Tulane University
Tulane University, founded in 1834, is one of the most highly regarded and selective independent research universities in the United States. Tulane's schools and colleges offer degrees in the liberal arts, science and engineering, architecture, business, law, social work, medicine, and public health and tropical medicine. Located in New Orleans, Tulane traces its origins to the Medical College of Louisiana, the Deep South’s second-oldest medical school, which was founded in 1834. By 1847, the Medical College was part of the newly established public institution, the University of Louisiana. Tulane emerged as a private university in 1884 when the public University of Louisiana was reorganized and named in honor of benefactor Paul Tulane, a wealthy merchant who donated more than $1 million in land, cash and securities “for the promotion and encouragement of intellectual, moral and industrial education.” A native of Princeton, N.J., Paul Tulane had made his fortune in New Orleans and his gift expressed his appreciation to this Southern city on the Mississippi River. In 1886, the H. Sophie Newcomb Memorial College was established for women as part of the university. Newcomb-Tulane College today enrolls all undergraduates at the university. Tulane moved to its present campus on St. Charles Avenue in 1894. The Tulane University Health Sciences Center in downtown New Orleans includes the School of Medicine and School of Public Health and Tropical Medicine, while the Tulane National Primate Research Center is in Covington, La.

The university is a member of the prestigious Association of American Universities, a select group of the 63 leading research universities in the United States and Canada with “preeminent programs of graduate and professional education and scholarly research.” Tulane is ranked by the Carnegie Foundation for the Advancement of Teaching as a university with “very high research activity.” Of more than 4,300 higher educational institutions rated by the foundation, Tulane remains in a prestigious category that includes only 2 percent of universities nationwide.

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 weathered Hurricane Katrina in 2005, the nation’s worst human-caused (some would say inaccurately “natural”) disaster. A renewed Tulane emerged as a stronger institution focused on an exceptional undergraduate program complemented by superb graduate, professional and research programs based on the university’s strengths and distinctive characteristics. 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. The Katrina experience also informs the future direction of the institution. In 2010, President Cowen announced the launch of the “Tulane Empowers” campaign, an effort that will further the university’s efforts to encourage social
innovation and to develop the next generation of community-minded citizens and leaders.

Mission of the Tulane School of Architecture

The mission of the Tulane School of Architecture is to prepare students for leadership positions in the design professions and in their communities. This school aspires to provide the highest quality professional education in architecture, to develop and conserve knowledge, and to promote excellence and innovation in architecture, landscape urbanism, preservation, and urban and environmental design and development. The School aspires to reach many students within and beyond Richardson Memorial Hall through undergraduate minors in Architecture, Certificate in Preservation, and through the minor in Social Innovation and Social Entrepreneurship. The School recognizes the centrality of design thinking as a process of synthesis that incorporates history, theory, technology, economics, behavior, and culture. The School supports diversity and meaningful engagement with urban and community issues, while embracing the creative potential and imperative of sustainable design. As a framework, three primary concepts and values are infused in the academic mission:

- Educating students in the abiding cultural and social roles of architecture, preservation, and real estate development by providing a well-rounded, humanities-based education with discipline-specific coursework;
- Preparing future professionals through continually assessed and updated coursework in design, building technology, and professional concerns with an emphasis on critical thinking;
- Instilling a sense of responsibility and ethical conduct through civic engagement.

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 a 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 Thomson 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, Richardson Memorial Hall, 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 Master of Preservation Studies program. 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 Master 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.
Kenneth Schwartz, FAIA was appointed as dean in July 2008, increasing national and international recognition for the extraordinary work of the school’s students, faculty, and alumni. In 2011, the School initiated its Master of Sustainable Real Estate Development Program. In 2012, the School launched a new university-wide undergraduate minor in Social Innovation and Social Entrepreneurship. In 2013, Dean Schwartz was reappointed for a second five-year term.

I.1.2. Learning Culture and Social Equity

The Tulane School of Architecture is unique in the way that fundamentals of architectural education are blended with extensive community engagement. These qualities have been present at the School for many decades, yet they have taken on greater focus, urgency, and momentum since Hurricane Katrina in 2005. The curriculum calibrates and celebrates these opportunities for students, and the progress, as seen through the work of students and faculty over the past eight years, has been impressive. The Tulane School of Architecture is nationally recognized for these qualities.

All policies related to learning culture are available on the TSA website: http://architecture.tulane.edu/current-students/student-information

Studio Culture
The Tulane School of Architecture fully supports the studio-based model as central to the curriculum for architectural education and relies on the studio to provide and promote a healthy environment for creative and engaged learning. The design studio is an open environment for fostering creativity and engagement in the design process, promoting exploration, innovation and intellectual advancement, and supporting a culture of critical inquiry, collaboration, community engagement, and stewardship among students, faculty and administration.

Critical Inquiry: The design studio establishes the environment for the pursuit of knowledge within the discipline of architecture, involving creative, intellectual and critical development. Design is a reflexive process of individual creative thought and exploration combined with collective critical feedback through dialogue among students and faculty. The open nature of the studio environment encourages consideration of a broad range of design possibilities pursued through analysis and experimentation. In studio, the design process is open and accessible for the benefit of all, inspiring discussion, innovation and critical exchange. In turn, the open exchange of ideas fosters a creative and critical community engaged in the advancement of knowledge with the highest academic and professional standards. It is vital to the discipline of architecture that students are encouraged and have the capacity to engage the world broadly. Design studio benefits from the influence and integration of information from broader studies, both within the School of Architecture and beyond. Reciprocally, methods of creative engagement and critical analysis developed in studio become applied to the learning of materials in other courses as well as the world at large.

Collaboration: Architecture is fundamentally a collaborative enterprise and a social art. It requires effective forms of communication and the ability to consider and negotiate varying points of view working toward a common desired goal. An increased capacity for effective creative exchange is developed as a part of the critical dialogue in studio among students and the faculty.

Intrinsic to healthy collaboration is sensitivity for diversity of perspective, opinion, values and methods. Design studio requires a developed sense of respect, professionalism and mutual support among students and faculty. Open and thoughtful communication that respects all parties involved benefits the collective environment and the individual. Competition, while fostered and necessary to the enterprise, does not supplant the centrality of the peer-to-peer learning process, nor should it ever compromise a supportive community of trust.
Studio is also a nurturing environment for social development, camaraderie, and the opportunity for interaction among multiple levels of students. A robust studio environment fosters a sense of personal responsibility, respect and integrity. Students and faculty are expected to uphold the university’s honor code and pursue all means in preserving the integrity of a mutually supportive learning environment.

Stewardship and Community Engagement: Stewardship reaches beyond the walls of the studio to address issues of environmental and cultural sustainability. Studio acts as a supportive platform for community engagement, public scholarship and applied research in the field. Through design/build and related activities, students and faculty acquire additional skills, awareness and a developed sense of personal and professional responsibility. The respect for personal, cultural and intellectual diversity extends to the community at large.

The requirement of two semesters of Public Service within the undergraduate curriculum and the extensive involvement with community-based work at the graduate level as well, affords a unique opportunity for students to exercise their creativity and professional skills within the context of real world issues and real “clients” in the community. These new experiences require students and faculty to draw from a reservoir of good will with the diverse groups they serve through the work. This has become a distinctive signature of the Tulane School of Architecture, and the “culture” involved in this enterprise is highly influential during the formative stage of development for young professionals in the program.

The discipline of architecture requires a developed sense of awareness and responsibility with respect to one’s environment and community. Given this, the studio is a reflection of how students and faculty participate responsibly and collectively in the shaping of their context. Studio presents multiple opportunities for developing the capacity for responsible engagement.

Studio Culture is primarily the result of the collective desires and attitudes of the student body. With the support of faculty and administration, the balance of design studios and work in non-studio courses relies on the initiative of students. To maintain a healthy studio environment and studio culture, students, faculty and administration must support and nurture student life beyond studio. The faculty and administration are expected to respect and support the outside interests and activities of the students while helping to establish healthy patterns of work and time management with clear requirements and schedules reasonable for the demands of the discipline. Students are expected to pursue a balanced and healthy lifestyle with respect to their overall university experience in the midst of their commitment to the rigors of their studies and to support one another to that end.

Process of Developing and Disseminating the Studio Culture Policy: The School engages in frequent and ongoing conversations on Studio Culture. Studio faculty discuss issues of time management and work/life balance in the context of deadlines, pacing, and the development of professional skills that characterize effective work in any academic or office setting. The student governments frequently provide excellent feedback to the Administration on issues (large and small alike) that can improve the environment for healthy studio work and interactions. Although there are many avenues for such feedback, many of the most important conversations take place either with the Associate Dean of Students or with the Student Affairs Committee, chaired by the Associate Dean. Numerous improvements have been made to the facilities over the past six years, many of which are directly tied to suggestions from students and faculty.

The Studio Culture Policy is distributed with Studio Course Syllabi as of Fall 2013 and continuing. Reference is also made at the All-School Meeting at the beginning of the fall semester.

Responsibilities of the Faculty, Students, and the Administration: A team of faculty and students confer within the Student Affairs Committee to review the Policy annually, determine its efficacy and applicability, and ensure its implementation. Revisions to the current policy are discussed by the team with the common goal of maintaining a healthy studio environment that supports the sharing of knowledge, ideas and experiences.
Additional Perspectives on Studio Culture:

1. The role of the architect as an engaged and enlightened citizen
   From the beginning of the core years, the faculty are entrusted with teaching students the definition of their role as architects in society as ‘citizens of the world.’ Values, core principles, and diversity of thought and approach are respected and clearly articulated.

2. Articulation of clear goals, outcomes and expectations
   Goals and outcomes are defined to the degree that is appropriate and includes as much as possible the methods for evaluation of student work. These goals and the registration of learning outcomes does not imply a ‘checklist,’ but rather a guide for the attainment of learned knowledge. However, time, energy and enthusiasm for the process should be valued and respected by students and faculty alike.

3. Respect for the design process
   The productive process of design is also respected as the central educational outcome. Ongoing deliberation and response to critical evaluation, craft and making are important to the mosaic of relationships that condition the teaching and learning process.

4. Communication and the learning process
   Open and careful communication that respects all parties benefits the collective environment and the individual. Competition, while actively fostered and necessary to the enterprise, does not supplant the centrality of the peer-to-peer learning process, nor should it compromise a supportive environment.

5. Recognizing and legitimating research
   ‘Having ideas’ does not imply ‘ownership’ of those ideas: the sharing necessary to a supportive environment involves rigorous debate by students and faculty alike. ‘Originality for originality’s sake’ assumes a secondary role to the search for ‘authenticity’ in design work as an underlying motive of all studio research.

6. The Review’s role in the process of education
   Critique sessions, whether one-on-one should be engaged by all participants (students, faculty, outside critics) rather than faculty and/or critics acting as singular ‘judges and juries.’ Mutual respect is fundamental and essential to a productive and supportive learning environment.

7. Coda: the Implications of a five-year Master’s of Architecture Program
   The basis for the undergraduate “three plus two” program, resulting in a Master of Architecture degree, sees teaching shift subtly yet recognizably over the five years of a student’s education. In addition, there is the expectation of developing levels of maturity both in the work and the student, as well as a concomitant belief in the formation of professional abilities and attitudes.

8. The capstone or thesis stresses engagement with issues that currently impact the environment in which the discipline and practice of architecture are situated. Students, faculty and administration share responsibility in the underlying the goals of architectural education and the role of its varied participants over the course of the educational process.
Institutional Policies and Procedures for Grievances Related to Harassment and Discrimination

Grievance procedures are available to all officially registered University students who allege discrimination based on race, sex, religion, national origin, age, disability, sexual orientation, marital status, military status, veteran status, or any other status or classification protected by federal, state or local law. These procedures are contained in the University’s Equal Opportunity/Anti-Discrimination Policy, which can be found at:

http://tulane.edu/equity/upload/eeo_harassment_and_discrimination_policies_001.pdf

Anti-discrimination Policy:
Discrimination against any individual in any and all areas of the University’s environment, including any aspect of his or her study or his or her employment, such as hiring, discharge, compensation, or any other terms, conditions, or privileges of employment, because of an individual’s race, sex, color, religion, national origin, citizenship, marital status, sexual orientation, age, disability, military, veteran status or any other protected status or classification under federal, state or local law is illegal and will not be tolerated at the University.

Harassment Policy:
a) Tulane University is committed to creating and maintaining a campus environment where all individuals are treated with respect and dignity and where all are free to participate in a lively exchange of ideas. Each student has the right to learn and each employee has the right to work in an environment free of sexual and other forms of harassment and one in which ideas may be freely expressed.
b) At Tulane University, harassment, whether verbal, physical, written, or visual, is unacceptable and will not be tolerated. Harassment is unlawful and hurts all members of the educational community. Each incident of sexual harassment contributes to a general atmosphere in which other members of the victim’s sex suffer the consequences and in which all students and employees may feel that their safety and equality are compromised. Other forms of harassment have a similarly negative effect on members of the community. Harassment has no legitimate educational purpose. Any employee or student, male or female, who engages in conduct prohibited by this policy, shall be disciplined as provided by law, university policies, and applicable employment agreements.
c) Tulane will not tolerate any harassment of anyone affiliated with Tulane by anyone affiliated with Tulane (including non-employees, such as vendors and independent consultants), and will not tolerate adverse academic or employment actions, including but not limited to, termination of anyone reporting harassment or providing information related to such a complaint.

Policies for academic integrity
In all work submitted for academic credit, students are expected to represent themselves honestly. The presence of a student's name on any work submitted in completion of an academic assignment is considered to be an assurance that the work and ideas are the result of the student's own intellectual effort, stated in his or her own words, and produced independently, unless clear and explicit acknowledgment of the sources for the work and ideas is included (with the use of quotation marks when quoting someone else’s words). This principle applies to papers, tests, homework assignments, artistic productions, laboratory reports, computer programs, and other assignments. Complete academic policy governing students at the Tulane School of Architecture can be found at:

http://architecture.tulane.edu/current-students/student-information
Plan to Maintain or Increase the Diversity of Faculty, Staff, and Students

Tulane School of Architecture (TSA) is committed to sustaining a diverse community as a fundamental value of our academic mission. Efforts to pursue greater diversity in intellectual and human terms take place in a range of venues: the school’s curriculum committee, executive committee, meetings of deans and directors, student affairs committee, and the faculty diversity task force.

Since the last accreditation visit in 2008, TSA has made great strides in increasing faculty diversity, adding three African American faculty members (1 tenured, 1 tenure-track, 1 visiting assistant professor) and five female faculty members (two tenured, two tenure-track, one visiting assistant professor). Increased exposure to a diverse range of topics, voices, and individuals through the lecture series, guest critics, and adjunct faculty are also hallmarks of our commitment.

Student Diversity

TSA works to achieve and maintain a diverse student body. Recent and ongoing efforts include support of student organizations such as the Multicultural Affairs Committee. In collaboration with the New Orleans chapter of the National Organization of Minority Architects, Tulane faculty members Associate Professor Scott Ruff and Visiting Assistant Professor Amber Wiley and several local Tulane alumni participated in the establishment of Project Pipeline-LA at Tulane in summer of 2012. Project Pipeline was co-sponsored by TSA and designed to encourage young students to pursue a career in the architectural profession. While this program is relatively new to Tulane, having completed its second season at the school this summer of 2013, it is our hope and intention to identify potential minority applicants from among participants and alumni of the program.

Our summer high school program Career Explorations in Architecture also serves as a venue through which minority applicants are identified and recruited. Each year we internally fund at least four and sometimes more local kids from area high schools with full tuition scholarships.

Tulane University and the School of Architecture are participant/members of the Posse Foundation, a leadership based program that has identified minority students from Los Angeles as our partner city to attend Tulane as part of this networking and scholarship program.

A Recruiting Strategy to address the priority of a larger minority population in the professional programs has included the following efforts:

- Faculty, students, and admissions officers have attended graduate and undergraduate recruitment fairs and made presentations at other universities and high schools to encourage under-represented populations to apply.
- Faculty and administrators have worked to develop relationships through personal networks with prospective minority applicants nationally.
- Increased efforts to involve more faculty, students, and alumni in recruiting efforts.

Recent Recruiting Events over the past two years alone:
- Chicago College and Career Days
- Dallas College and Career Day
- High School recruiting at schools such as DASH in Miami, Florida
- BSA College and Career Days, Boston, Massachusetts
- Individual visits to ten colleges for recruiting at the graduate level
- ACSA College and Career Days when they occur
- Outreach to New Orleans high schools
I.1.3. Responses to the Five Perspectives

The Five Perspectives resonate in both long-range Strategic Planning discussions as well as other ongoing discussions surrounding the curriculum, Studio Culture, faculty development and other dimensions of the School.

A. Architectural Education and the Academic Community
The Tulane School of Architecture is integral to Tulane University’s larger mission. There are strong bonds between the School and Newcomb Tulane College (NTC) in which every undergraduate student is simultaneously enrolled. NTC provides the general education foundation for students as well as advising and numerous university-wide opportunities (such as Career Support, extra-curricular activities and the like.) Graduate students enjoy connections with other students in professional programs on the Uptown campus, and there is cross-fertilization within the three graduate programs of the School itself (including Preservation and Sustainable Real Estate Development.) Architecture holds a special place in the collective consciousness of Tulane students given its role in the cultural milieu of New Orleans. The dean, associate deans, and many faculty serve on university-wide committees advancing the quality of the institution through their contributions to the larger discourse.

B. Architectural Education and Students
Tulane students enjoy a highly productive combination of experiences including traditional coursework, rigorous design studios, applied research opportunities, and serious engagement with the community at several stages throughout their educational program. Studio Culture is a topic of continual discussion among students, faculty and the administration. Tulane has supported a long tradition of student self-governance over the years, with vibrant and vocal student organizations and productive connections with other student groups around campus around issues such as sustainability, student residential life, and various community service organizations. There is a strong bond among students of the program, amplified by their community engagement activities, helping them to better understand the richness of professional opportunities; to make thoughtful, deliberate, informed choices; and to develop the “habits of the heart and mind” as President Cowen has said. Their work in the City of New Orleans further helps students appreciate dramatic differences and diverse perspectives of contemporary society as they work to position themselves professionally and with sensitivity in this challenging environment.

C. Architectural Education and the Regulatory Environment.
The Tulane School of Architecture has a high percentage of studio faculty who are licensed architects – and several of those not yet licensed are well on the way to completing the ARE. Faculty serve as role models, with several generations of licensed architects ranging from their late 20’s to their 70’s who demonstrate professionalism in their teaching and creative work in the field. There is serious attention paid to licensure from the very first semester in the program and heavy emphasis on IDP and licensure, with numerous opportunities presented for the student’s benefit along the way. The IDP Education Coordinator position is taken seriously at Tulane, and the most recent colleagues who have played this role have taken it on very proactively. The dean is a vocal proponent of the importance of licensure as a past state licensing board member prior to coming to Tulane five years ago. The School of Architecture has an excellent and active relationship with the Louisiana Board of Architectural Examiners, and the dean has been nominated for an open position on the Board and for consideration by the Governor.
D. Architectural Education and the Profession.
Tulane School of Architecture blends instruction in the traditional practice of architecture with attention toward emerging opportunities and “non-traditional” career paths that students increasingly choose to pursue. For example, Public Interest Design is a national trend for students who wish to operate in the public realm, just as lawyers have moved into public policy and advocacy roles for many years. Tulane’s commitment involving community engagement inspires students to think about how they are broadly preparing themselves for the fast-changing nature of practice in a global economy, including an awareness of the role of clients both traditionally conceived and the community as client. Understanding the multiple needs of diverse populations is fundamental to any community-based practice, and our students are fortunate to gain tangible experience in this area while they are in school. Given the fragile ecosystem of our region and the challenging climate, students are attuned to the importance of design in relation to environmental conditions. They are also aware of the interplay between built and natural environments through design and infrastructural interventions.

E. Architectural Education and the Public Good.
Civic engagement has been the hallmark of Tulane University from the moment the institution re-opened after the devastation of Hurricane Katrina. Just over four months after August 29, 2005, the University resumed instruction dedicated to more than just rebuilding the campus itself. Tulane embraced the proposition of helping to create a better city as the largest private employer in New Orleans – to come back better and stronger than before the storm. The School of Architecture has been a highly visible exemplar of the value of the “Tulane Recovery Plan”, with heroic work on the part of many students and faculty over the past seven and a half years. Real world experiences through community engagement and public service are fundamental in our program, and we believe that this positions students uniquely for important contributions throughout their careers. Many faculty members are tremendous role models for these values and have gained local and national recognition for their contributions in this regard.

I.1.4. Long Range Planning
The School of Architecture has been engaged in planning as a continuous process. Faculty input has been key to the progress we have seen over the past five years. The most recent iteration of this process can be seen in the adopted Strategic Plan 2.1.

STRATEGIC PLAN 2.1 (April 18, 2013)
Tulane School of Architecture

“The trouble with our times is that the future is not what it used to be.” Paul Valéry, Oeuvres

Introduction
The Strategic Plan 2.1 is an update of the strategic plan from the summer of 2008 with substantial faculty input led by Associate Dean Wendy Redfield during 2012-2013. These contributions were collected and compiled into the extant document. The original 2008 plan also received extensive input and refinements during the fall semester of that year by the faculty and Board of Advisors. The previous 2008 plan included three main priorities and a number of tactics for their attainment:

• Strengthen the core
• Raise the profile
• Engage the community
Over the course of five years, this helped in guiding and explaining our direction during a time of significant change within the School of Architecture. The current update involves a re-assessment of where we are heading as an institution and addresses the question of where we want to be in four years and beyond.

The Next Four Years – Dean’s Vision Statement

I envision a School that will be recognized among the top ten programs in architecture, real estate development and preservation, and a national leader in social innovation and social entrepreneurship. We will accomplish this through a series of strategic steps that leverage our current strengths and further distinguish our programs at both graduate and undergraduate levels. By focusing on the essential role of “design thinking” and innovation while expanding our students’ range of consideration, the School will continue to be widely recognized as a leader in community engagement and as a program that increasingly exemplifies the extraordinary power of social entrepreneurship to create a better and more engaged community. Key to this agenda is the way the School will continue to embrace excellence through diversity. We aim to have an intellectually, ethnically, racially, and geographically diverse faculty with increasing diversity, including economic diversity among the student body as well. Issues of diversity connect directly to our relevance to contemporary society, in which architects, preservationists, and real estate developers contribute their professional expertise.

As a framework, we will uphold three primary concepts in our academic mission and in the values we instill in our students:

1. Educating students in the abiding cultural and social roles of architecture, preservation, and real estate development by providing a well-rounded, humanities-based education with discipline-specific coursework;
2. Preparing future professionals through continually assessed and updated coursework in design, building technology, and professional concerns, with an emphasis on critical thinking;
3. Instilling a sense of responsibility and ethical conduct through civic engagement.

By upholding these three concepts, student work will be more fully recognized for its excellence, both nationally and internationally. Faculty productivity and measurable influence will increase dramatically in various forms, including traditional academic scholarship, excellence in design and creative work, teaching, and locally-based community engagement and public service. The narratives describing this process will be compelling tools in raising awareness and in attracting students to Tulane. New Orleans will continue to be a major laboratory for the School’s work both in terms of pedagogical focus and tangible community engagement, and there will be increasing opportunities to explore issues beyond New Orleans as well.

In four years, the School will see a major expansion in resources to support the ambitions of students and faculty more vigorously. This will be the result of robust and sustained “development” efforts, including a Capital Campaign for Innovation and Tulane Sustainable Strategies totaling $30 million or more. It is hoped that the Richardson Memorial Hall renovation and addition will be completed by 2018. This project will become an exemplar for our students and faculty as a learning laboratory that will include traditional functions of an architecture school and an added role as the symbolic center for innovation and entrepreneurship under the rubric of Tulane Empowers. The project will also serve as a road map for other historic projects on Tulane’s campus and beyond, demonstrating ways to build progressively with ambitious, sustainable goals and with deep respect for a structure’s physical, historic and cultural significance.

“Every time a student walks past a really urgent, expressive piece of architecture that belongs to his college, it can help reassure him that he does have that mind, does have that soul.”
Louis Kahn
Strategic Priorities to Guide the Process

Mission
The mission of the Tulane School of Architecture is to prepare students for leadership positions in the design professions and in their communities. This school aspires to provide the highest quality professional education in architecture, to develop and conserve knowledge, and to promote excellence and innovation in architecture, landscape urbanism, preservation, and urban and environmental design and development. The School aspires to reach many students within and beyond Richardson Memorial Hall (RMH) through undergraduate minors in Architecture, a Certificate in Preservation, and through the minor in Social Innovation and Social Entrepreneurship (SISE). The School recognizes the centrality of “design thinking” as a process of synthesis that incorporates history, theory, technology, economics, behavior, and culture. The School supports diversity and meaningful engagement with urban and community issues, while embracing the creative potential and imperative of sustainable design.

I. Building Opportunity – Community Building
   a. Enrich community engagement opportunities for students and faculty through the existing centers and curricula.
   b. Continue strategic partnerships with non-profit organizations through Tulane City Center and URBANbuild with projects ranging from visioning studies to design/build.
   c. Expand direct engagement with the City of New Orleans government and agencies around key projects and opportunities with diverse community groups that can improve the social and economic vitality of the community.
   d. Develop and implement “PRESERVEbuild” opportunities.
   e. Continue to develop Career Services support for students in an effort to position them for professional success within and beyond school.
   f. Renovate Richardson Memorial Hall to better support these activities and to become a magnet for community collaboration within RMH in addition to our already robust outreach.
   g. Provide facilities for and a symbolic representation of Tulane Empowers and the Social Innovation/Social Entrepreneurship program.
   h. Implement new CNC fabrication facility for student and faculty use.

II. Diversity and Inclusive Excellence
   a. Explore the multiple implications of diversity in the academic setting of the Tulane School of Architecture.
   b. Expand diversity in the student population at both undergraduate and graduate levels.
   c. Partner with other institutions and organizations (local high schools, magnet design high schools around the US, historically black colleges and universities) to construct a “pipeline” and support for diverse students.
   d. Experiment with the curriculum, including electives and required courses, in ways that may increase diverse content and involve new modes of instruction.
   e. Posit new modes of engagement to address issues of globalism and international diversity in ways that challenge traditional notions of “study abroad.”
   f. Explore new ways of engaging diversity in the context of the lecture series and exhibitions.
   g. Identify and further develop the nexus between diversity and excellence.

III. Social Innovation
   a. Provide opportunities for the SISE program to help undergraduate students from across the University develop skills to strengthen their ideas about implementing social change. (The SISE Strategic Plan is currently under development and will lead to a coordinate major within two years.)
   b. Experiment with Tier 1 and Tier 2 service learning opportunities for undergraduate students in the School while exploring different modes of experiential learning.
   c. Work with students to re-conceive Architects’ Week to become an effective engine of exploration for design and social entrepreneurship.
d. Leverage the entrepreneurial momentum of the Master of Sustainable Real Estate Development (MSRED) program to influence opportunities in architecture and preservation.

e. Develop elective opportunities for all students to better understand business principles and non-profit business administration.

f. Publish the major achievements, including scholarship, creative work, and community projects, to test the validity of these initiatives and to build awareness of this unique aspect of the School and University.

IV. **Place-Based Creativity** (all 3 programs and centers)

a. Utilize New Orleans as a locus for current work and referent for applications in other settings.

b. Examine pedagogical and research implications in settings other than New Orleans.

c. Explore the implications of the local and regional in relation to globalizing pressures.

d. Examine opportunities to expand “design thinking” as a framework that transcends traditional studio-based educational paradigms.

e. Develop cross-disciplinary initiatives to which the School can meaningfully contribute and from which our programs can gain added relevance and opportunity.

**Timing, Tactics, and Selective Key Issues**

1. Open a full and robust community-based location for Tulane City Center and other School operations within the community by Fall 2014.

2. Maintain current size of undergraduate and graduate architecture programs, but continue to increase selectivity through required portfolio process at the undergraduate level, and boosting size and quality of applicant pools at both the undergraduate and graduate levels.

3. Consider the development of a 4-year Bachelor of Science or Arts track for students who wish to position their architectural experiences for applications beyond the traditional practice of architecture as a non-professional (non-accredited) degree option.

4. Grow the Social Innovation and Social Entrepreneurship minor to fit the demand from students across the University, and implement a coordinate major in SISE (by Fall 2014).

5. Grow the MSRED and Master of Preservation Studies (MPS) programs to 20 students each by Fall 2014, and assess the opportunity to grow MSRED further in coming years. Develop cross-fertilizing opportunities across these programs and with architecture. Explore an E-MSRED Executive Education program for mid-career students who cannot leave work for a year.

6. Expand Career Services support for students, including continued development of School alumni network, mentoring, and online resources.

7. Return to reduced teaching loads for research and creative work-productive full-time faculty as soon as finances stabilize (aspiring for Fall 2015).

8. Identify private/outside funding for Dean’s Fund for Excellence continuation.


10. Continue extensive publication efforts to promote the work of students and faculty of the School. Leverage the robust new website for optimal use in conveying the excitement of the Tulane School of Architecture to a broad audience.

11. Host national ACADIA Conference to further expand School’s recognition and increase funding and attention in the area of digital technologies, including CNC fabrication.


13. Raise private funds for the Tulane Sustainable Strategies initiative, including capital funds for construction as well as endowment and programmatic funds to support students and faculty research involving sustainable issues for the future.

14. Complete the renovation of Richardson Memorial Hall with additional space provided for the SISE program and other aspects of the Tulane Empowers initiative.

15. Conduct the design and construction process of the RMH renovation as didactic opportunities tied to innovations in teaching and research for the School.
Fundraising Goals

1. Increase undergraduate school-based student scholarships by at least 50% by 2016.
2. Increase graduate student scholarship funding by at least 50% by 2016.
3. Secure fellowships for summer and advanced work with our community outreach enterprises with particular attention to “Public Interest Design Interns and Fellows”.
4. Continue securing named lectureships for the School with 2 more by 2016.
5. Secure funding for 2 additional endowed professorships by 2018.
7. Endow the Dean’s Fund for Excellence by 2016.
8. Increase Annual Giving dollars and percentage participation by at least 50% by 2016 (current alumni participation is 14% as compared with 4.9% five years ago.)

I.1.5. Program Self Assessment

The Tulane School of Architecture has a robust series of self-assessment measures including course evaluations, yearly Annual Reports by all faculty and staff, and involvement in key committees that continually assess the progress of the students within the Curriculum. The Provost receives a yearly report from the Dean on standard measures of faculty performance and institutional goals and priorities for the coming year. In 2012-2013 the dean underwent a yearlong review process involving faculty, students, alumni, and staff - leading to his reappointment for a second 5-year term.

Every semester, the program organizes a “Studio Walk Through Day” in which all core courses and studios are presented to the faculty as a whole followed by detailed discussions regarding strengths, weaknesses, and opportunities.

Two and three years ago, the School participated in the University’s regional accreditation process as part of the SACS review, leading to the creation of a university-wide center under the Quality Improvement Plan: The Center for Engaged Learning and Teaching (CELT) enjoys the involvement of many TSA faculty and students.

See section I.1.4 for the School’s Strategic Plan 2.0. This is the second such plan in the last five years, with most of the goals from the first one having been achieved through the continual process of self-assessment as a school.
### I.2 - Resources

#### I.2.1. Human Resources & Human Resource Development

**Faculty Matrices**

**Faculty/Staff Term Matrix – Fall 2011**

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## Faculty/Staff Term Matrix – Spring 2012

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### Faculty/Staff Term Matrix – Summer 2013

<table>
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<tr>
<th>Faculty Member</th>
<th>Summary of expertise, recent research, or experience:</th>
<th>ADGM 1200</th>
<th>AHST 1110</th>
<th>AVSM 1100</th>
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<td>Liles, Andrew</td>
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<td>Design and digital representation</td>
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Faculty Resumes
(See IV.2: Faculty Resumes: http://architecture.tulane.edu/sites/default/files/pdf/2013/naab_cvs.final_.pdf and website bios - http://architecture.tulane.edu/people)

Institutional Policies and Procedures Relative to EEO/AA for faculty, staff, and students
Tulane University’s policies and procedures are administered by the Office of Institutional Equity. http://tulane.edu/studentaffairs/upload/07EqualOpportunity.pdf

Tulane University is committed to providing equal employment opportunity to qualified persons without regard to race, sex, color, religion, national origin, citizenship, marital status, sexual orientation, age, disability, military, veteran status or any other protected status or classification under federal, state or local law. This commitment to equality extends to all personnel actions, including recruitment, advertising for employment, selection for employment, compensation, performance evaluation, and selection for training or education, treatment during employment, promotion, transfer, demotion, discipline, layoff and termination. Discrimination on the basis of any protected classification is not tolerated. Tulane maintains a written affirmative action policy. Tulane invites qualified individuals with disabilities, special disabled veterans and Vietnam-era veterans to identify themselves if they wish to do so. Discrimination against any individual in any and all areas of the University’s environment, including any aspect of his or her study or his or her employment, such as hiring, discharge, compensation, or any other terms, conditions, or privileges of employment, because of an individual’s race, sex, color, religion, national origin, citizenship, marital status, sexual orientation, age, disability, military, veteran status or any other protected status or classification under federal, state or local law is illegal and is not tolerated at the University.

Diversity Initiatives within the School of Architecture
During AY 2012-2013, the School of Architecture was selected as one of two units within the University to engage a Diversity and Inclusive Excellence Feasibility Pilot Report (D&IE). The Architecture School is recognized across the University for its commitment to maintaining and increasing intellectual, racial, and gender diversity among our faculty, staff, students, and as it relates to the teaching mission. The following brief report presents the findings of one of these pilot feasibility studies, which focused on the D&IE goals, strategic imperatives, and initiatives of the Tulane School of Architecture.

Significance / Background
The Tulane School of Architecture (TSA) has focused on the value of diversity recruitment and retention for some time. Since 2008, the school’s leadership has actively promoted the notion of a correlation between increased diversity in an institution’s faculty, staff, and student community and increased academic excellence of TSA. Through collaborative efforts with the Office of Academic Affairs and Provost, the school has made key strategic hires to anchor its diversity efforts and has been successful in effecting a significantly positive shift in TSA faculty’s demographic profile. The following table reflects the composition of the current faculty (not including adjunct faculty) according to key demographics:
In addition to strengthening the diversity of the school’s faculty, TSA has enhanced staff diversity by continuing to actively engage in affirmative action hiring practices when staff positions become available. However, student diversity has been a long-standing challenge for the school. Existing institutional policies and practices, especially in undergraduate admissions, have limited the school’s ability to recruit high-achieving underrepresented/minority students as proactively as other top tier architecture programs. Throughout the last six years, the school has enjoyed increased success in increasing its community’s “cultural competence” via community engagement initiatives; however, the school’s leadership will continue to provide support to existing faculty whose research and teaching promote the value of an increased understanding of and responsiveness to cultural differences.

With the increased diversity of TSA’s faculty ranks and the leadership’s full commitment to D&IE initiatives, the school has benefited from other existing factors and assets in the development of its new goals. The timing of the D&IE Strategic Planning Initiative Task Force’s development and announcement of university-level goals and strategic planning initiatives coincided with TSA’s planned update of its own strategic plan. As such, D&IE initiatives and priorities are prominently featured in the school’s new strategic planning framework. As another example, TSA’s existing community engagement programs, such as the Tulane City Center and URBANBuild efforts had been successfully increasing the participating TSA community’s cultural competence in recent years. In view of the heightened focus on D&IE initiatives, those programs’ roles in attaining diversity-related goals are now formally integrated into the school’s D&IE planning process and specifically re-evaluated in order to maximize cultural competence-enhancing results. In addition, TSA’s relationships with external programs such as Project Pipeline, a program established by the National Organization of Minority Architects to encourage young students to pursue a career in architecture, will be strengthened in order to serve as a specific recruitment strategy for talented minority students.

<table>
<thead>
<tr>
<th>Demographic Category</th>
<th># of Applicable Faculty Members</th>
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<tbody>
<tr>
<td>Total number of full-time faculty members</td>
<td>19</td>
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<tr>
<td>New tenured women since 2008 (4 tenured women total -1 full prof, 3 associate)</td>
<td>2</td>
</tr>
<tr>
<td>Women (3 assistant, 3 associate, 1 full, 2 POP)</td>
<td>9</td>
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<tr>
<td>African Americans (1 tenured, 1 tenure-track, 1 visiting assistant)</td>
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</tr>
<tr>
<td>Asian Americans (1 assistant professor, 1 tenure track)</td>
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<tr>
<td>International faculty (assistant professors)</td>
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<tr>
<td>Number of professors of practice hired* or promoted</td>
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<tr>
<td>Women POP’s</td>
<td>2</td>
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<tr>
<td>Men (*1 left in 2011)</td>
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<tr>
<td>Women in school leadership positions (associate deans, assistant dean, program director)</td>
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<tr>
<td>African Americans in school leadership positions (assistant dean for community engagement)</td>
<td>1</td>
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<tr>
<td>Other men in school leadership positions (dean and program directors)</td>
<td>4</td>
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Overall Goals
The School of Architecture supports all of the strategic imperatives identified by the university-level D&IE Strategic Planning Task Force, which were listed in the Executive Summary. However, TSA’s primary school-specific D&IE strategic imperatives can be identified as follows:

1. Achieve and sustain a diverse and inclusive TSA community through more effective recruitment and retention of faculty, students, and staff.
2. Embed diversity and inclusive excellence in TSA research, teaching, and service.
3. Strengthen the cultural competence of TSA’s community.

Policy of Human Resources Development
The Tulane School of Architecture (TSA) has a number of policies and practices designed to enhance and support research and allow faculty to remain current in their knowledge. Research undertaken by faculty at TSA includes the practice of design and critical practice, historical inquiry, cultural exploration, and technological innovation, among other forms.

Endowed Professorships:
Designated TSA faculty gain support for their research and professional development through a relatively large number of endowed professorships that are assigned by the dean on a yearly basis and are subject to renewal or reassignment based on faculty needs and record of achievement in scholarly output. There are a total of eleven endowed chairs and professorships that generate funds that vary by year based on investment returns. The total for these allocations in AY 2013/2014 is $265,035.

Dean’s Fund for Excellence:
Upon his arrival in fall of 2008 and initially supported by the Provost’s Office, Dean Schwartz initiated a program of internal seed funding for faculty research through the Dean’s Fund for Excellence. Each year since 2008, this fund has generated multiple grants to support individual tenured and tenure-track faculty and professors of practice or collaborative faculty teams in pursuing research, sustaining professional development, and leveraging further external funds to sustain research. Over the course of the last five years, the Dean’s Fund for Excellence has distributed well over $200,000 in direct support for faculty research and professional development. The Call for Proposals for AY 2013/2014 went out in August 2013. The TSA Executive Committee reviews the proposals and makes recommendations to the Dean for funding.

Support for Faculty Travel:
TSA supports conference and symposia participation for all tenured and tenure-track faculty members and professors of practice. Support is offered for registration fees, airfare, and accommodations for domestic conferences. International conferences may be proposed, but given the costs associated with international travel, the school will only support the airfare (at economy, advance purchase rates) and conference registration fees. Accepted presentation of papers or projects is given priority over proposals for session moderation, poster session presentations, or panel discussions. Applications for this support are sent to the Dean and include a draft of the paper to be presented, or abstract, documentation of the conference, and budget (travel documentation should include official invitation, website posting of registration fee and conference hotel rates). Every conference proposal has been funded over the past five years, and the funding level was increased under the current dean.

Faculty remain current in their knowledge of the changing demands of practice and licensure through various means. All registered architects in Louisiana and AIA members are required to maintain continuing education on a yearly basis. The School enjoys a high percentage of licensed architects among its various faculty ranks. The School collaborates with the New Orleans AIA Chapter and national in providing CEU’s for all lectures, and these are free and open to the public. Special events are also provided such as the biannual Sustainable Design Conference and Preservation Matters Symposia, with the dean providing full funding support to all faculty who wish to attend these events.
Grant Writing Assistance:
The TSA is supported by Melissa Erekson from the Office of Corporate and Foundation Relations in the Development Office. She researches grant opportunities and communicates these to faculty and students. She also provides substantial assistance in the submission process.

Sabbatical, Course Release, and Unpaid Leaves of Absence:
Faculty research and professional development are also supported through sabbaticals and lowered course loads. Since 2008, the Dean of the School of Architecture and Provost of Tulane University have approved paid Sabbatical and Fourth Year leaves for eleven faculty as they have worked to complete significant research, creative work and publications. Among these, for the first time in the school’s history, all four faculty members on the tenure track have been afforded a full-semester paid leave of absence from teaching following their successful reappointment review (Fourth Year Leaves) to give them time and opportunity to develop their scholarly research and complete significant publications and other works prior to tenure review.

Policies, Procedures, and Criteria for Faculty Appointment, Promotion, and Tenure
The following Policy on Promotion, Review, and Tenure was adopted by the faculty October 6, 2010. This supplements the University guidelines, as expressed in the Faculty Handbook, for appointment and promotion of faculty. It is designed to inform faculty within the School of Architecture and persons outside the school about the range of achievements and excellence in teaching, research, and professional work deemed essential in making appointments and promotions. Some of the following notes assist in connecting university-wide expectations with particular applications and interpretations in the professional field of architecture.

Preamble
The integrity of the Promotion, Review and Tenure process reflects the values and fairness of the school’s faculty. Reviews must be conducted in a professional manner addressing the particular character of each discipline while demonstrating commitment to high standards of scholarship, creative practice, teaching, and service.

The School prepares undergraduate and graduate students for professional practice, research, teaching, and industry and government service as these relate to planning and design of the physical environment. The design professions are complex, involving analytic, artistic, and technical abilities and basic knowledge and understandings of the individual, society, and the environment, involving integration, synthesis, and creativity. At the School of Architecture, faculty contribute to future knowledge through practice, research, and community service with an understanding of the past and present conditions in the discipline through an active process of exploration, probing the cultural, philosophical, aesthetic, and technical aspects of architecture.

The Tulane School of Architecture values diversity. The strength of the school resides in a diverse faculty with a broad range of expertise, background, concerns, and approaches. Faculty are expected to be cooperative and mutually supportive with a capacity to articulate a disciplined set of beliefs and to demonstrate their applicability to the built environment. Both agreements and differences within the faculty are essential in helping students to attain the personal maturity to be able to synthesize technical, aesthetic, and cultural needs as architects.

Academic freedom is fundamental to higher education. This freedom requires individual integrity and initiative and carries with it responsibilities. Each faculty member must demonstrate intellectual and professional integrity. Tenure review is primarily a faculty responsibility and it is important as the foundation of a process that moves from the tenured faculty to the dean, provost, president, and Board of Trustees.
Promotion and Tenure Criteria
Tenure assumes a commitment to the school and its programs through active participation, professional achievement, and teaching excellence. The probationary period for a faculty member is expected to be active and productive. The school evaluates faculty for excellence in three areas: teaching, professional accomplishment (research/design), and service. Abilities in these areas are usually found in combination, but for evaluation of an individual for promotion and tenure, the three receive separate descriptions. The relative weight assigned these areas may well differ in an individual faculty evaluation, but all are given full consideration. Excellence leading to the point of promotion should suggest a future academic trajectory of increasing authority and significance.

In evaluating candidates, faculty should be receptive to each candidate’s specific qualifications and abilities. Judgment of professional and academic promise will be made through an established, rigorous review process that incorporates peer evaluations from both within and beyond Tulane University. While such external assessments are important they are not be the sole basis for determining the candidate’s performance.

Promotion to Associate Professor with tenure generally requires either professional licensure or a D.Arch. or Ph.D. Professional licensure is generally required for tenured faculty whose responsibilities include teaching in the design studio unless a written exception has been agreed upon prior to the initial teaching appointment. The degree of Master of Architecture is the minimum for teaching design studio unless a specific, documented exception has been agreed upon. The Ph.D. degree is preferred for those teaching primarily in courses other than design or professional practice.

Teaching
The school places a high value on teaching. Judgment of a faculty member’s teaching ability should include consideration of excellence in stimulating the student’s initiative, critical skills, creativity, and production in the design studio; lecturing; leading discussions and seminars; participation in reviews; counseling students; planning courses and relating them to the curriculum; and judging student performance. Assessment of the candidate’s teaching skills is based on criteria including but not limited to student evaluations and first-hand observations by the faculty. A recommendation for tenure will not be made unless there is clear evidence of excellence in teaching.

Professional accomplishment
The School values the generation of knowledge through superior critical inquiry, formal and empirical investigation, and professional architectural practice. Research and design can be lodged in a variety of forms such as exhibitions, publications, built work, and conference and invited lectures. Academic research and publication in refereed and non-refereed journals and books are considered professional activities. Judgment of the quality of this work is supported by recognition through inclusion in peer-reviewed publications and conferences, grants and awards, and assessments by outside reviewers.

Service
Faculty members are expected to be good academic citizens, participating with other faculty members in school, university, community, and professional affairs. Each is expected to participate on school and university committees. Volunteer efforts on behalf of community and professional organizations shall be considered as well. Successful candidates for tenure and promotion will have a clear record of such exemplary service.

Responsibilities

of the School
The entire faculty understands the importance of faculty development and shares a responsibility for guiding the tenure track candidate through the probationary period and supporting associate professors as they work toward promotion to professor.
**of the Candidate**

In consultation with the Dean and tenured faculty, faculty members are responsible for a complete and thorough understanding of the mission, core values, policies, and objectives of the School. Each candidate is responsible for developing an individual career development plan. This plan is reviewed at each scheduled formal review and provides a guide for both formal and informal counseling. The candidate is encouraged to solicit advice from the committee at any time during the probationary period.

**of the Dean**

The dean is responsible for informing the candidate of the policies and procedures for tenure, expectations for promotion and tenure, and timetable for reviews. The dean may establish an abbreviated probationary period for those appointees with prior full-time teaching appointments. Additionally, the dean is responsible for administering the school’s procedure for mentoring tenure-track faculty and supporting associate professors as they work toward promotion to professor. The dean reviews each case thoroughly and is responsible for preparing a letter to accompany the promotion file and faculty letter for presentation to the provost.

**of the Promotion, Review and Tenure Committee**

The PRT Committee conducts the review process for continuing appointment to the faculty and for tenure and promotion. For the third year review the PRT Committee consults with the tenured faculty before drafting its report. The report, which goes to the dean and the candidate, evaluates the work to date and outlines the faculty’s expectations for tenure. For tenure review, the committee makes a preliminary recommendation to the tenured faculty, which sits as a Committee of the Whole. The Committee of the Whole votes and reports its analysis to the dean and the provost.

**Confidentiality**

All discussions of the Promotion, Reappointment, and Tenure Committee and of the tenured faculty concerning promotion and tenure are confidential among the tenured faculty and with regard to the treatment of outside review letters.

**Unsolicited Opinions**

Expressions of support or non-support from those not directly involved in the process or from anonymous authors are not considered.

**Timetable of Reviews**

**First-year Review**

The Dean will provide the Committee with copies of the letter of hire and any other correspondence pertaining to exceptions from the generally expected credentials. During the third semester of employment, the candidate meets with the PRT Committee to discuss his or her research/design, teaching, and service goals for the period leading to the eventual tenure review. The candidate submits a current CV by October 1 if she or he is an academic-year hire, or by February 1 if she or he is a calendar year hire. The meeting is understood as an opportunity for the committee to discuss the candidate’s goals after becoming intellectually acclimated to the school and the city. The committee may request additional materials. The committee summarizes the discussions of the candidate’s goals in a report to the dean that is copied to the candidate.

**Special Reviews**

In the unusual event of serious problems arising during the candidate’s first semester that might mandate termination, and at the request of the dean or the tenured faculty, the PRT Committee reviews the first semester of a new faculty member's work and, by March 1, reports to both the faculty and the dean.

**Third-year Review**
The PRT Committee meets with the candidate during the candidate’s third year to evaluate progress. The candidate submits a complete portfolio by October 1. This portfolio should be comprehensive and similar to the penultimate-year review, with the exception that external letters are not required. Candidates will submit material demonstrating achievement in the three areas of teaching, research and design, and service. The PRT Committee evaluates the material and prepares a report after consultation with the tenured faculty to garner a wider range of opinions. The report outlines areas of specific concern that the candidate should address before Tenure Review. The report presents conclusions, as supported by evidence, to show that the candidate has or has not made satisfactory progress in working toward the criteria for eventual tenure. If the PRT Committee concludes during the third-year review that the candidate has not made satisfactory progress, the Committee of the Whole may recommend that the appointment should terminate at the end of the fourth year. Copies of the PRT Committee’s Final Report are submitted to the dean. The dean will include that report with his or her analysis of the case for the Provost’s review. When the review is completed in the Office of Academic Affairs, the dean will communicate the results and recommendations to the candidate.

Penultimate-year (Tenure) Review
Tenure decisions take place during the candidate’s penultimate (usually sixth) year. By September 1 for an academic year hire the candidate submits names and contact information of six potential outside reviewers from which the Committee selects three. In addition, the committee solicits at least three more letters from other academics and professionals outside the University. Reviewers are expected to be independent and will be asked to send their CVs and to describe their relationship, if any, to the candidate. All requests for letters, including to those who do not participate, as well as all reviewer correspondence remains in the candidate’s file. The candidate may name a small number (two or three) of potential reviewers who should not be contacted along with an explanation for why these individuals should not be contacted. By October 1, the candidate submits the full dossier to the committee.

Submission from the Candidate to the PRT Committee
The candidate’s promotion package must include the following material:
1. A self-assessment “statement” of achievements in teaching, research/design, and service plus discussion of long-term goals in these areas.
2. A curriculum vitae (See Appendix B for an example of a standardized format). Listed publications and design work should be keyed to the hard copies.
3. Hard copies of all published work and work in progress
   • documentation of the status of uncompleted projects
   • evidence of blind-peer review of publications with publisher’s policy
   • evidence of publications under review
4. Six bound hard-copy reproductions of CV, Statement, and selected design work and publications.
5. Documentation of grants and contracts with dates, funding body, and nature of participation.
6. Course materials (syllabi, project descriptions) and examples of student work from the courses.
7. An account of service to the school, the university, the community and the profession, with a summary of the responsibilities in each situation and statement of goals in this area.

Submission from the Tenured Faculty to the Dean and the Provost:
The tenured faculty forwards the entire dossier to the dean including the elements noted below. The report records the tenured faculty’s vote and is signed by those voting and abstaining. The dean submits this material along with his or her own report to the Provost. The Tenured Faculty Report includes:
1. An assessment of the candidate’s creative and scholarly record with an analysis of the probable future scholarly or professional trajectory.
2. An evaluation of the candidate’s teaching based on course materials, observation, student work, and student evaluations.
3. A summary of the content of the outside referees’ letters that records which referees were from the candidate’s list and which were the committee’s selection. The CVs of reviewers shall be attached. An example of the call letters sent to reviewers should be included.
4. A summary and evaluation of the candidate’s service contributions to the school, the university, the community, and the profession.

5. An account of the tenured faculty meetings in which the candidate’s case was discussed with a summary of views expressed during the meeting and a tally of the votes. Names of tenured faculty who are not present are recorded.

The Dean’s Assessment
The dean does not participate as a member of the Tenured Faculty but offers that body his or her opinion of the candidate’s application early during its deliberations. The dean writes his or her own evaluation that goes directly to the provost. The faculty’s letter shall be included along with the candidate’s entire package.

Notification
The provost notifies the candidate and dean, in writing, of the tenure decision before the end of the candidate’s penultimate year of his or her probationary period.

Reconsideration
Candidates who have received a negative decision may request reconsideration by the PRT Committee. The candidate may be granted a subsequent consideration by the PRT Committee on the basis of significant new evidence of scholarly or teaching excellence or because of procedural irregularities in the earlier process. The new material and a letter from the candidate requesting the subsequent consideration must be submitted no later than the last day of classes during the penultimate semester of the candidate’s final probationary year. If the PRT Committee decides not to accept the case, then it goes no further in a review process. If, however, the PRT Committee decides to accept the case for reconsideration, it will proceed through the same steps followed for a new case. In instances of the presentation of new evidence for scholarship, the committee may obtain new outside letters from external reviewers. All pieces of scholarship in the newly presented dossier must be accompanied by a letter provided by the editor of the press or journal by which it has been accepted for publication and establishing the date of acceptance of the piece in question. In cases of an unsatisfactory teaching record, new evidence of significant improvement in that record must be submitted. In cases of a scant record of service, evidence must be presented that the record has measurably improved. The committee’s report and vote along with the dean’s recommendation will be submitted in normal fashion to the provost.

Promotion from Associate Professor to Full Professor
The rank of professor is conferred by the University on those who have demonstrated continued excellence and national and/or international standing in the candidate’s field. The dean informs the committee of eligible faculty, and the committee invites the faculty member to apply by submitting a portfolio as evidence of accomplishment.

Procedures for this promotion are the same as those for tenure and promotion to associate professor. There will be at least six letters from outside referees of which three will come from the candidate’s list as presented to the Committee by September 15. Full professor members of the faculty evaluate the teaching, service, and creative portfolio that they receive by October 1.

Review and Hiring Procedures for the Professors of Practice
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 as a professor of practice.
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.

Research and Design
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.
Visiting Lecturers Since Previous Site Visit

2007-2008
2/12/07 Wendell Burnette, Wendell Burnette Architects
2/14/07 George Skarmeas, Hilleir Architecture, Koch Memorial Lecture
2/23/07 Enrique Norten, TEN Arquitectos, Walter Wisznia Memorial Lecture
2/26/07 Richard Campanella, Tulane School of Architecture
3/12/07 Preston Scott Cohen, Preston Scott Cohen Architects, Eskew+Dumez+Ripple Lecture,
3/26/07 Laura Spinadel, BUSarchitektur
4/2/07 Aaron Betsky, Cincinnati Art Museum
4/6/07 Ammar Eloueini, Intl. Hon. AIA, Tulane School of Architecture
10/15/07 Joel Sanders, Joel Sanders Architecture
11/2/07 Daniel Young Torquemada, Hache Uve
11/19/07 Jennifer Siegal, Office of Mobile Design
2/7/08 Chuck Spitznagle, Cathedral Stone
2/11/08 Eric Carlson, CARBONDALE
2/18/08 Qingyun Ma, Dean USC School of Architecture
3/3/08 Sylvia Lavin, Professor, UCLA

2008-2009
9/8/08 Angela Brooks, Pugh+Scarpa Architecture
9/22/08 Marc Tsurumaki, Lewis Tsurumaki Lewis Architects, Walter Wisznia Memorial Lecture
10/13/08 Maurice Cox, Eskew+Dumez+Ripple Lecture
1/26/09 Jeanne Gang, Studio Gang Architects
1/30/09 Preservation Matters Symposium
2/9/09 Meejin Yoon, MY Studio/Howeler-Yoon Architecture
3/30/09 Judith Kinnard FAIA, Tulane School of Architecture
4/20/09 Barry Bergdoll, Columbia University and MOMA, Azby Fund Lecture

2009-2010
8/31/09 Scott Bernhard, Tulane School of Architecture
9/14/09 Michael Maltzan, Michael Maltzan Architecture, Eskew+Dumez+Ripple Lecture
10/5/09 Bob Hale, Rios Clemente Hale Studios
10/12/09 Guy Nordenson, Princeton University
11/2/09 Julie Eizenberg, Koning Eizenberg Architecture, Walter Wisznia Memorial Lecture
1/25/10 Thomas Phifer, Thomas Phifer and Partners
2/1/10 David Leatherbarrow, University of Pennsylvania, Azby Fund Lecture
3/8/10 Dana Buntrock, UC Berkeley
3/11/10 Cameron Sinclair and Eve Blossom
3/22/10 Errol Barron FAIA, Tulane School of Architecture

2010-2011
9/13/10 James Timberlake, Kieran Timberlake Architects, Eskew+Dumez+Ripple Lecture
9/27/10 Ammar Eloueini, Intl. Hon. AIA, Tulane School of Architecture
10/25/10 Stanley Saitowitz, Natoma Architects, Walter Wisznia Memorial Lecture
11/8/10 Wendy Evans Joseph and Chris Cooper, Wendy Evans Joseph Architecture
1/10/11 Hilary Sample, MOS LLC, New York
1/31/11 Peter Gluck, Peter Gluck and Partners Architects
2/7/11 Francisco Javier Rodriguez, RSVP Architects, UPR, Sifontes Lecture
3/21/11 Azby Fund Lecture, Edward Ford, University of Virginia

2011-2012
9/12/11 Julia Czerniak, Azby Fund Lecture, Syracuse University
9/19/11 David Smith, Affordable Housing Institute
10/3/11  Sharon Zukin, Brooklyn College CUNY
10/17/11  Ron Shiffman, Pratt University
11/14/11  John Klingman, Koch Chair of Architecture, Tulane University
1/27/12   Rafael Moneo, Harvard University, Eskew+Dumez+Ripple Lecture
2/6/12    Adam Yarinsky, ARO Architects, Walter Wisznia Memorial Lecture
2/27/12   Billie Tsien, Tod Williams Billie Tsien Architects, Waggoner and Ball Lecture
3/26/12   Jose Javier Toro, Toro Ferrer Arquitectos, University of Puerto Rico, Sifontes Lecture

2012-2013
9/24/12  Irvin Mayfield, New Orleans Jazz Orchestra
10/1/12  Kate Orff, SCAPE/Landscape Architecture & Columbia University, Azby Fund Lecture
10/15/12  Tracy Metz, Author
10/22/12  John Hong and Jinhee Park, Single Speed Design
11/12/12  Andres Mignucci, Andres Mignucci Arquitectos, UPR, Sifontes Lecture
1/28/13   Thom Mayne, Morphosis, Eskew+Dumez+Ripple Lecture,
2/25/13   Marion Weiss & Michael Manfredi, Weiss/Manfredi, Waggoner and Ball Lecture
3/4/13    Vishaan Chakrabarti, SHoP Architects, Walter Wisznia Memorial Lecture,
3/11/13   Carol Reese, Ph.D., Tulane School of Architecture

2013-2014
9/9/13     Julie Eizenberg AIA, Koenig Eizenberg Architects, Santa Monica, CA
9/16/13    Warren Byrd, FASLA, Nelson Byrd Woltz Landscape Architects Azby Fund Lecture
9/23/13    JR Coleman Davis AIA, UPR, Sifontes Lecture
10/18/13   Women in Architecture Symposium, with New Orleans Chapter AIA
10/21/13   Morris Adjmi AIA, Walter Wiznia Memorial Lecture
1/13/14    Marcella Del Signore, Assistant Professor TSA
1/27/14    Patricia Patkau Hon. FAIA, Patkau Architects, Waggoner & Ball Architects Lecture
2/3/14     Walter Hood, Eskew+Dumez+Ripple Lecture
3/29/14    Graduate Colloquium
4/17/14    Preservation Matters III Symposium

Exhibitions

2009-2010
Douglas Darden
Eva Lynch: Cast Oscillation

2010-2011
AEDS - Ammar Eloueini Digit-All Studio
David Armentor: A Photography Show
Multiplying Metropolis: Housing and Infrastructure in Dakar and Bamako Japan Study Abroad
Graduate Open House: Cameron Ringness Danaus: A Polymorphic Installation
TSA Rome Program Fall 2010 Exhibition Central Europe Study Abroad

2011-2012
Jill Stoll : In Camera
Study Abroad: Beijing
Francine Stock : Material Language
NPSAG: High-Res/Low-Res Exhibition of One Painting: Tiffany Lin

2012-2013
Global Brigades: Honduras
Master of Preservation Studies lectures
Master of Sustainable Real Estate Development lectures
Collage Studies with Laser Cut Overlay in Two Iterations
FASHIONED: Digital Fabrication with David Merlin

2013-2014
Maurice Cox: Drawings
More to follow

Description of Applicant Evaluation Process for Admission – Undergraduate 5-year MArch
Any first-time freshman applicant admitted to Tulane who submits a portfolio may enroll in the Master of Architecture program. Intended architecture majors are reviewed by the same process as every other applicant to Tulane, although strength of portfolio as evaluated by the architecture faculty committee, is given consideration. Admission decisions are based on a holistic review of high school transcript, standardized test scores, extracurricular activities, recommendations, a personal statement, an optional statement of interest, and any other materials the student elects to send (including, in the case of architecture applicants, the required portfolio). While no minima for academic achievement are set, in the most recent application cycle the middle 50% of students admitted to Tulane scored 29-32 on the ACT and/or 1900-2100 on the SAT. Additional details regarding application requirements can be found at: http://www.admission.tulane.edu/apply/instructions/. Tulane’s three application options are all accessible at: http://www.admission.tulane.edu/apply/index.php. Diversity initiatives include focused multicultural recruitment events and participation in the Posse Scholars program, whereby we offer full-tuition scholarships for an annual class of twenty students from Los Angeles and New Orleans.

All students admitted to Tulane are considered for academic merit aid at the time of application and notified of any award in their admission letters. Additional scholarships are available which require a separate application. Those are detailed here: http://www.admission.tulane.edu/aid/merit.php. Any student submitting the FAFSA and CSS Profile will be considered for need-based aid as well; more details are available here: http://www.admission.tulane.edu/aid/financialaid.php. Finally, special scholarships available solely to Louisiana residents are listed here: http://www.admission.tulane.edu/aid/louisiana.php.

Students transferring between divisions within the university must be in good academic standing to enter the architecture program. Transfers coming from outside Tulane are reviewed by the same process described for first-time freshmen above with the addition of a college transcript and course descriptions. Transfers of both kinds are expected to start from the beginning of the five-year studio cycle unless they can demonstrate previous architectural training by way of a portfolio and descriptions of courses taken; evaluation of such materials may result in one or more semesters of advanced standing in the studio cycle.

Description of Applicant Evaluation Process for Admission - Graduate MArch I
There are two NAAB accredited degree tracks in the Graduate Program in Architecture at Tulane University – M.Arch I (first professional degree – 3.5-year) and M.Arch I Advanced Standing (for those with a pre-professional degree in architecture – 2-year, typically). All those applying to the M.Arch I programs do so through an online process. In addition to completing the online application, prospective students submit a resume, statement of interest, three letters of recommendation, the official transcript from their previous institution(s), official GRE scores (and TOEFL scores, if applicable), and a portfolio of work. http://architecture.tulane.edu/prospective-students/admissions/graduate-admission-application

A faculty graduate admissions committee reviews all components of each prospective student’s application materials in order to determine intellectual and creative capacity with regard to standards for graduate studies at the Tulane School of Architecture. Students applying to the Graduate Program in Architecture must have completed a university undergraduate degree prior to the start of the graduate degree program. Official transcripts are reviewed to verify undergraduate degree completion. In the case of a prospective student applying while in the final semester of an undergraduate degree program, an official transcript upon the completion of the undergraduate degree must be submitted prior to the start of our program.
Based on the faculty graduate admissions committee review, an applicant is either accepted (or provisionally accepted until the completion of the undergraduate degree) or denied acceptance to the degree track to which the student applied. Due to strong applicant pools it is not uncommon for a “wait list” to be created each year.

Academic and Personal Advising
Undergraduate students in the 5-year MArch program are assigned a Newcomb-Tulane College academic advisor who supports them throughout their time at Tulane. Graduate MArch I and II students receive academic advising by the Graduate Architecture Program Director.

Students meet with their Advisor 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 on career planning, professional specialties and job placement.

Students also consult periodically with the school's Associate Dean of Students on all matters concerning their academic performance and degree progress. Any student may contact the Dean's office for information on these matters or for special arrangements regarding their program of study.

The School of Architecture is also instituting a program of assigned faculty mentors for all undergraduate students in our 5-year MArch program at a ratio of approximately 12 students per faculty member. These faculty mentors will complement established, formal academic advising, by providing thoughtful, consistent, and deliberate faculty guidance and mentorship. 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 Associate Dean of Students, their faculty mentor, or the Academic Advising Office, which has a dedicated advisor for all architecture students.

Advising services include: course selection, academic planning, monitoring of degree requirements and academic progress, pre-professional planning and preparation, monitoring and expediting professional school application process, major, minor, interdisciplinary and specialized study options, changing major or school, transfer credit review and approval assistance, off-campus and non-traditional course credit review, withdrawal and leave of absence.

Complete information on Undergraduate Advising may be found at:
http://tulane.edu/advising/about/about_advising.cfm

Student Support Services
Additional personal advising is available through the office of Student Resources and Support Services. Student Resources & Support Services uses an individualized approach to help students connect to the resources that they may need on campus and in the New Orleans community. The office offers problem resolution assistance, case management services, victim support services and referral services. The Offices of Student Conduct and Disability Services are also available to students.

Complete information on Student Resources & Support Services may be found at:
http://tulane.edu/studentaffairs/support/index.cfm

Career Guidance and Internship Placement
The Career Development Program offers personalized assistance and advising to architecture students. One-on-one advising, career workshops and boot camps offered throughout the year provide students with many opportunities to refine interview skills, develop professional contacts, and practice the skills necessary to initiate and build a successful career. Students are encouraged to make appointments for personalized assistance with the Director of Career Development.
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 ongoing 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. Further information on the TSA’s Career Advising activities can be found here:

http://architecture.tulane.edu/careers/advising

Support of Field Trips and Other Off-Campus Activities
The Dean has supported numerous student field trips and off campus activities including AIAS participation in Quad Conferences and the National Forum, with as many as ten Tulane students in attendance in the latter and many more in the former. The Rome field trips are entirely funded by the School as part of that program. Several recent study abroad programs have been subsidized substantially with private donor funds.

Students also participate in the yearly “Day of Caring” program of public service, working in the community on improvement projects alongside faculty, staff and community non-profit partners. Many individual student organizations have their own programs off campus and ASG has funding from the central Student Government through student activity fees which gives them significant autonomy in deciding how to direct their own funding for these purposes.

Participation in Student Organizations
The School of Architecture has its own student government organizations. They plan student activities, hold student meetings, attend faculty meetings, and administer the annual Faculty Award. Tulane students are active in campus and national student affairs.

Architecture Student Government (ASG)
ASG is an organization representing the entire architecture student body and funded by Tulane’s governing University Student Government (ASG). They organize and empower the student body of TSA in the spirit of responsibility to the community and the public. They are involved in organizing lectures and social events such as TGIF, Beaux Arts Ball and the annual Faculty Auction. One of ASG’s main focus of the school year is planning Architecture Week (http://architecture.tulane.edu/outreach/architects-week). ASG is made up of an executive board (President, VP, Treasurer, Secretary and Senator to USG) and class representatives from each year. General elections are held in the spring semester and elections for First-Year occur at the beginning of the fall semester.

School of Architecture Graduate Government (SAGG)
The Tulane School of Architecture Graduate Government is an organization committed to the strengthening of the graduate student community. Its main purpose is to facilitate a relationship between graduate students, faculty, the administration, the University, alumni, professionals, and the community at large. Additionally, SAGG is equipped to further empower the graduate body and provides the resources needed to reach their greatest creative potential. The funding of Student Initiated Projects (SIPs) is but one tool SAGG utilizes to meet this goal. Any graduate student can prepare a proposal to improve something at the School of Architecture and present it to the government. One recent example of this is the graduate work publication, "Recto Verso," the publishing of which is funded by SAGG. Finally, SAGG has an important role in the Graduate Colloquium. Though there is a separate committee dedicated to the organization and execution of the Colloquium, SAGG is a major partner in funding it. SAGG hosts a social gathering for
graduate students and visiting prospective graduates during the Colloquium weekend to help prospective graduates get a better and more personal sense of what attending the Tulane School of Architecture is like.

Multicultural Arts and Architecture Collective (MAAC)
MAAC strives provide an alternate view in the fields of art, architecture, and design through an inclusive, culturally comprehensive lens. The Multicultural Arts and Architecture Collective (MAAC), is a group of students who desire to strengthen their understanding of their own fields of study by forging a connection with other diverse and creative individuals. MAAC engages in activities and events dedicated to connecting the disciplines of art and architecture, as well as raising awareness of culture and diversity in these professions. Their intent is to proliferate an understanding of the importance of culture throughout the profession with the aim of influencing future designers, artists, and creators to produce creative works that speak to various cultures and peoples.

American Institute of Architecture Students (AIAS)
The Tulane chapter American Institute of Architecture Students is an active student organization focused on programs benefiting students in their professional development. AIAS sponsors numerous professional and social programs and events including Firm Crawls, Dinners with Architects, Career Oriented events, etc.

Alpha Rho Chi
Alpha Rho Chi is a professional, co-educational fraternity dedicated to the enhancement of the art, profession and understanding of architecture, the built environment and the allied arts. Founded in 1914, it continues to be the only professionally-oriented fraternity dedicated to not only networking, but also to fellowship and mentoring within the field. Represented by the Hadrian Chapter at Tulane, the Chapter offers students valuable opportunities to interact with students from across the nation and around the world. Interested members may rush in the fall and pledge in the spring. Membership is open to all students with passion for the field of architecture.

Tau Sigma Delta Honor Society
Tau Sigma Delta is a national honors society in architecture and allied arts open to fourth and fifth year students. Membership is based on scholarship, leadership, character, and creative ability. The Tulane chapter of Tau Sigma Delta is the continuation of an earlier organization called the Gargoyle Society.

Support of Student Research and Scholarship
Graduate Research Assistantships
Anywhere from 8-15 GRAs are awarded each year. These select graduate students work side by side with faculty on their publicized research projects. The Director of the Graduate Program in Architecture collects proposals from faculty who wish to participate and he then circulates these to all eligible GRAs. They then select the project and professor they wish to work with. Funding for these is $20,000 – tied to their scholarship funding level with funding provided directly by the School of Architecture as determined through the Graduate Admissions Committee process, the Director’s input, and the Dean’s final decision.

Traveling Fellowships
These are endowed funds, with funding at $2000-$2500 each, and in some years we are able to fund more than one in each category depending on the endowment revenue.

- Labouisse Memorial Prize
- Heard Travel Fellowship
- Goldstein Travel Fellowship
- Lawrence Travel Fellowship
- Class of ’73 Travel Fellowship

TCC Research Fellowships
In the summer of 2013, six “Tulane City Center Public Interest Design Interns” were hired at $5,000 each for full time work on community-based projects. In the previous two summers, one to four students were funded each year as “Public Service Fellows”, each working with a licensed architect on the faculty and in
collaboration with a specific non-profit organization. They were able to log IDP hours and work on a project that began during the academic year while continuing through the summer. These were funded by individual donors to the School of Architecture as solicited by the Dean.

Newcomb Tulane College Grants
Numerous grant opportunities exist for Tulane students through central Newcomb Tulane College programs. Many of our students have been awarded these grants for research and travel support. In addition, Newcomb College Institute (a leadership unit of the University with a focus on women's issues) has also supported numerous students who compete for grant funding.

Support of Attendance of Meetings of Student Organizations and Honorary Societies
Dean Kenneth Schwartz has supported student travel and registration to attend the national AIAS Forum conference every year since arriving at the Tulane School of Architecture in fall of 2008. For the last two years, spring of 2012 and 2013, the Dean has supported a thesis student selected by the thesis faculty to attend the Critical Mass Symposium at the University of North Carolina Charlotte. We plan to continue our participation in this program. As recently as this year, the Dean has invited a student to attend the Large Firm Roundtable of the AIA with him in Chicago (October 2013).
I.2.2. Administrative Structure & Governance

Tulane University Organizational Chart

[Diagram of Tulane University Organizational Chart]

Tulane University Academic Affairs Organizational Chart:

[Diagram of Tulane University Academic Affairs Organizational Chart]

Tulane School of Architecture Organizational Chart:

[Diagram of Tulane School of Architecture Organizational Chart]
Faculty Governance
Committees represent some of the most important opportunities for faculty and students to participate in key governance. The following is a summary of the Standing Committees of the School.

**Executive Committee**
Cizek (15)  
Crosby (15)  
Tsubaki (15)  
Gamard (14)  
Klingman (14)  
Schwartz (ex officio)

**Curriculum Committee**
Goodwin  
Kinnard  
B. Mouton  
Redfield  
Reese  
Ruff  
Calott (ex officio)  
Cox (ex officio)  
Gleason (ex officio)  
Harmon (ex officio)  
Schmill (ex officio)  
Stoll (ex officio)  
Stubbs (ex officio)  
Students:  
(Undergrads-2)  
(Grad)

**Grievance Committee**
Bernhard (15)  
Cizek (15)  
Eloueini (15)  
Barron (14)  
Goodwin (14)  
Schwartz (ex officio)

**New Faculty Committee**
Bernhard  
Cox  
Crosby  
Lin  
Reese  
Schwartz (ex officio)  
Redfield (ex officio)  
Students:  
(Undergrads-2)  
(Grad)  
(MPS)  
(MSRED)

**Promotions, Review, and Tenure (PRT) Committee**
Gamard (16)
Klingman (15)
Barron (14)
Crosby (14)
Kinnard (14)

Resources Outreach, Events, Publications Committee
Campanella
Cizek
Del Signore
Keil
Roser Gray
Stubbs
Armentor (ex officio)
Richards (ex officio)
Schwartz (ex officio)
Stoll (ex officio)
Students:
(Undergrads-3)
TBD (Grad)
TBD (MPS)
TBD (MSRED)

Student Affairs Committee
Chair: Stoll
Calott
Harmon
Owen
Stubbs
Tsubaki
Students:
(Undergrad)
(Grad)

Undergraduate Admissions Committee
Chair: Ruff
Klingman
Lin
Sack

Graduate Admissions Committee
Chair: Harmon
Bernhard
Cox
del Signore
Kinnard
Klingman
Roser-Gray
Students:
(Grad-3)
Other Degree Programs Offered in the Tulane School of Architecture

Master of Sustainable Research Development (MSRED)

http://architecture.tulane.edu/programs/degrees/master-sustainable-real-estate-development

Sustainability and development go hand in hand and building green has become the norm in many cities. The tools to develop in this changing marketplace must include strategies for addressing the economics, community and the environment as building and rebuilding communities, towns and cities takes place. The program prepares post-baccalaureate students from diverse fields to explore and value the regenerative development of cities. By providing a blended education in business, sustainable design, economics and legal issues, graduates are empowered to become effective and influential participants and contributors in the fields of real estate, finance, development, and design. As a practitioner-oriented degree, it identifies and builds opportunities for graduates to work in for-profit and non-profit business settings that produce innovative strategies for sustainable development. The program supports and encourages nationally significant research utilizing lessons from New Orleans as a laboratory of larger implications for other communities; and draws from case study examples across the United States exploring the power of public-private partnerships, innovative financing strategies and the integrated design process offering global strategies for lasting sustainability. Christopher Calott AIA is the new director of the MSRED program.

Master of Preservation Studies (MPS)

http://architecture.tulane.edu/programs/degrees/mps-master-preservation-studies

The Master of Preservation Studies (MPS) program at the Tulane School of Architecture offers an interdisciplinary opportunity to learning about urban preservation in one of America’s most historic cities. New Orleans maintains a wealth of experience in architectural heritage protection resulting from its over seventy years of historic preservation legislation and its history of preservation achievements. The MPS program was founded by architect and preservationist Eugene Cizek, Ph.D. in 1996, with guidance and support from the noted American preservation educator James Marston Fitch, who also attended Tulane’s School of Architecture. Since July 2011, the MPS program has been directed by John Stubbs, international conservation practitioner, former director of field projects for the World Monuments Fund, and teacher of preservation theory and practice at Columbia University for over 20 years. Students from varied backgrounds are accepted in the MPS program and the majority of its graduates work in a variety of positions in the U.S. and abroad. A Tulane Preservation Alumni Group was organized in 2011 and a biennial Preservation Matters symposium addresses new directions in the field. The MPS program has four principal tracks of learning: preservation planning, technology, methodology, and architectural history. Its course work may be accomplished in three semesters: two of intensive course work, plus a semester to complete either a thesis or a work practicum.

Certificate in Preservation Studies

http://architecture.tulane.edu/programs/certificates-and-minors/certificate-in-preservation-studies-program

Due to the robust presence of historic preservation in America today and that roughly half of the country’s construction work involves rehabilitation of existing buildings, having a Certificate or Dual Degree in Preservation from an established program such as Tulane’s Master of Preservation Studies is a valuable addition to one’s terminal degree in Architecture. The MPS Certificate in Preservation Studies is designed for students in the 5-year undergraduate M.Arch program and the graduate M.Arch I program who wish to gain general knowledge understanding and ability in this specialized field of study and practice. The Tulane School of Architecture offers a Certificate in Preservation Studies for current students requiring 15 hours of coursework.

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 meet with the Associate Dean of the School of Architecture to establish a curriculum conforming to the following requirements. 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. Students may satisfy the remainder of the credit requirement for a minor with any courses offered within the School of Architecture.

Minor in Social Innovation and Social Entrepreneurship (SISE)  
http://tulane.edu/socialentrepreneurship/sise-classes.cfm
Building on Tulane University's strengths in civic engagement and service learning, the interdisciplinary social innovation and social entrepreneurship (SISE) minor prepares students to use solutions-oriented thinking, integrate theory and practice, generate and support stimulating research across fields, & better understand and create new models of social change. Tulane recognizes that well-informed, motivated, and connected citizens are the real agents that create change, and the time and place to cultivate these change makers is during their university studies. SISE will enable students to explore how they can be change makers in whatever career path they choose, be it working for a nonprofit, a corporation, in academia, or starting their own venture.

I.2.3. Financial Resources

Tulane University operates on a decentralized budget model at this point. This is a private institution with revenue coming primarily from undergraduate and graduate tuition. Additional revenue sources include grants and gifts (development). When combined, the total cash flow of the School of Architecture has more than doubled in the last five years even with the decrease in numbers of undergraduate students pursuing the five-year degree. This is due to increases in graduate student numbers and significant increases in development inflow. These increases in revenue are anticipated to plateau at this point and for the foreseeable future. However, new programs are also in discussion that could result in further increases in revenue (e.g. a new Bachelor of Science in Architecture 4-year liberal arts based pre-professional program, a possible minor in real estate open to students from across the entire university, and a possible E-MSRED formatted version of the Sustainable Real Estate Development program at the graduate level).

It is important to note that immediately following Hurricane Katrina, Tulane University had to centralize all functions, including the budget, and there were cuts in certain programs. Architecture was “saved” or retained on the assumption that the School could play a major role in the city’s recovery and in advancing civic engagement among the students as a signature element of Tulane’s post-Katrina identity. The return to a decentralized budget model was phased in over several years, returning to the pre-Katrina model for this institution. However, resources remain tight since the university is still operating in a total deficit, albeit one that is rather low (in the range of several million dollars.)

In regards to concerns about the future, we have experienced a significant drop in numbers of 5-year undergraduate students at Tulane and we understand this to be a nationwide trend. In response to this and in recognition of the great strength of the Newcomb Tulane College undergraduate model at our institution, we are developing the Bachelor of Science degree program for introduction in the fall of 2014, while maintaining our 5-year undergraduate Master of Architecture program. This will allow students from across the university to explore our major along with all of the other great majors at Tulane, and we believe that more and more students will be interested in exploring architecture without necessarily pursuing architecture as a professional path. In other words, while we plan to maintain the 5-year professional degree program, we believe there is a great deal of latent demand and interest in the engaged learning that exists within the architecture discipline especially for students who are interested in making a difference in communities. We expect the graduate programs to remain at roughly the current numbers.
We have included the following information in the next spreadsheet (except as noted):

A. Current Fiscal Year Numbers (showing revenue and expenses from all sources).

B. Forecasts for revenue from all sources and expenses for at least two years beyond the current fiscal year.

C. Comparative reports that show revenue from all sources and expenditures for each year since the last accreditation visit including endowments, scholarships, one-time capital expenditures, and development activities.

D. Data on annual expenditures and total capital investment per student, both undergraduate and graduate, compared to the expenditures and investments by other professional degree programs in the institution. Please note that Tulane University does not maintain these data on an institution-wide basis.
NAAB/APR Report
FINANCIAL DATA - 09.01.13

Financial Data

PROGRAM BUDGETS

<table>
<thead>
<tr>
<th>Year</th>
<th>Revenue</th>
<th>Expenses</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY-14</td>
<td>$8,934,783</td>
<td>$7,988,287</td>
</tr>
<tr>
<td>FY-15</td>
<td>$7,765,392</td>
<td>$6,837,738</td>
</tr>
<tr>
<td>FY-16</td>
<td>$7,848,419</td>
<td>$6,939,676</td>
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</tbody>
</table>

INSTITUTIONAL FINANCIAL ISSUES

A brief narrative describing:

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

ENDOWED PROFESSORSHIP INFORMATION

The endowed chairs and professorships generate funds that vary year by year based on investment returns. FY-14 total amount is $265,035.

Notes:
(1) Excludes CNC and Renovation expenses
(a) FY-12 reflects the 1st yr of return to university’s full DMC model resulting in 50% less undergraduate revenue allocation.

<table>
<thead>
<tr>
<th>Year</th>
<th>Full-time</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenue</td>
<td>7,715</td>
<td>42</td>
</tr>
<tr>
<td>Endowed Rev</td>
<td>225,490</td>
<td>0</td>
</tr>
<tr>
<td>Develop Rev</td>
<td>6,488,532</td>
<td>8,836,086</td>
</tr>
<tr>
<td>Unrestricted expenses</td>
<td>(3,446,705)</td>
<td>(3,323,587)</td>
</tr>
<tr>
<td>Develop activity expenses</td>
<td>(293,845)</td>
<td>(303,587)</td>
</tr>
<tr>
<td>Total Ug enrolled</td>
<td>264</td>
<td>254</td>
</tr>
<tr>
<td>Total Grad enrolled</td>
<td>91</td>
<td>101</td>
</tr>
<tr>
<td>Grand total students enrolled</td>
<td>357</td>
<td>357</td>
</tr>
</tbody>
</table>

TSA Expenses/Investments per Student = $22,376

Other University Units: Expenses/Investments per Student pending.
I.2.4. Physical Resources

All of the School’s classes are housed in RMH, while students take many other courses in their general education component and cross-disciplinary opportunities elsewhere on the Tulane Uptown campus.

While the building has gone through extensive incremental improvements over the past six years since the last visit, fundamental challenges remain. Given the importance of the physical plant, the dean identified and developed the opportunity of a substantial and ambitious renovation plan for the building. Through an RFQ process with twenty-one firms invited to submit, a team was retained in 2011 to develop a Pre Design Sustainable Strategies plan for RMH. That commission was completed identifying the potential for this LEED Platinum project, and the University is in the process of retaining the architect who will begin Schematic Design in the early fall. Fund-raising for this project is well underway with $2.5 million in gifts and pledges already in hand. The University has agreed to pay for 50% of the professional fees (matching TSA’s dollars 1 to 1). The goal is to complete the fund-raising and renovation within five years.
Floor plans of Richardson Memorial Hall

Original PDFs of the floor plans can be found here:
Description of selected improvements to Richardson Memorial Hall since 2008

• Major improvements to Lecture Room 204 (new digital systems, white board, lighting, HVAC)
• Major improvements to Classroom 305 (same as above)
• Transformation of Room 206 into a new classroom and conference room for student use
• Improvements to most faculty offices
• Extensive resources added to the Digital Output Lab (see under digital technologies)
• Continued attention to tools, safety and other resources supporting the Woodshop
• Implementing a studio desk replacement plan (starting on fifth floor)
• New carpet throughout public areas and many classrooms
• Replaced carpet with tile for all offices (except those faculty who chose not to take advantage of this opportunity) on the ground floor
• New furnishings in Lobby and elsewhere to promote informal student interaction and use
• Added an in-town office and workspace for the Tulane City Center on OC Haley Boulevard
• Implemented a new CNC operation (see digital technologies)
• Added Kitchen / Faculty Operations Center
• ADA ramp upgrade at first floor side entry
• Security card swiping installed at all points of entry
• New ventilation engineered and installed at the Digital Output Lab
• Model photography niche installed
• Exhibit space on stair mezzanine created; lighting installed
• Installation of new white boards building wide
• Pin-up space expanded

Expanded role of the wood / metal shop since 2008

• All graduate and undergraduate students are given a shop tutorial on technique and safety
• All entering graduate students and second year undergraduate students take an intensive woodworking and model-making seminar given by a professional architectural model fabricator
• Expanded shop hours with additional staff workers employed
• Summer access increased to complement summer studio pedagogy
• More shop and fabrication-focused electives offered

Improvements to the wood / metal shop since 2008

• 20’ shipping container purchased to accommodate additional outdoor tool and material storage for URBANbuild and Tulane City Center construction sites around the city of New Orleans
• A “Tool Pool” fund established to purchase tooling that is shared between the shop, Tulane City Center (TCC,) URBANbuild, and the CNC shop
• CNC machine purchased and satellite facility created
• Dust collection system installed
• Additional stationary 12”disc/6” belt sander purchased
• 12” combination brake/roller/shear purchased
• Existing equipment annually replaced, upgraded and collection broadened
• “Safety Shop Manual” written. Hard copies printed and also posted online on TSA site and OEHS site
• Eyewash station plumbed; PPD cabinet installed per OEHS
• First aid kits mounted in all studios and routinely restocked

Description of the computer resources available institution-wide to students and faculty

In the last four years Tulane School of Architecture has dramatically increased its digital footprint and its information technology offerings to the community. Throughout the school we have multimedia Digital Classrooms that enhance the learning experience for our students. We have installed large format TV monitors in most areas that are used for Reviews, allowing the students to produce more interactive presentations of their work.
Computer Access
Public access to computers has increased from 26 stations to 46, and now each studio is equipped with 4 high-end workstations and a printer. Software packages installed in public computers have the latest versions of Adobe and Autodesk suites, as well as latest version of Rhino, MS office to mention a few. Lab computers are new for 2013 and host 32GB of RAM and i7 Processor, while the studio computers have 16GB of Ram and i7 Processors.

Networking
All of TSA is equipped with the latest Wireless N technology to improve both throughput and range. Students have fast wireless access from their studio desks to connect to shared resources such as the file server. Speed of the wireless system was upgraded by more than 8 times in the past several years.

Software Provided
Free software availability has increased over the last 4 years. Some software vendors like Autodesk are now providing free licenses to students. TSA offers Both Rhino and Vray free for student use.

- Autodesk Master Suite 2014: Autocad, Revit
- Autodesk Entertainment Creation suite 2014: Maya, Softimage, 3D Studio Max
- Rhino V5, Vray 1.5
- MS Office (latest)

Render Farm
TSA now offers a Rendering Farm using 15+ computers to help render one Rhino scene, this is a huge boost in productivity for our students, not only saving them time to complete their final work but also frees up the studio and computer lab during deadlines.

Digital Output
Output capacity has increased in the computer lab with a high-end multifunction scanner and printer that can now handle 46 pages per minute (opposed to 32 PPM previously). We have increased the number of plotters to 3, tripled the laser cutting capacity, and added a wide format scanner able to handle large plans, a handheld 3D scanner, and a 3D printer available for faculty and students.

Improvements have been made in the managing of the digital output services which include better communication with faculty about deadline times and also software queues that allow students to submit work and track their position in the queue.

File Storage
TSA has doubled the File Server storage available for faculty and students to 2 Terabytes. This File server is available to faculty and students both on and off campus.

Public Printing
Students are allocated $25 worth of printing per semester which they can use to print up to 11x17 color pages. BW printers are available in every studio and Color is available in the main computer lab.

Identification of any significant problems that impact the operation or services:
During the past few years we have been challenged by increasing demand for more public computers and for more digital output. We have increased capacity to satisfy both of these demands.
I.2.5. Information Resources

The Libraries: An Overview

Tulane University, through its libraries, is a member of the Association of Research Libraries (ARL), a group recognized as the top 114 research libraries in North America. The facilities, services, and resources of the Tulane libraries serve the university's students and faculty, but also serve as a major cultural resource for researchers and scholars from throughout the Gulf South region, from other parts of the United States, and internationally, especially for scholarly work in the areas of Latin American studies, jazz studies and New Orleans history.

The main library, Howard-Tilton Memorial, supports research broadly across the university's academic programs and research activities. Its general collections are housed in the Howard-Tilton building on Tulane's uptown campus and at an off-site storage facility a few miles away. The Howard-Tilton building also houses the Latin American Library, which holds one of the world's principal collections for Latin American studies. The Howard-Tilton Memorial Library Special Collections Division is located in Jones Hall across from the Howard-Tilton building. It includes the Hogan Jazz Archive, Louisiana Research Collection, Rare Books, the Southeastern Architectural Archive and University Archives. Howard-Tilton's Architecture Library is located on the second floor of Richardson Memorial Hall within the School of Architecture.

Three more full-service libraries also support the university's professional schools; these are the Rudolph Matas Library (health sciences), the Turchin Library (business), and the Tulane Law Library. In addition, Tulane is host to a number of other smaller, specialized libraries that enhance research and these include the Amistad Research Center, the Minna F. Koch Memorial Library of Botany, the Nadine Vorhoff Library and Newcomb Archives and the Alfred H. Clifford Mathematics Research Library.

Resources & Programming

Print & Electronic Resources: Tulane's libraries invest more than $10 million annually in acquisitions. The libraries' holdings of more than 4.3 million volumes represent a depth and a variety of collections of international scope present only at the world's top research institutions. The collections support the diverse academic profile of the university through a range of collections policies and a liaison program that assigns librarian bibliographers to work with each academic department. Much of Tulane's wealth of rare or archival collections has a regional focus on Latin America, the Gulf South and Louisiana.

Tulane's libraries have built a large array of digital resources accessible to students and faculty through the campus network. This includes hundreds of research databases and access to articles from more than 112,000 subscription-based journals and other periodicals and nearly 930,000 e-books. Tulane subscribes to 100% of the Association of Architecture School Librarians (AASL) "Core List of Periodical Titles for a First-Degree Program in Architecture" and 60% of the AASL "Supplementary List."

The libraries employ a web-scale discovery tool to provide broader, centralized access to its digital resources, and is using other technology applications to enhance library use online. A new Tulane University Digital Library (TUDL) hosts digital holdings unique to the university by digitizing selected archival collections. Recent additions to TUDL include the Ralston Crawford Collection and Bourbon Street, 1944-1952, both of which include numerous historic photographs of New Orleans buildings and street views.

The Architecture Library, a branch of Tulane’s Howard-Tilton Memorial Library, houses the standard reference materials in architecture, monographs on contemporary architecture and historically eminent architects, as well as works on architectural theory, urban planning, environmental design, sustainability, historic preservation, building technologies and graphic standards. Current architecture and architecture-related serials are housed in the Architecture Library, with older and discontinued titles transferred to the main library or to Tulane’s offsite facility. Presently the branch houses 19,898
cataloged titles. Tulane libraries retain 704 architecture/architecture-related serial titles, of which 169 are housed in the Architecture Library.

The Latin American Library, a unit of Tulane’s Howard-Tilton Memorial Library, houses both circulating and special collections materials associated with the built environment in Latin America.

The Music & Media Center, a department in Tulane’s Howard-Tilton Memorial Library, purchases video and audio-visual materials on a selective basis. Holdings include documentaries and fictive films associated with famous architects and buildings, historic preservation, urban planning and sustainability.

The Southeastern Architectural Archive (SEAA), a special collections department of Tulane’s Howard-Tilton Memorial Library, is the largest architectural archive in the southern United States, housing nearly 1 million architectural drawings; 250,000 photographs and thousands of historic building trade catalogs. Additionally, the SEAA houses the Garden Library of the New Orleans Town Gardeners, a non-circulating collection of library and archival materials focused on regional horticulture and gardens.

The Louisiana Research Collection (LaRC), a special collections department of Tulane’s Howard-Tilton Memorial Library, houses library and archival materials associated with the history of Louisiana. Manuscript collections include the papers of local architects, architectural educators and preservationists, and historic property owners. Additionally, LaRC houses an extensive cartographic collection.


The Tulane Law Library, administered by and housed in the Tulane University Law School, supports the research and curricular needs of faculty and students by providing access to an outstanding collection of print and electronic legal materials. Holdings include publications associated with the legal aspects of architecture, engineering and construction processes, and those associated with historic preservation and community development.

The Tulane University Archives preserves the official records of the university, including departmental and school administrative records, theses and dissertations, yearbooks, historic photographs and documents associated with building campaigns.

The William Ransom Hogan Jazz Archive, a special collections department of Tulane’s Howard-Tilton Memorial Library, retains oral histories, photographs and sheet music publications that document historic structures and places associated with jazz musicians and performances.

**Collection Development:** To ensure that library resources are appropriate to Tulane’s educational program, collections are tightly focused on the academic needs of the university through a liaison program that assigns librarian bibliographers to work in concert with each supported academic department or school. The academic units themselves assign “book chairs” to work with the library in a liaison partnership. Individual collection policies document selection parameters and considerations for each unit that are regularly updated. Architecture faculty, staff and students may request books in related fields through the library’s “suggest a book” interface or by referral to the appropriate liaison librarian.

The formal liaison relationship with the faculty also informs the development of library services that enhance access to collections, as does the faculty’s role in serving on the Faculty Senate Committee on Libraries and the library’s partnerships with other campus entities such as Tulane’s Technology Services.
Instructional & Research Resources: The adequacy and relevance of library/learning resources to support Tulane’s educational, research and service needs is determined through the library’s annual evaluation of multiple data compiled for the comparative Association of Research Libraries Statistics program, from faculty feedback obtained through the library’s liaison program, from periodic user surveys, from assessment of library instructional offerings, and from the library’s regular self-review of library policies, guidelines and documentation.

The first floor of Howard-Tilton Memorial Library features a new prototype Learning Commons that has quickly become the building’s most prominent space, designed as a dynamic environment that promotes collaborative teaching, research and learning. The Learning Commons is the primary place to interact one-on-one with research librarians, technology experts, media specialists and library staff working out of a central service point. The Commons features individual and group work areas, comfortable seating in mutable configurations, iMacs and PCs equipped with an array of software, including productivity apps and media production tools. Laptop visitors benefit from high-speed 802.11n wireless network access, convenient access to utilities and ergonomic workstations.

The Library Instruction Program at Howard-Tilton Memorial Library’s Center for Library User Education (CLUE) assists students in developing skills and abilities that enable them to find, access, evaluate and use information sources within and beyond their academic studies. Using the Information Literacy Competency Standards for Higher Education as a framework, CLUE librarians collaborate with faculty to integrate information literacy skills into the curriculum by creating online guides and tutorials, teaching course- and database-related workshops, and providing individualized research consultations and virtual reference interactions.

The Architecture Library provides an optimal setting for quiet study and research in the School of Architecture. Paraprofessional library staff respond to faculty and student requests for instructional and research resources, including interlibrary loan and offsite materials requests, scanning and photocopying services, and managing faculty course reserves. The branch library is equipped with large format book-edge scanners, photocopying and digital camera equipment. Public computer terminals provide access to Tulane libraries’ online catalog, subscription databases, e-journals and the Internet. Laptop visitors benefit from high-speed 802.11n wireless network access.

Special Collections departments including the Southeastern Architectural Archive (SEAA) provide individual and course-based instruction emphasizing the use of primary documents. Architecture and preservation studies courses frequently meet in the SEAA to analyze cartographic techniques, architectural and illustrative practices, and historically significant places as documented in building plans, site surveys, historic photographs and/or artifacts. The SEAA also promotes object-based instruction and research by providing individualized consultations with faculty and students, and by developing online resources and annual exhibitions that contextualize primary documents associated with the built environment.

Collaborations & Regional Resources

Cooperative Borrowing Programs: Tulane faculty, staff and students benefit from numerous cooperative borrowing programs that greatly expand access to scholarly resources. Howard-Tilton Memorial Library is a member of the Center for Research Libraries (CRL), an international consortium of university, college and independent research libraries. Tulane’s membership affords its faculty and students unlimited access to a collection of more than 5 million items, extended interlibrary loan and digitized content. CRL holdings include historic newspapers and fire insurance atlases, as well as pamphlets, brochures and monographs associated with architectural history and design.

Additionally, the library participates in several regional cooperative or reciprocal borrowing programs:
**KUDZU** is a combined interface to the online library catalogs of 16 Association of Southern Research Libraries (ASERL) libraries, connecting Tulane users to more than 30 million items. Loan requests through this system receive priority processing and expedited delivery. **LALINC** (Louisiana Academic Library Information Network Consortium) provides faculty, and in some cases, graduate students, borrowing privileges from participating Louisiana academic libraries. **TU/LU** is the Tulane University/Loyola University Cooperative Borrowing Program between Tulane’s Howard-Tilton Memorial Library and the Monroe Library. The program allows students at the two institutions to borrow from either library.

**Regional Repositories:**

Tulane faculty, staff and students benefit from physical access to numerous research repositories located in the greater New Orleans metropolitan area. Many of these repositories house records associated with architecture, urban planning and infrastructure. **Amistad Research Center:** Located in Tilton Hall on Tulane University’s uptown campus, the Amistad Research Center is a private entity that began as the first archive documenting the modern civil rights movement. Today, Amistad retains the papers of African-American architects, artisans, artists, builders, business leaders, educators, lawyers, factory workers, farmers and musicians. Holdings are included in Tulane’s online catalog. **Williams Research Center, The Historic New Orleans Collection:** Located in the French Quarter, the Williams Research Center provides scholars with access to its holdings related to the history of New Orleans and the Gulf South region. **The New Orleans Notarial Archives:** A municipal agency that serves historical researchers and genealogists by providing access to land, building and other contracts recorded in Orleans Parish. **The New Orleans Public Library’s Louisiana Division/City Archives & Special Collections:** Housed in the Central Library of the New Orleans Public Library, the City Archives is a reference division which collects resources relating to the study of Louisiana and its citizens and to the city of New Orleans. Holdings include building permits, architectural drawings, historic photographs and films. **The U.S. Army Corps of Engineers Library:** The New Orleans District Corps of Engineers maintains an extensive aerial photography collection in contact print and film negative format, as well as scanned digital photo files. **The University of New Orleans (UNO)/Earl K. Long Library’s Louisiana and Special Collections Department:** UNO’s special collections holdings include manuscripts, books, ephemera, periodicals and government documents related to the history and culture of Louisiana. UNO retains the records, including most building documents, created by the Orleans Parish School Board.

**SECTION F – Resources for NAAB-Accredited Programs**

1. Total number of catalogued titles in the architecture library collection within the institutional library system: 19,898
2. Total number of catalogued titles that have Library of Congress NA or Dewey 720-729
   - Main campus: 20,938
   - Other locations: 2,116
I.3. Institutional Characteristics

I.3.1 Statistical Reports

A. Program Student Characteristics

NAAB Annual Reports are included below from 2008 and 2012 to document these issues as a comparison between the fall of the previous NAAB Visit and the most recent data we have at this time. As an overview, it is safe to say that the graduate program has grown substantially and the undergraduate program numbers have declined somewhat. That decline has continued into the fall of 2013, but at this time we do not have full data on this year’s entering class. Diversity is comparable across this time frame and our demographic diversity is very similar to Tulane University as a whole. We continue to attract highly qualified students as a selective private institution drawing student interest from across the United States and abroad.

Time to graduation was seriously impacted by Hurricane Katrina (fall 2005) across the entire university. However our graduation rates have normalized, and although some students transfer out of the School of Architecture into another major during their early years in the program, the overall graduation rate is well over 80% for our entering cohort as well as the university as a whole (it has steadily risen since 2006). We do not have hard data on the percentage of those entering in fall 2008 who graduated by 2013, but we estimate that to be around 60%. Of this group, nearly 100% of these students graduated within 150% of the allotted time.

B. Program Faculty Characteristics

The program has seen growth in diversity since the spring of 2008. This has been a high priority for the School administration and faculty. The following chart tracks faculty demographics between the two benchmark dates (spring 2008 and fall 2013).

Tenure and Promotion

There have been four tenured appointments since 2008 (Professor Schwartz, Professor Kinnard, Associate Professor Redfield, Associate Professor Cox). Two of the four are women (one in a leadership role as Associate Dean for Academics) and one is African American (in a leadership role as Associate Dean for Community Engagement). Professor Kinnard was awarded one of two endowed chairs at Tulane School of Architecture, which is supporting her research and community engagement work with students and other faculty (Harvey-Wadsworth Chair in Landscape Urbanism.) There have been no internal promotions to tenured rank, although one faculty member is up for consideration at this time (Assistant Professor Marcella Del Signore). One faculty member was promoted to full professor from within the program (Professor Ammar Eloueini, Intl. Assoc. AIA).

There has also been an increase in the number of licensed architects on the full-time and adjunct faculty during this period as well.
# Faculty Snapshot 2008 - 2013

Red represents licensed architects

September 1, 2013

<table>
<thead>
<tr>
<th>Fall 2008</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
</tr>
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<tbody>
<tr>
<td>FULL – 4 or 5*</td>
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<td>FULL - 6</td>
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<td>Errol Barron</td>
<td>Errol Barron</td>
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<td>Gene Cizek</td>
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<td>John Klingman</td>
<td>John Klingman</td>
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<tr>
<td>Ellen Weiss, Ph.D.</td>
<td>Ellen Weiss* retired 2011</td>
<td>Ammar Eloueini – promoted ’11 (France)</td>
</tr>
<tr>
<td>Reed Kroloff (previously)*</td>
<td>Judith Kinnard (fall 08)</td>
<td>Judith Kinnard</td>
</tr>
<tr>
<td></td>
<td>Kenneth Schwartz (fall 08)</td>
<td>Kenneth Schwartz</td>
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<table>
<thead>
<tr>
<th>ASSOCIATE (tenured) – 7/8*</th>
<th>ASSOCIATE (tenured) – 7</th>
<th>ASSOCIATE (tenured) – 8</th>
<th>ASSOCIATE (tenured) – 8</th>
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<tr>
<td>Scott Bernhard</td>
<td>Scott Bernhard</td>
<td>Scott Bernhard</td>
<td>Scott Bernhard</td>
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<td>Michael Crosby</td>
<td>Michael Crosby</td>
<td>Michael Crosby</td>
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<td>Elizabeth Gamard</td>
<td>Elizabeth Gamard</td>
<td>Elizabeth Gamard</td>
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<td>Bruce Goodwin</td>
<td>Bruce Goodwin</td>
<td>Bruce Goodwin</td>
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<td>Graham Owen</td>
<td>Graham Owen</td>
<td>Graham Owen</td>
<td>Graham Owen</td>
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<td>Carol Reese, Ph.D.</td>
<td>Carol Reese, Ph.D.</td>
<td>Carol Reese, Ph.D.</td>
<td>Carol Reese, Ph.D.</td>
</tr>
<tr>
<td>Ammar Eloueini (France)</td>
<td>Wendy Redfield (fall 2011)</td>
<td>Wendy Redfield</td>
<td>Wendy Redfield</td>
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<tr>
<td>Ila Berman (previously)*</td>
<td>Maurice Cox (fall 2012)</td>
<td>Maurice Cox (fall 2012)</td>
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<th>TENURE TRACK – 3</th>
<th>TENURE TRACK – 4</th>
<th>TENURE TRACK – 4</th>
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</thead>
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<tr>
<td>Robert Gonzalez</td>
<td>Robert Gonzalez* left 2010</td>
<td>Tiffany Lin (fall 2009)</td>
<td>Tiffany Lin (fall 2009)</td>
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<tr>
<td>Marcella Del Signore (f08)</td>
<td>Marcella Del Signore (Italy)</td>
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<tr>
<td>Kentaro Tsubaki</td>
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<td>Amber Wiley, Ph.D. (fall11 visiting asst.)</td>
<td>Amber Wiley, Ph.D. (fall11 visiting asst.)</td>
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<th>Full Time TOTAL – 19</th>
<th>Full Time TOTAL – 19</th>
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<td>PROFS OF PRACTICE – 5*</td>
<td>PROFS OF PRACTICE – 6</td>
<td>PROFS OF PRACTICE – 6</td>
</tr>
<tr>
<td>Ginette Bone</td>
<td>Ginette Bone* left 2010</td>
<td>Irene Keil (fall 2009)</td>
<td>Irene Keil</td>
</tr>
<tr>
<td>Eean McNaughton</td>
<td>Eean McNaughton* retired 2012</td>
<td>Cordula Roser Gray (fall 2009)</td>
<td>Cordula Roser Gray</td>
</tr>
<tr>
<td>Byron Mouton</td>
<td>Byron Mouton</td>
<td>Byron Mouton</td>
<td>Byron Mouton</td>
</tr>
<tr>
<td>Michael Nius</td>
<td>Michael Nius* retired 2012</td>
<td>John Stubbs (fall 2011)</td>
<td>John Stubbs</td>
</tr>
<tr>
<td></td>
<td>Rich Campanella (spring 2011), transfer</td>
<td>Rich Campanella</td>
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<tr>
<td>Coleman Coker* – 2009, but left</td>
<td></td>
<td>Christopher Calott – Director MSRED</td>
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<tr>
<td>12 licensed</td>
<td>17 licensed</td>
<td>16 licensed</td>
<td>17 licensed</td>
</tr>
</tbody>
</table>

| GRAND TOTAL–17 or 19** | GRAND TOTAL – 21 | GRAND TOTAL – 24 | GRAND TOTAL - 25 |
Diversity

Since 2008, the Tulane School of Architecture has seen a demographic shift in faculty composition. These data address full-time and professor of practice faculty only, with additional diversity and excellence noted among the adjunct faculty where many highly qualified women and men have been appointed within those ranks.

- Total number of full-time faculty members*: 19
- New tenured women (1 full professor, 1 associate): 2
- Total women (3 assistant, 3 associate, 1 full, 2 POP): 9
- African-Americans (1 ten., 1 ten-track, 1 vis. assist.): 3
- Asian-Americans (assist. professors, tenure track): 2
- International faculty (1 full, 2 assistant professors): 3
- Number of Professors of Practice hired* or promoted: 5
  - Women: 2
  - Men (*1 left in 2011): 4
- Women in school leadership positions (associate deans, assistant dean, program director): 3
- African-Americans in leadership positions (associate dean): 1
- Other men in school leadership positions (dean and program directors): 4

During the Dean’s interview lecture in February 2008, he asserted that there is a correlation between increased diversity and increased excellence in an academic institution. This has certainly taken hold at Tulane. There are few other Schools of Architecture in the nation that can point to this level of success and our students, the community, and the School’s national reputation all benefit as a result of this dramatic shift in a relatively short period of time.
I.3.2. **Annual Reports**
As per the 2009 Conditions for Accreditation, we understand that the NAAB will provide all annual reports submitted since 2008 (year of previous visit) to the Visiting Team. The School of Architecture has its archived reports available at: [http://architecture.tulane.edu/sites/default/files/pdf/2013/2008-2012_naab_annual_reports.pdf](http://architecture.tulane.edu/sites/default/files/pdf/2013/2008-2012_naab_annual_reports.pdf)

Statement regarding accuracy and consistency of data submitted to the NAAB through Annual Report Submissions.

---

*Office of Assessment and Institutional Research*

August 22, 2013

Andrea S. Rutledge, CAE
Executive Director
National Architectural Accrediting Board, Inc.
1101 Connecticut Avenue, NW
Suite 410
Washington, DC 20036

Dear Ms. Rutledge,

The Tulane School of Architecture submits statistical data to the National Architectural Accrediting Board, Inc. (NAAB) through the Annual Report Submission system in accordance with all reporting and accreditation requirements.

Please accept this letter as my certification that the data submitted to NAAB were prepared by the appropriate Tulane University officials in accordance with professionally accepted methods and reviewed for accuracy prior to submission. In addition, the data submitted to NAAB is consistent with similar information reported to other national and regional agencies.

If you require any other information, please do not hesitate to contact me directly.

Yours Sincerely,

Katie Busby
Assistant Provost for Assessment and Institutional Research

1555 Poydras Street, Suite 914, New Orleans, LA 70112  tel 504-247-1231  fax 504-247-1232  http://tulane.edu/oair
I.3.3. Faculty Credentials

Detailed information is provided regarding faculty credentials, resume, and teaching assignments in Section I.2.1.

Many faculty members teaching in the MArch program are licensed architects, and faculty search processes preference candidates who have been educated in top tier universities, and present overall significant professional and/or scholarly experience and credentials.

Faculty in the School of Architecture have diverse backgrounds and represent a wide range of expertise in specific areas of scholarship, but they also possess broad knowledge of the discipline that enables contribution across many areas in the curriculum.

The majority of faculty members teach in the design studio sequence and also contribute to required coursework in the areas of technology, foundations, and history/theory.

Licensed Architects on the Faculty

Professors
Errol Barron, FAIA
Eugene Cizek, Ph.D., FAIA (Arch., MPS)
Ammar Eloueini, Intl. Assoc. AIA
Judith Kinnard, FAIA
John Klingman
Kenneth Schwartz, FAIA

Associate Professors
Scott Bernhard, AIA
Michael Crosby, AIA
Bruce Goodwin
Graham Owen
Wendy Redfield, AIA

Assistant Professors
Marcella Del Signore
Kentaro Tsubaki

Professors Of Practice
Christopher Calott, AIA (MSRED)
Irene Keil
Byron Mouton, AIA
Cordula Roser-Gray, AIA

Favrot Visiting Chair
Julie Eizenberg, AIA

Adjunct Professors And Lecturers
Tracie Ashe, AIA
Robert Cangelosi (MPS)
Marianne Desmarais
Marilyn Feldmeier
Giovanna Galfione (licensed in Italy)
Michael Gruber
Charles Jones
Andrew Liles, AIA, LEED AP (Arch., MSRED)
David Merlin
Jennifer Pelc, AIA
Seth Rodewald-Bates (licensed landscape architect)
Milton Scheuermann
Lloyd “Sonny” Shields, Esq., AIA (MPS)
Z Smith, Ph.D., AIA, LEED AP
Cynthia Steward (MPS)
Alexandra Stroud, AIA (MSRED)
Jonathan Tate
Emilie Taylor
Jessica Tippens
Wayne Troyer, AIA
Margaret Van Dusen, AIA
Prisca Weems, Ph.D., AIA (MSRED)
Seth Welty

I.4. Policy Review

Documents to be available for review by the visiting team in the team room during the visit:

1. Studio Culture Policy
2. Self-Assessment Policies and Objectives
3. Personnel Policies including:
   - Position descriptions for all faculty and staff
   - Policies on Rank, Tenure, Promotion, and Reappointment
   - EEO/AA
   - Diversity (including special hiring initiatives)
   - Faculty Development, including but not limited to; research, scholarship, creative activity, or sabbatical.

4. Student-to-Faculty ratios for all components of the curriculum (i.e., studio, classroom/lecture, seminar)

5. Square feet per student for space designated for studio-based learning

6. Square feet per faculty member for space designated for support of all faculty activities and responsibilities

7. Admissions Requirements

8. Advising Policies; including policies for evaluation of students admitted from preparatory or pre-professional programs where SPC are expected to have been met in educational experiences in non-accredited programs

9. Policies on use and integration of digital media in architecture curriculum

10. Policies on academic integrity for students (e.g., cheating and plagiarism)

11. Policies on library and information resources collection development

12. A description of the information literacy program and how it is integrated with the curriculum
Part Two (II). Educational Outcomes and Curriculum

II.1. Student Performance Criteria

Architecture Program Degrees
The Tulane School of Architecture has two programs leading to the accredited Master of Architecture degree: the MArch (5-year) non-Baccalaureate degree program; and the MArch I (3.5-year) graduate program. The MArch I graduate program also accommodates a 2-year-long track for applicants holding a pre-professional degree in architecture.

Master of Architecture Degree: (MArch; 5-year) non-Baccalaureate undergraduate program
The undergraduate, 5-year program combines a well-rounded, liberal arts undergraduate education with Masters-level professional preparation in the discipline of architecture. This program includes both required and elective architecture courses, and general education requirements and electives to give students thorough professional preparation, opportunities for study in the liberal arts, and advanced study in architecture. The curriculum of this program is designed to allow student to complete all core required architecture courses and general education requirements during the first three years. The latter two years are devoted largely to advanced, graduate-level elective study. The fourth year allows a high degree of flexibility for students to pursue individual interests via advanced and elective seminars and studios. Topics of option studios and elective courses represent the wide-ranging interests of TSA faculty, and reflect the unique opportunities afforded by Tulane’s strong engagement in the communities of New Orleans. Some areas of focus of elective course work include: study abroad, urban design, historic preservation, sustainable real estate development, design-build, materials research, advanced digital modeling, digital fabrication, and community outreach and engagement. A required Thesis Research course and Thesis Design studio in the fifth year serve as a professional capstone to the student’s education.

Master of Architecture Degree: (MArch I; 3.5-year) graduate program
The Master of Architecture (MArch I) is a professional degree program for students who have already received a previous college degree that is not a pre-professional degree in architecture. These students begin their course of study with a 10-week summer program, followed by two years in which they complete core architecture requirements of the degree. The final year is typically devoted to advanced, elective study that may include study abroad, design build or community outreach studios, digital fabrication courses or studios, urban design, preservation, or other optional areas of specialization. Thesis Research and Thesis Design studio are optional for graduate students, giving them the flexibility to pursue advanced studios and other elective courses best suited to preparing them for their individual professional aspirations and specialties.

Master of Architecture Degree, Advanced Standing: (MArch I; 2-year) graduate program
The Master of Architecture (MArch I) with "Advanced Standing" is for students who have earned a 4-year, pre-professional degree in architecture. In most cases, Advanced Standing M.Arch I students enter into Year 2 of the 3.5 year M.Arch I degree program. However, the transcript of each student entering the graduate program with advanced standing is individually assessed by the Graduate Architecture Program Director for satisfactory completion of required coursework (reference section II.3.)
# Master of Architecture Degree: (MArch; 5-year) SPC Matrix

## TULANE SCHOOL OF ARCHITECTURE
**MArch; 5 YEAR; 20 AUGUST 2012**

### SPC Matrix (MArch-accredited program)

#### FIRST YEAR

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Route A: Critical Thinking and Representation</th>
<th>Route B: Integrated Building Practices, Technical Skills and Knowledge</th>
<th>Route C: Leadership and Practice</th>
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</thead>
<tbody>
<tr>
<td>ENGR 1100</td>
<td>Design Studio</td>
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<tr>
<td>ENGR 1110</td>
<td>Visual Media</td>
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<td>HIST 1110</td>
<td>Introduction to Architecture</td>
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<td>ENGL 2110</td>
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<td>ENGL 2110</td>
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<td>ENGR 3110</td>
<td>Digital Media</td>
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<tr>
<td>HIST 2110</td>
<td>History &amp; Theory of Arch. &amp; Urbanism</td>
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<td>PHYS 2120</td>
<td>Site Strategies</td>
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<td>History &amp; Theory of Arch. &amp; Urbanism</td>
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<td>ATCS 2310</td>
<td>Materials and Methods</td>
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<tr>
<td>ATCS 2410</td>
<td>Building Climate, Comfort</td>
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#### THIRD YEAR

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<th>Route C: Leadership and Practice</th>
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<td>ENGR 3100</td>
<td>Design Studio</td>
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<td>HIST 3110</td>
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<td>ATCS 4310</td>
<td>Professional Concerns 1</td>
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<td>Complementary Studio</td>
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<td>Option Studio</td>
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<td>Thesis Support Elective</td>
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### Notes
- Understanding (X): The capacity to classify, compare, summarize, explain and/or interpret information
- Ability (X): Proficiency in using specific information to accomplish a task, correctly selecting the appropriate information and accurately applying it to the solution of a specific problem, while also distinguishing the effects of its implementation.
## Master of Architecture Degree: (MArch I; 3.5-year) and Advanced Standing: (MArch I; 2-year) SPC Matrix

### Tulane School of Architecture  
MArch I – 3.5 Year, 20 August 2013

<table>
<thead>
<tr>
<th>Semester</th>
<th>Critical Thinking and Representation</th>
<th>Integrated Building Practices, Technical Skills and Knowledge</th>
<th>Leadership and Practice</th>
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### Course Descriptions

<table>
<thead>
<tr>
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<tbody>
<tr>
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<td>ARCH 5060</td>
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<td>ARCH 5070</td>
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<td>ARCH 5080</td>
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<td>ARCH 5230</td>
<td>Architecture studio XII</td>
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<td>ARCH 5320</td>
<td>Architecture studio XV</td>
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<td>Architecture studio XVI</td>
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<td>ARCH 5410</td>
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<td>ARCH 5420</td>
<td>Architecture studio XIX</td>
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<td>ARCH 5430</td>
<td>Architecture studio XX</td>
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<td>ARCH 5510</td>
<td>Architecture studio XXII</td>
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<tr>
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<tr>
<td>ARCH 5530</td>
<td>Architecture studio XXIV</td>
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</tbody>
</table>

### Additional Information

- **SPC Matrix**:
  - X: Required
  - : Option
  - : Recommended

- **Understanding (X)**: The capacity to classify, compare, summarize, explain and/or interpret information.

- **Ability (X)**: Proficiency in using specific information to accomplish a task, correctly selecting the appropriate information and accurately applying it to the solution of a specific problem, while also distinguishing the effects of its implementation.

- **Primary Course satisfying SPC**

- **Course Introducing or Supporting SPC**
II.2. Curricular Framework

II.2.1. Regional Accreditation

SACSCOC
Commission on Colleges
January 16, 2012

Dr. Mark J. Cowen
President
Tulane University
213 Gibson Hall
6823 St. Charles Avenue
New Orleans, LA 70118

Dear Dr. Cowen,

The following information regarding your institution's status at the December 2011 meeting of the Board of Trustees of SACSCOC Commission on Colleges:

The Commission of Colleges reaffirmed accreditation. No additional reports were required. Your institution's next reaccreditation will take place in 2024 unless otherwise notified.

Please supply your Commission staff with a one-page executive summary of your institution's Quality Enhancement Plan. The summary is due by February 15, 2012, and should include: (1) the title of your Quality Enhancement Plan, (2) your institution's name, and (3) the name, title, and e-mail address of an individual who can be contacted regarding its development or implementation. This summary will be posted to the Commission's website as a resource for other institutions undergoing the reaccreditation process.

All institutions are required to submit an "Impact Report of the student learning outcome" as part of their 10th year reaccreditation report due five years before the next scheduled visit. SACSCOC will be notified if the report is not submitted in a format acceptable by the President of the Commission regarding the specific due date.

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

Sincerely,

[Signature]

Dr. Cheryl C. Carroll
President
Tulane University

cc: Dr. Cheryl C. Carroll
II.2.2. Professional Degrees and Curriculum

Master of Architecture Degree: (MArch; 5-year) non-Baccalaureate undergraduate program
pre-requisite degree: none

preparatory education: High School Diploma or equivalent

total number of credits: 168-171

Year 1
Fall
DSGN 1100 Architecture Studio 4
AVSM 1110 Visual Media 2
AHST 1110 Intro to Architecture 3
English 1010 (must complete first year) 4
TIDES (must complete first year) 1
Foreign Language 3-4
Total: 17-18

Spring
DSGN 1200 Architecture Studio 4
ADGM 1200 Digital Media I 2
Non-Lab Science+ 3
Quantitative Reasoning++ 3-4
Foreign Language 3-4
Total: 15-17

Apply to Architecture Major

Year 2
Fall
DSGN 2100 Architecture Studio 6
ADGM 3100 Digital Media II 3
AHST 3010 Hist/Theory of Arch & Urb I 3
ATCS 3010 Site Strategies 3
PHYS 1050 Physics for Architects+ 4
Semester Total: 19

Spring
DSGN 2200 Architecture Studio 6
ADGM 3200 Digital Media III 3
AHST 3020 Hist/Theory of Arch & Urb II 3
ATCS 3020 Materials and Methods 3
ATCS 3030 Build'g, Climate, Comfort 4
Semester Total: 19

Portfolio Review

Year 3
Fall
DSGN 3100 Architecture Studio 6
AHST 3030 Hist/Theory of Arch & Urb III3
ATCS 4010 Structural Systems 4
APFC 4100 Professional Concerns I 3
Social Science+++ 3
Semester Total: 19

Spring
DSGN 3200 Comprehensive Studio 6
ATCS 4020 Integrated Building Systems 4
APFC 4200 Prof. Concerns II: BIM 3
University Elective 3
Semester Total: 16

Year 4
Fall
DSGN 4100 Architecture Studio Option 6
Architecture Elective 3
Social Science+++ 3
University Elective 3
University Elective 3
Semester Total: 18

Spring
DSGN 4200 Architecture Studio Option 6
AHST Adv. History/Theory Elective 3
Architecture Elective 3
Humanities++++ 3
Semester Total: 15

Year 5
Fall
DSGN 5100 Architecture Studio Option 6
AHST 5110 Thesis Research 3
Architecture Elective 3
University Elective 3
Semester Total: 15

Spring
DSGN 5200 Thesis Studio 6
Architecture Thesis Support Elective 3
Architecture Elective 3
University Elective 3
Semester Total: 15

Total
Architecture Courses Total 123
Courses without Arch. Content 45-48

NAAB requires 168 total hours
NAAB requires 30 hours of graduate level courses in professional studies and electives
NAAB requires 45 hours to be taken in courses without architectural content

Two internships required during the program.
**Master of Architecture Degree: (MArch I; 3.5-year) graduate program**

pre-requisite degree:  Baccalaureate in any field

total number of credits: 111

<table>
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<tr>
<th>Summer</th>
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<td>9</td>
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| Year 1 | Fall                             | DSGN 2100 Architecture Studio | 6 | DSGN 2200 Architecture Studio | 6 |
|        |                                  | ADGM 3100 Digital Media II    | 3 | AHST 6610 Hist/ Theory of Arch & Urb I | 3 |
|        |                                  | AHST 6610 Hist/ Theory of Arch & Urb I | 3 | ATCS 6120 Materials and Methods | 3 |
|        |                                  | ATCS 6110 Site Strategies     | 3 | ATCS 6130 Build’g, Climate, Comfort | 4 |
|        | Architecture Elective            | 3 |                                    |   |
| **Semester Total:** |                                    | 18 |                                    | 16 |

| Year 1 | Spring                           | DSGN 3100 Architecture Studio | 6 | DSGN 3200 Comprehensive Studio | 6 |
|        |                                  | ATCS 6150 Integrated Build’g Systems | 4 | APFC 4200 Prof. Concerns II: BIM | 3 |
|        |                                  | AHST 6630 Hist/ Theory of Arch & Urb III | 3 | AHST Adv History/ Theory Elective | 3 |
| **Semester Total:** |                                    | 16 |                                    | 16 |

| Year 2 | Fall                             | DSGN 5100 Architecture Studio Option | 6 | DSGN 5200 Thesis or Options Studio* | 6 |
|        |                                  | AHST 5110 Thesis Research or Arch.  | 3 | Thesis Support or Arch. Elective* | 3 |
|        | Elective*                        | APFC 6161 Professional Concerns I** | 3 | AHST Adv History/ Theory Elective | 3 |
|        | Architecture Elective            | 3 | Architecture Elective              | 3 |
| **Semester Total:** |                                    | 15 |                                    | 15 |

| Year 3 | Fall                             | DSGN 5100 Architecture Studio Option | 6 |
|        |                                  | AHST 5110 Thesis Research or Arch.  | 3 |
|        | Elective*                        | APFC 6161 Professional Concerns I** | 3 |
|        | Architecture Elective            | 3 | Architecture Elective              | 3 |
| **Semester Total:** |                                    | 15 |                                    | 15 |

| Year 3 | Fall                             | DSGN 5100 Architecture Studio Option | 6 |
|        |                                  | AHST 5110 Thesis Research or Arch.  | 3 |
|        | Elective*                        | APFC 6161 Professional Concerns I** | 3 |
|        | Architecture Elective            | 3 | Architecture Elective              | 3 |
| **Semester Total:** |                                    | 15 |                                    | 15 |

**Total** 111

*The 9-ch thesis program (comprised of AHST 5110 Thesis Research-3ch and DSGN 5200 Thesis Studio-6ch) is optional for Graduate students. A Graduate student may instead choose to take an additional 3-ch Architecture Elective and 6-ch Option Studio in their final year.

**Graduate students who choose to participate in the Fall Rome Program (or other Study Abroad) in their final year must plan to take APFC 6161 Professional Concerns I earlier in the program, in discussion with the Director of the Graduate Program.

One internship or study abroad required during the program.
Master of Architecture Degree, Advanced Standing: (MArch I; 2-year) graduate program
pre-requisite degree: 4-year, pre-professional degree in architecture

total number of credits: 62

Note: The following is a typical curriculum for graduate students with an undergraduate pre-professional degree in architecture. Specific courses required may vary based on assessment of individual student’s previous course work by the program.

Year 1

<table>
<thead>
<tr>
<th>Fall</th>
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<tr>
<td>DSGN 4100 Architecture Studio Option 6</td>
<td>DSGN 3200 Comprehensive Studio 6</td>
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<td>ADGM 3200 Digital Media III 3</td>
<td>ATCS 6150 Integrated Build’g Systems 4</td>
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<td>AHST 6630 Hist/Theory of Arch &amp; Urb III/3</td>
<td>APFC 4200 Prof. Concerns II: BIM 3</td>
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<td>ATCS 6140 Structural Systems 4</td>
<td>AHST Adv History/Theory Elective 3</td>
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Year 2

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<tr>
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<td>DSGN 5200 Thesis or Options Studio* 6</td>
</tr>
<tr>
<td>AHST 5110 Thesis Research or Arch. Elective*</td>
<td>Thesis Support or Arch. Elective* 3</td>
</tr>
<tr>
<td>APFC 6161 Professional Concerns I** 3</td>
<td>AHST Adv History/Theory Elective 3</td>
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Total 62

*The 9-ch thesis program (comprised of AHST 5110 Thesis Research-3ch and DSGN 5200 Thesis Studio-6ch) is optional for Graduate students. A Graduate student may instead choose to take an additional 3-ch Architecture Elective and 6-ch Option Studio in their final year.

**Graduate students who choose to participate in the Fall Rome Program (or other Study Abroad) in their final year must plan to take APFC 6161 Professional Concerns I earlier in the program, in discussion with the Director of the Graduate Program.

One internship or study abroad required during the program.

Minors or Concentrations students may elect to pursue

Students in the 5-year Master of Architecture undergraduate degree program may pursue a wide array of minors from across the varied disciplines and departments in the University. In recent years, our undergraduate students have double majored or minored in some of the following disciplines: Urban Studies, Jewish Studies, Legal Studies, History, Business, and Film Studies. We anticipate that a new minor in Social Innovation and Social Entrepreneurship (SISE), a multi-disciplinary program housed within the School of Architecture, will in the coming years become another popular allied field of study. We are also in the planning phases of implementing an undergraduate minor in Preservation Studies.

Graduate students in the 3.5- or 2-year MArch program may elect to take a Certificate in Preservation Studies.
MArch (5-year) courses required for professional content

Design Studios
DSGN 1100 Architecture Studio
DSGN 1200 Architecture Studio
DSGN 2100 Architecture Studio
DSGN 2200 Architecture Studio
DSGN 3100 Architecture Studio
DSGN 3200 Comprehensive Studio
DSGN 4100 Architecture Studio Option
DSGN 4200 Architecture Studio Option
DSGN 5100 Architecture Studio Option
DSGN 5200 Thesis Studio

Visual Communication
AVSM 1110 Visual Media
ADGM 1200 Digital Media I
ADGM 3100 Digital Media II
ADGM 3200 Digital Media III

History and Theory
AHST 1110 Intro to Architecture
AHST 3010 Hist/Theory of Arch & Urb I
AHST 3020 Hist/Theory of Arch & Urb II
AHST 3030 Hist/Theory of Arch & Urb III
AHST Adv. History/Theory Elective

Integrated Building Technology
PHYS 1050 Physics for Architects+
ATCS 3010 Site Strategies
ATCS 3020 Materials and Methods
ATCS 3030 Build’g, Climate, Comfort
ATCS 4010 Structural Systems
ATCS 4020 Integrated Building Systems

Leadership and Professional Practice
APFC 4100 Professional Concerns I
APFC 4200 Prof. Concerns II: BIM
AHST 5110 Thesis Research

Disciplinary Electives
Architecture Elective (4 courses)
Architecture Thesis Support Elective

MArch (5-year) courses required for general education

Non-Lab Science
English 1010
Quantitative Reasoning
TIDES
Foreign Language (2 courses; 6 credits)
University Elective (5 courses)
Social Science (2 courses)
Humanities Elective
MArch I (3.5-year) courses required for professional content
Design Studios
DSGN 1100 Architecture Studio
DSGN 1200 Architecture Studio
DSGN 2100 Architecture Studio
DSGN 2200 Architecture Studio
DSGN 3100 Architecture Studio
DSGN 3200 Comprehensive Studio
DSGN 5100 Architecture Studio Option
DSGN 5200 Thesis Studio or additional Architecture Studio Option

Visual Communication
AVSM 1110 Visual Media
ADGM 1200 Digital Media I
ADGM 3100 Digital Media II
ADGM 3200 Digital Media III

History and Theory
AHST 1110 Intro to Architecture
AHST 3010 Hist/Theory of Arch & Urb I
AHST 3020 Hist/Theory of Arch & Urb II
AHST 3030 Hist/Theory of Arch & Urb III
AHST Adv. History/Theory Elective

Integrated Building Technology
ATCS 3010 Site Strategies
ATCS 3020 Materials and Methods
ATCS 3030 Build', Climate, Comfort
ATCS 4010 Structural Systems
ATCS 4020 Integrated Building Systems

Leadership and Professional Practice
APFC 4100 Professional Concerns I
APFC 4200 Prof. Concerns II: BIM
AHST 5110 Thesis Research (if taking Thesis Studio, or additional Architecture Elective)

Disciplinary Electives
Architecture Elective (4 courses)
Architecture Thesis Support Elective

MArch I (3.5-year) courses required for general education
Undergraduate (Baccalaureate) degree.

Off-campus Programs
Students in the School of Architecture are encouraged to study abroad in one of the many programs offered during their fourth year in the Master of Architecture undergraduate program and third year in the Master of Architecture I graduate program.

The School of Architecture offers several international programs that combine study, research, and travel. These programs, developed by individual faculty members, carry elective and/or design studio credit. Recent programs have been conducted in Austria, Germany, Switzerland, France, Italy, Spain and Japan.

JYA (Junior Year Abroad) Programs are administered by the Office of Study Abroad, Center for Global Education, in which Tulane School of Architecture (TSA) undergraduate students enroll directly in a school that is equivalent to TSA at an overseas university. TSA students typically study at schools in Barcelona, Copenhagen, Singapore, London, Dublin, and other countries under the JYA program.

Rome Study Abroad Program
The School of Architecture Rome Program is based in the Centro Storico with studio and classroom
space near the Pantheon. This facility is leased from the Pantheon Institute, an entity run by an Italian-American (Romolo Martemucci) who was previously a tenured full professor at Penn State University. The facility includes a desk for each student, classrooms, review space, wireless network, printers, scanners, and an office for the faculty. We have used this space for three years now, and it works very well for our purposes. Students live in the neighborhood of Trastevere with easy access to public transportation. This semester long program which occurs during the fall semester of the fourth year for undergraduate students, fall semester of the third year for graduate, MArch I students, includes a number of field trips throughout Italy to destinations such as Venice, Florence, Siena, Berlin, and Vienna. Students take a Fall Break excursion to a location outside Italy, and are afforded additional time during the course of the program for individual travel.

The required curriculum of the Rome Program comprises an advanced level design studio (DSGN 4100, Architecture Option Studio), an architectural drawing course (AVSM 3310), a history of the city course (AHST 6350), a course in international practices (APFC 4242), and a course in contemporary Roman culture (AHST 4510).

Japan Program – Summer 2013
Through classroom and study-tour curriculum, students compare Kyoto and New Orleans from historical, architectural, and cultural perspectives in order to gain a deep appreciation for Japanese contributions to art and architecture. By comparing traditional and modern buildings and sites, students gain cross-cultural insights that lay the foundation for future collaborations and artistic applications. This course is made possible by the generous sponsorship of the Japan Foundation Japan-America Collegiate Exchange Travel Program, subsidizing 2/3 of the travel expense.

II.2.3. Curriculum Review and Development

The Associate Dean of Academics has primary oversight of the curriculum, working in close collaboration with the School’s Curriculum Committee, the other Associate Deans and the Dean.

The TSA Curriculum Committee meets on a monthly basis and considers all key curriculum issues on behalf of the faculty. There are student members on the Curriculum Committee as well. When issues are recommended by this Committee, they move up to the full faculty for consideration, first readings, and second readings with votes.

The Studio-Walk-Through – For a long time, the Tulane School of Architecture has conducted daylong events to give the faculty a comprehensive overview of the studio curriculum each semester. Typically these begin with presentations by studio coordinators for each of the core years and professors teaching required courses in any given semester. The faculty also looks at Option Studios and Thesis. Students are invited to this open presentation and discussion. The faculty then walks through the entire building, with student work clearly organized on each desk. Following this, the faculty meets for several hours to discuss findings. This has been an invaluable tool for gaining crosscutting understanding of strengths, weaknesses and opportunities for the program. We have made a number of improvements based on this process, and the faculty involvement has been extensive.

Curriculum Committee Membership

2013-2014
Bruce Goodwin, RA
Judith Kinnard, FAIA
Byron Mouton, AIA
Wendy Redfield, AIA (Associate Dean of Academics)
Carol Reese, Ph.D. (Architectural Historian)
Scott Ruff
Chris Calott, AIA (ex officio – MSRED Program Director)
Maurice Cox (ex officio)
Doug Harmon (ex officio)
Jill Stoll (ex officio – Associate Dean of Students)
John Stubbs (ex officio – MPS Program Director)
Tudi Gleason (ex officio – Registrar’s Office)
Jamie Schmill (ex officio – Newcomb Tulane Advisor)
4 students

2012-2013
Wendy Redfield, AIA (Associate Dean of Academics) - Chair
Errol Barron, FAIA
John Klingman, RA
Byron Mouton, AIA
Graham Owen, RA
Kentaro Tsubaki, RA
Doug Harmon (ex officio – Graduate Programs Director)
Jamie Schmill (ex officio – Newcomb Tulane Advisor)
Kenneth Schwartz, FAIA (ex officio – Dean)
Jill Stoll (ex officio – Associate Dean of Students)
Alexandra Stroud, AIA (ex officio – MSRED Program Director)
John Stubbs (ex officio – MPS Program Director)
4 students

2011-2012
Wendy Redfield, AIA (Associate Dean of Academics) - Chair
Ammar Eloueini, AIA
Elizabeth Gamard
Judith Kinnard, FAIA
John Klingman, RA
Byron Mouton, AIA
Scott Ruff
John Stubbs (ex officio – MPS Program Director)
Ann Masson (ex officio)
Kenneth Schwartz, FAIA (ex officio – Dean)
Jamie Schmill (ex officio – Newcomb Tulane Advisor)
4 Students

2010-2011
Ammar Eloueini, AIA
Elizabeth Gamard
Judith Kinnard, FAIA
John Klingman, RA
Scott Ruff
Kentaro Tsubaki, RA
Ellen Weiss
Ann Masson (ex officio)
Kenneth Schwartz, FAIA (ex officio – Dean)
4 Students

2009-2010
Gene Cizek, FAIA
Ammar Eloueini, AIA
Elizabeth Gamard
II.3. Evaluation of Preparatory/Pre-professional Education

If applying for the M.Arch I Advanced Standing degree track, a prospective student must have completed the equivalent of courses covered in the first 1.5 years of the Tulane 3.5 year M.Arch I degree track. This includes a minimum of four architecture design studios (six credits each), two architectural history survey courses (three credits), two foundational courses in digital media (three credits), and three building technology courses (three-four credits) covering the equivalent content of site planning, materials and methods, and building systems.

Transcripts for applicants admitted to the M.Arch I Advanced Standing degree track are reviewed and documented by the Director of the Graduate Program in Architecture to determine course equivalencies and satisfaction of minimum course requirements. Where course content is not known, a prospective student is required to submit a course description and syllabus. Crucial issues such as Comprehensive Studio require the submission and review of the syllabus and project documentation. In cases of course exemptions, course material is collected and reviewed with the student and appropriate faculty.

Most students accepted to the M.Arch I Advanced Standing degree track are admitted into the second year of the 3.5-year program, thereby establishing them on a two-year path for degree completion. Some applicants with a 4-year pre-professional degree may not have completed all of the equivalent courses covered in the first 1.5 years of the Tulane 3.5 year M.Arch I degree track. In cases where an applicant has not met the minimum requirement of architecture design studios and/or is lacking multiple required courses, if accepted, the student would enter after the summer of the first year of the 3.5 year M.Arch I degree track, thereby establishing them on a three-year path for degree completion.

Information on degree tracks and application process can be found on the Tulane School of Architecture website under the FAQ’s: http://architecture.tulane.edu/prospective-students/admissions/faq

II.4. Public Information

II.4.1. Statement on NAAB-Accredited Degrees
Included in all materials and on the website - http://architecture.tulane.edu/programs/degrees
http://architecture.tulane.edu/programs/naab-accreditation

II.4.2. Access to NAAB Conditions and Procedures
II.4.3. Access to Career Development Information
Included in Career Development Office and on website -
http://architecture.tulane.edu/careers

II.4.4. Public Access to APRs and VTRs
Included in library and on website -
http://architecture.tulane.edu/programs/naab-accreditation

II.4.5. ARE Pass Rates

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<th>Building Design and Construction Systems</th>
<th>Schematic Design</th>
<th>Structural Systems</th>
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<td>2008</td>
<td>42 69.00</td>
<td>43 74.00</td>
<td>41 63.00</td>
<td>46 65.00</td>
<td>37 68.00</td>
<td>37 59.00</td>
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<tr>
<td></td>
<td>2009</td>
<td>56 61.00</td>
<td>42 83.00</td>
<td>56 73.00</td>
<td>57 81.00</td>
<td>48 73.00</td>
<td>45 67.00</td>
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<td></td>
<td>2010</td>
<td>7 86.00</td>
<td>5 100.00</td>
<td>5 60.00</td>
<td>2 100.00</td>
<td>3 33.00</td>
<td>4 100.00</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>57 68.00</td>
<td>48 81.00</td>
<td>36 67.00</td>
<td>55 85.00</td>
<td>43 74.00</td>
<td>44 73.00</td>
</tr>
</tbody>
</table>
Part Three (III). Progress Since Last Site Visit

III.1. Summary of Responses to the Team Findings [2008]

a. Responses to Conditions Not Met

13.14 Accessibility

Comment from previous VTR [2008]
This condition is not met. The team is concerned with the inconsistency in addressing site and building circulation and access needs. Clear and concise graphic solutions to restroom, elevator, parking and pedestrian access needs should be commonplace in studio design work.

Response from Program [2013]:
The program has focused on universal design issues in two main venues of the required curriculum. Professional Concerns (our name for Professional Practice) has a clear segment identifying and exploring the legal and ethical dimensions of these issues. In addition, the design studio curriculum has incorporated clear expectations that projects must embrace universal design to the fullest extent possible at several key points. Particular attention is directed toward these issues in the fall and spring of the student’s third year (second year for graduate students). The spring is the Comprehensive Project semester and all projects in this studio are expected to be accessible and are judged accordingly. Each year, the school circulates to all students and faculty an excellent Guide to ADA produced by Mayor Bloomberg’s Office of Accessibility.

b. Responses to Causes of Concern

Graduate Program

Comment from previous VTR [2008]
The M.Arch. program is experiencing a growth in students who come from a range of academic backgrounds. Both students and faculty have raised concern in the level of funding for these students to pursue graduate study as well as to attract future students to TSA. In addition, students feel there is a need for a distinctive quality about their program that establishes an identity unique to the graduate program that requires a more in-depth advanced study. This is less in terms of the curriculum and more about the higher level of maturity of the current TSA graduate (program, sic.) [students] have and the desire for a heightened level of requirements.

Response from Program [2013]:
We have focused a good deal of energy and money toward growing the graduate program. Quantitatively and qualitatively the program has progressed in every possible measure. We have tripled the size of the graduate program since 2008 and tripled the number of applicants. Qualitative measures in every respect have improved as well. A new Director of Graduate Architecture program was appointed in 2009 (Doug Harmon) and he has played a major role in advancing the program along with many faculty members and most recently Associate Dean for Academics Wendy Redfield (since 2011.) $10,000 in funding has been provided in each of the past four years for a Graduate Colloquium in the spring, and financial support has been provided for student travel and several graduate student publications. Scholarship support has increased as well. Funding has been provided for special events in Preservation (2 symposia titled “Preservation Matters 1, 2, and 3 over the past five years) and focused lecture series have been developed for the new graduate program in Sustainable Real Estate Development over the past three years. Graduate students and students in general have
been energized by the arrival of many new faculty members since the NAAB team’s visit in the spring of 2008. There are new positions for the school – including Associate Dean for Academics, Professor Wendy Redfield AIA, and a new Associate Dean for Community Engagement, Maurice Cox, and new directors of the Master of Preservation Studies program John Stubbs and Sustainable Real Estate Development program Christopher Calott AIA. All are making major impacts and attracting students to our three graduate degree programs within the School of Architecture. These new faculty also build our diversity in terms of gender, race, international perspectives, ethnicity and architectural/intellectual perspectives. Indeed, these qualities will prove to be extremely important for the graduate program and the program as a whole in the future.

2. Summary of Responses to Changes in the NAAB Conditions
None.
Part Four (IV): Supplemental Information

IV.1. Course Descriptions

IV.2. Faculty Resumes

IV.3. Visiting Team Report (VTR) from the previous visit (2008)

IV.4. Catalog
http://tulane.edu/advising/catalogs.cfm

IV.5. Response to the Offsite Program Questionnaire

<table>
<thead>
<tr>
<th>Name of Institution:</th>
<th>Tulane University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of Degree:</td>
<td>M.Arch.</td>
</tr>
<tr>
<td>Name of Program Administrator:</td>
<td>Kenneth Schwartz, Dean</td>
</tr>
<tr>
<td>Name of Person Completing this Form:</td>
<td>Kenneth Schwartz</td>
</tr>
<tr>
<td>Location of Branch Campus, Additional Site, Teaching Site, Online learning, of Study Abroad Program:</td>
<td>Rome, Italy</td>
</tr>
<tr>
<td>Distance from Main/Flagship Campus:</td>
<td>5,473 miles</td>
</tr>
<tr>
<td>Number of Courses from Curriculum Leading to a NAAB-Accredited Degree Offered at this site:</td>
<td>4 + 1ch Italian</td>
</tr>
</tbody>
</table>
| (List all courses: number, title, credits offered) | AHST 4510 – Italian (1ch)  
AHST 6350 – History (3ch)  
APFC 4242 – International Practices (3ch)  
AVSM 3310 – Drawing (3ch)  
DSGN 4100 – Studio (6ch) |
| Is attendance at the branch campus additional site, teaching site, study abroad or online program required for completion of the NAAB-accredited degree program? | No |
| Who has administrative responsibility for the program at the branch campus? | Giovanna Galfione, Program Director |
| To whom does this individual report? | Wendy Redfield, Associate Dean |
| Where are financial decisions made? | Rome |
| Who has responsibility for hiring faculty? | Dean and Faculty |
| Who has responsibility for rank, tenure, and promotion of faculty at the branch campus? | Dean and Faculty |
| Does the branch campus have its own curriculum committee? | No |
| Does the branch campus have its own admissions committee? | No |
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