

2009 NAAB ANNUAL REPORT

Tuskegee University

Founded by Booker T. Washington



Department of Architecture
College of Engineering, Architecture
& Physical Sciences

Last NAAB Visit October , 2008

November 2009

Submitted by: Richard K. Dozier, Arch. .D. ,AIA
Associate Dean & Head Department of Architecture

Introduction

Since the NAAB team visit in October 2008, the Architecture Program has continued to make significant progress in addressing the unmet conditions and causes of concern noted in the 2008 Visiting Team Report (VTR). Strong efforts are underway for our continued growth and development in all areas of our program.

We are currently, in our final juries. A major innovation this year is the introduction of the “Super Jury.” Selected students from each year will present to a jury representatives of outside professionals, educators and alumni.

We are in the process of formalizing our Dean’s Advisory Board which is expected to provide additional support, and guidance for the program in terms of fund raising, internships and the like.

The State Board of Architects has been extremely supportive of our program since reaccreditation. They conducted IDP workshops for 29 students and paid their IDP registration fees. Further they have provided a significant grant allowing us to make available HSW seminars to our graduates, students and local professionals.

This annual report will form the basis of our semester planning next semester and is expected to result in the finalization of our strategic plan and final planning document.

Richard K. Dozier, Arch.D. AIA
Associate Dean & Head
Department of Architecture

Conditions not met

3.3, Public Information

Criteria 13.14, Accessibility: Ability to *design both site and building to accommodate individuals with varying physical abilities*

Visiting Team Assessment (2008: The 2008 Visiting Team found this Criterion not met. See 3.14 Accessibility p.20.

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

The team finds no evidence that this condition has improved since the previous visit. Students seem to show some understanding of barrier free design, as they relate to building structures, however, this condition requires it to be at an ability level. The capacity to embed accessibility into fundamental, conceptual design appears to be either missing from the evidence reviewed, or not consistently demonstrated in the work. This inconsistency coupled with a lack of proper accessible site design, is deemed a pedagogical deficiency.

Criteria 13.17, Site Conditions: *Ability to respond to natural and built site characteristics in the development of a program and the design of a project*

Visiting Team Assessment (2008]: The 2006 Visiting Team found this Criterion not met. See 13.7 Site Conditions p21.

13.17 Site Conditions

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

The treatment of site conditions appears in the curriculum for Introduction to Architecture (ARCH 202). A section on site analysis is part of the course handouts. Architecture Design Studio 4 (ARCH 301) requires the student to produce a site plan with site modifications. Models show some site manipulation but it is not consistent. Site plans are shown but there appears to be a variance in understanding of this condition, especially as it relates to topography. Design Studio 6 (ARCH 302) teaches the role of the building site and context from the perspective of sustainable design. Design Studio 8 (ARCH 402) covers a design project given its site condition, potential and challenges. Design Studio 9 (ARCH 501) addresses site components in a design for a cloverleaf interstate interchange, parking and site circulation. In the design solutions presented, there is a mixed display of knowledge of site conditions and the use of site design concepts.

Causes for Concern

Causes of Concern

The 2008 Visiting Team has the following concerns:

That the program will **maintain its momentum** for building a high quality program;

That the program will be able to maintain its current operating funding level;

That the program will continue to address the issues of isolation from outside peer-reviews,

the lengthy involvement in the program by Distinguished Visiting Critics, and more field trips; and;

That the campus is able to find a creative solution for providing a conveniently located architectural supply store locally.

NAAB Annual Report 2009 Information

Alabama Board of Architects (BOA) Grant

The Department of Architecture received a grant of \$13,500.00 from Alabama Board of Architects (BOA). These funds are being used to enrich the architecture curriculum by offering energy and design considerations in buildings related workshop and seminars in fall 2009 & spring 2010 semesters. This will allow students to be aware of and apply these criteria in the early stages of the design process in their studio projects. A brief descriptions and outcomes of these seminars and workshop are as follows:

Seminar: LEED 3 & The Energy Code

Offered by Southface Energy Institute, Atlanta, GA, this is a two part presentation.

1). LEED- 3 is an introduction to the LEED rating system and provides extensive coverage of the six categories of LEED, from sustainable sites to Innovation & Design Processes. 2).The Energy Code gives an overview of the US voluntary sector energy standards and model codes processes

Workshop: Ecotect Software Workshop

This day long workshop offered by Symphysis Inc. of San Francisco, CA, is intended to give students and faculty a hands-on tutorial on how to use this program to analyze the energy efficiency of building design.

Seminar: Photovoltaic-Integration & Application

Dr. Henry W. Brandhorst of Solar Research Institute, Auburn University, AL., offers this seminar to introduce fundamentals of photovoltaic and their integration and application to architectural design-their form and function.

Site Visits: Tuskegee University Campus Construction Projects.

Working in conjunction with Hoar Construction Management Co. of Birmingham AL, Department of Architecture has arranged, for its students and faculty, Tuskegee University campus construction project site visits. The site visits are scheduled to be two per month, during the fall'09 & spring'10 semesters. These projects include Margret Murray Washington Hall – a new building that will house a book store, food court, admissions office and other student related activities; and Logan Hall renovations- an existing building that houses TU's athletic program. These site visits will further enhance students' knowledge of construction management and that of actual construction materials and methods of construction beyond classroom instructions.

TUSKEGEE UNIVERSITY
D E P A R T M E N T O F A R C H I T E C T U R E

TO: Dr. R. Dozier, Assoc. Dean & Head
Department of Architecture

FROM: Roderick Fluker, Assist. Professor

DATE: November 24, 2009

RE: Guest Lecture Outline – SP2010

Dear Dr. Dozier,

Attached is a revised outline of prospective lecture presentations for the spring semester. I've shuffled some of the dates in an effort to accommodate everyone.

Thanks,
Rod

- Jan. **Arseni Zaitsev** (tentative)
GA Tech Contact thru Din: two dates – first (Jan.) – configure laser cutter for optimal output and conduct overview for faculty on use of the cutter. Second date (March) – give workshop to full department on methodologies for using the cutter, digital technologies. Atlanta, GA (*integrative practice*)
- Jan. **Monica Hudson Fenderson** (tentative)
Tuskegee Arch Alumni, recent licensed architect: Personal perspectives on the profession and becoming an architect
Atlanta, GA (*diversity*)
- Feb. 3rd **Olivier Pennetier** (Confirmed) BOA Grant
Symphysis, Inc: Environmental Analysis using Ecotect Software (we are purchasing copies of software as part of BOA Grant)
San Francisco, CA
(*integrative practice*)
- Feb. **Joshua Emig** (tentative)
Visiting Asst. Prof – Auburn: teaches in M. Design Build program, focusing on emerging integrated methods, technologies, and techniques for design and delivery of high-performance buildings.
Auburn, AL (*integrative practice*)

- Mar. 10th **Dr. Henry Brandhorst** (Confirmed) BOA Grant
Director, Space Research Institute – Auburn Univ.:
Photovoltaic Systems-Application & Integration
(*sustainability*)
- Mar. 24th **Dr. Wes Janz & Prof. Olon Dotson** (Confirmed)
Ball State University:
Architecture in Distressed Environments
(*diversity*)
- Mar. **Arseni Zaitsev** (tentative – 2nd Visit for Workshop) See above

Memo Re: Site Conditions and Accessibility SPC's
Nov. 1, 2009
Jack Ames, Studio Instructor

Since the NAAB Team visit in Fall 2008 found deficiencies in the areas of Site Conditions and Accessibility, I have taken steps to improve demonstrated learning outcomes in these areas in my students' studio work. Here is a summary of my efforts so far:

Spring 2009, Architecture 302 studio Africatown Museum project

Students did a group site analysis which included building a topography model of the existing sloping site and the surrounding area, including roads, neighborhoods and the adjacent Africatown cemetery. The design brief for the Museum project included the provision for accessible parking spaces, an accessible route from the parking lot to the Museum and throughout the Museum itself. The sloping site required that students reconfigure the existing contours to accommodate the parking lot, approach drive, accessible route, and outdoor activity areas as designed by the student.

Outcomes: This was the students' second exposure to accessibility and contour manipulation after being assigned a house for a paraplegic on a sloping site in the Architecture 301. For the most part, they have learned how to represent new and existing contours on a site plan and how to separate contours in order to achieve the desired slope. In terms of accessibility, the all the designs took into account this requirement and some designs made it a feature by incorporating 1:20 sloping floors as the main circulation system in the museum.

Spring 2009, Architecture 201 studio Outdoor Pavilion project

Teams of two students were required to build a contour model of an existing sloped site and then add or subtract material as needed to produce an accessible route to a pavilion (to be designed by the student) on a 25'x25' pad from an existing parking lot and from the pad to an existing sidewalk at an elevation 10 feet lower than the parking lot. The student could use any combination of 1:20 sloped walks or 1:12 ADA ramps. After the site study models were completed, each team produced a site plan showing new and existing contours, (labeled) sloped walks, pavilion, pad, retaining walls, ramps as well as any proposed trees, etc.

Outcomes:

The majority of the students learned how to represent existing and new contours on a site plan and understood that contours must be spaced a minimum distance

to achieve the desired slope. Students were exposed to the ADA section on accessible ramps and sloped walks and a good portion were able to demonstrate ability at creating an accessible route across a sloped site.

New Faculty

Name: Daya Irene Bates, AIA, NOMA

Courses Taught (Two academic years prior to current visit):

ARCH 101 Architectural Design Studio - Introduction to Architecture I
CSMT 431 Construction Management I
ARCH 102 Architectural Design Studio - Introduction to Architecture II
CSMT 102 Introduction to Construction II
CSMT 432 Construction Management II

Educational Credentials:

Bachelor of Science in Architectural Studies, Florida A&M University,
1997

Master of Architecture, Clemson University, 1999

Teachin Experience:

Adjunct Instructor of Drafting and Design, ITT Technical Institute, Lake
Mary, Florida, 2004-2009

Associate Professor, Tuskegee University, 2009-Present

Professional Experience:

The Daya Bates Design Group, 2007-Present

Canin Associates, 2007

BSB Design, 2005-2007

Montanna & Associates, 2005

Nasrallah Fine Architectural Design, 1999-2005

Clemson University, 1997-1997

Florida A&M University, 1997

Licenses/Registration:

Florida

Selected Publication and Recent Research:

2008 National AIA Convention Speaker - Boston, Massachusetts. Closing the
Crack; Recruiting, Retaining, and Registering Women and Minority
Architecture Candidates.

Professional Memberships:

American Institute of Architects, AIA

National Organization of Minority Architects, NOMA

Name: Patrick Rhodes

Courses Taught:

ARCH 301 Architecture Design Studio
ARCH/CSTM 331 Materials and Construction I

Educational Credentials:

Master of Architecture, Southern California Institute of Architecture, 1999
Bachelor of Design, University of Florida, 1996

Teaching Experience:

Assistant Professor, Tuskegee University, 2009 – present
Visiting Professor, North Carolina State University, 2008 – 2009
Sojourner Truth Visiting Professor, University of Michigan, spring 2008
Assistant Professor of Architecture, Tulane University, 2006 – 2007
Assistant Professor of Architecture, Kansas State University, 2005 – 2006

Professional Experience:

Director, CITYbuild Consortium of Schools, New Orleans, 2007
CHoPR Design, New Orleans, 2007
Waring Architects, New Orleans LA, Studio Chief, 2006 – 2007
Davis Design Development, Boston MA, Project Manager, 2004 – 2005
Peter Ratcliffe Architects, Baltimore MD, Project Manager, 2003 – 2004
Leonard Grant Architect, San Luis Obispo CA, 2002 – 2003
John Cotton Architects, Los Angeles, 1999 – 2002
NBBJ Sports and Entertainment Architecture, Los Angeles, 1999

Selected Publications, Awards and Honors:

ACSA 2007 Collaborative Practice Award
Environmental Design Research Association (EDRA) PLACES Design Award 2007
Smithsonian Cooper-Hewitt National Design Museum, Design for the Other 90% Exhibition 2007
10th International Biennale of Architecture Exhibition, Venice, Italy 2006
Domus, Reinventare New Orleans, July 2007
Design Like You Give a Damn, Metropolis Books, 2006
Architectural Record, December 2006
National Public Radio, 2006
The New Yorker, 2006
The New York Times, 2006
The Weather Channel, 2006

Name:

Jose Luis Colmenares R.

Courses Taught:

ARC 501 Fifth Year Architectural Studio.

ARC 343 Structures I

CSM 343 Structures I

Educational Credentials

B. Arch., The University of Texas at Austin, 1976

B. A. in Art. St. Edward's University (Austin-Texas), 1976

B. S. in Architectural Studies. The University of Texas at Austin. 1977

M. Arch. The University of Texas at Austin. 1978

Teaching Experience:

Assistant professor. -Tuskegee University- Alabama. 1983- 1984.

Associate Professor. "Jose Maria Vargas" University. 1985- 1996.

Head of the "History of Architecture Department"- Faculty of Architecture and Fine Arts. 1986-1991.

Dean of the Faculty of Architecture and Fine Arts. "Jose Maria Vargas" University. 1991-1996. "Simon Bolivar" University. 1994-1996.

Adjunct Professor. Department of Architecture. Broward College. 2000-2007.

Adjunct Professor. Department of Architecture. Palm Beach College. 2007-2009.

Associate Professor. Tuskegee University. 2009-present.

Professional Experience:

Architectural modelmaker. Jesus Ochoa & Ass.1970.

Director of Art. Risven Inc. 1979-1980.

Head of the Technical Division. INH 1979-1983.

Architectural Private Practice. 1979-1983.

Project Architect. McCall & Ass. Montgomery- Alabama. 1984.

President of Claderca C.A. 1985-1996.

Architect. Calderca Inc. Pembroke Pines-Florida. 1997- .

Project Architect / Project Manager (Consultant). Bermello-Ajamil & Partners. Fort Lauderdale-Florida. 2000-2001.

Project Architect / Project Manager (Consultant). Alleguez & Associates. Coral Gables-Florida. 2001-2002.

Project Architect / Project Manager (Consultant). Studio K Architects. Boca Raton-Florida. 2002-2003.

Project Architect / Project Manager (Consultant). Perez Design. Delray Beach-Florida. 2003-2005.

Project Architect. Zyscovich Inc (Consultant). Miami-Florida. 2005.

Architect. Pistorino & Alam. Miami-Florida. 2006-2009.

Selected Publications and Recent Research:

"History of Modern and Contemporary Architecture in Canada". Sponsored and funded by the Canadian Government. 1995.

"Alcock Workshop". A contribution to Architectural Museology. Museum of Fine Arts. Caracas. 1992

Fernando Lugo, Architect "Without tradition there is no memory, without prophecy there is no hope". "A y O" Magazine. 1995.

"Carlos Guinand Sandoz, Architect". Claderca Publishers. 1989.

For 2009 NAAB Annual Report: Progress since Last Team Visit

Don Armstrong

Thesis Project

A review of the spring 2009 thesis projects showed that:

- The projects didn't show a significant advancement from the 4th year final projects
- Many projects lacked rationales that were clear, original, pragmatic based in theory
- Several projects were unresolved and not reflective of 4 months work
- Presentation drawings tend to meet minimal requirements and missing were large-scale details, exploded or sectional 3-D drawings and concept diagrams
- Context models seem perfunctorily and unnecessary in most cases
- Verbal defenses by students tended to be solipsistic, using circular logic as opposed to a well developed thesis and argument structure

In response to these challenges a set of objectives were created to be carried out in the fall 2009 ARCH 503 and spring ARCH 502 courses:

- Enhance the link between ARCH 503 and ARCH 502
- Encourage students to explore projects which address local (Tuskegee/Macon County) built environment conditions and problems
- Create a greater emphasis in ARCH 503 on developing a thesis (integrated with a project program) which is clear, original, contestable and plausible
 - Greater emphasis on writing a thesis research paper based on standards for scholarly writing (ACSA conference paper format used)
 - More formal approach to assigning a faculty thesis advisor to each student and greater involvement of advisors in ARCH 503 and ARCH 502
 - More emphasis on integration of thesis project with thesis paper, both presented as modes of research into an area of interest to the student
- Require a higher level of rigor for the ARCH 502 thesis projects including design development and presentation
 - Greater focus on the application of the ARCH 503 research to the ARCH 502 project
 - Requirements for a higher level of detail and design development
 - Requirements for more advanced/complex digital drawings including 3-D sections, rendered 3-D exterior/interior building views, explanatory conceptual diagrams, etc.

The objectives for the ARCH 503 *Thesis Seminar* course are being applied currently, in fall 2009. The projects are:

- Park Recreational Building in Tuskegee, Alabama
- Affordable Multi-Family Housing Building in Montgomery, Alabama
- Outpatient mental health facility in Tuskegee, Alabama
- Bowling alley for Tuskegee, Alabama
- Recycling center for Macon County, Alabama
- Performing and visual arts school in Jackson, Mississippi
- Owner-build affordable housing system for Mumbai, India
- Community center for Tuskegee, Alabama
- Art school for Los Angeles, California

Thesis topics include spoken word poetry, symbolism in African art and architecture, graffiti art, permaculture, organic architecture and linguistics in architecture.

2008 NAAB VISITING TEAM REPORT (VTR): Responses to Issues

1.0 Identity, Self-Assessment, Resources and Institutional/Program Characteristics

Self-Assessment

ITEM 01: *VTR: Need more student/alumni involvement in assessments*

- Progress: Alumni member (T. Brown) attended 2009 Retreat
- Planned: Student attendance at future retreats

ITEM 02: *VTR: Increase IDP awareness*

- Progress: ?
- Planned: Annual presentations by AL Board rep (D. Hinson?)

ITEM 03: *VTR: No urban studio*

- Progress: none, plans for urban studio replaced by objective to teach urban design via ARCH 501 beginning in Fall 2009 and targeted outreach projects in concentrated urban contexts
- Planned: NA

ITEM 04: *VTR: Current student participation in Studio Culture policy*

- Progress: none
- Planned: Series of student workshops to re-write the Policy by January 2010, supervised by the AIAS officers and student organization chair (D. Bates)

ITEM 05: *VTR: Commitment to hire two new faculty [incl. 3 resignations, will require 5 new hires]*

- Progress: three new full-time faculty members contracted as of August 2009
- Planned: ?

ITEM 06: *VTR: Faculty workloads don't allow time for research, practice, etc.*

- Progress: ?
- Planned: ?

ITEM 07: *VTR: Need more involvement of staff in governance*

- Progress: ?
- Planned: Attendance of Administrative Assistant (L. Johnson) at all faculty meetings

ITEM 08: *VTR: Follow-up on library expansion*

- Progress: ?
- Planned: Library will be part of Willcox complex master planning study to be completed by June 2010

ITEM 09: *VTR: Need to improve woodshop*

- Progress: Faculty member (P. Rhodes) charged with planning and implementing improvements by June 2010
- Planned: Follow-thru

ITEM 10: *VTR: Maintain current [2008-2009] operating budget*

- Progress: Maintained for 2009-2010 fiscal year?
- Planned: ?

ITEM 11:: *VTR: No policy for allocating development funds [to faculty?]*

- Progress: ?
- Planned: ?

ITEM 11: *VTR: follow-up on Taylor center as fundraiser*

- Progress: Steering committee formed in Fall 2009 and charged with creating proposal by December 2009 for Spring 2010 start
- Planned: Follow-thru

ITEM 12: *VTR: Follow-up on library expansion*

- Progress:
- Planned:

ITEM 13: *VTR: Reduction in new book budget*

- Progress:
- Planned:

2.0 Educational Outcomes and Curriculum Student Performance

ITEM 14: *VTR: Graphic Skills – Need to introduce computers earlier in curriculum*

- Progress:
- Planned:

ITEM 15: *VTR: Fundamental Skills – Level for lo-pass work too low*

- Progress:
- Planned:

ITEM 16: *VTR: Accessibility – not met*

- Progress:
- Planned:

ITEM 17: *VTR: Site Conditions – not met*

- Progress:
- Planned:

ITEM 18: *VTR: Structural Systems - Need to address non-trad structures*

- Progress:
- Planned:

ITEM 19: *VTR: Ethics – need more in Prof Practice*

- Progress:
- Planned:

3.0 Public Information

ITEM 20: *VTR: Unmet*

- Progress:
- Planned:

TUSKEGEE UNIVERSITY DEPARTMENT OF ARCHITECTURE 2009 RETREAT: SUMMARY

DAY ONE: ASSESSMENT OF STRENGTHS, CHALLENGES AND OPPORTUNITIES

Wednesday, May 20, 2009

Attendees:

Mr. Armstrong
Mr. Sehgal
Dr. Dozier
Dean Burge
Dr. Din
Mr. Fluker
Mr. Ames
Mr. Daniels

Morning Session

Opening Comments by Dean Burge:

- Not the last workshop
- Proposed applications for learning development & leadership
- Dept workshop once per semester, next year
- Show results to new president
- Goals:
 - Transformational graduate 2016
 - Landscape compared to benchmark schools
 - Comments from NAAB
 - Letter recruiting, find where best students come from
 - Need industry board proceed input
 - Stimulate alumni
 - Freshman arrive August 19 & 20
 - A lot of stuff needs to be fixed plan for 2017. (6yrs accreditation)

Dialogue: Department Strengths

Mr. Sehgal:

- Infrastructure
- Accreditation degree
- Core curriculum integration
- Teaching assignments
- Limited window(produce good work)
- Up to us (100% internal)
- CSM/ARCH coordinator building infrastructures, faculty development

Dr. Dozier:

- Legacy, History, Transition
- Digital Learning Environment
- Online teaching, new ways of using faculty
- Find new paradigm
- Change teaching school
- More constructive with faculty

Dean Burge:

- Alumni/practitioners
- Community (needs help)
- Money resources (a lot of push back)
- Generation T connect with I Phone

Dr. Din:

- Redesign the figure of to architect
- Build upon the existing jump into the future
- De-familiarize the familiar
- Gift to capacity to charge student architecture itself
- Transition architecture in 3rd world contains lessons for current practice
- Learn from past
- After BIM jump into integrated design
- Design and story- telling everything else is out source
- Mind literacy
- “Grasshopper” in Bino play with paradigms

Mr. Daniels:

- Transition
- Learning, working, lab
- Sustainability (work in the black belt)
- Social community
- Reactionary on progressive
- Beyond accreditation
- “Band” of Tuskegee
- Product inspired students

Mr. Ames:

- Coordination between “AORA”
- Find other ways to (besides building things) to work with community

Mr. Fluker:

- Students wide diverse student body
- Foreign students recruitment opportunity

Dialogue: Department Challenges

Mr. Armstrong:

- Advisement, career through (high school thru licensure)
- Data collection from alumni
- Summer camp
- Tie alumni into recruiting
- MITE (Minority Intro to Engineering)

Mr. Sehgal:

- ARCH taught in HUAC in engineering coordinator work eng.
- Look at overlaps (Burge) “The Building”
- Warrant opportunity different approaches: students have different strengths baseline fundamentals (dept core) “graduate mindset”- specific interests
- Unreleased- research (3 directs) (3 rubrics for assessment)
- Consistency thru years- standard project
- Special problem courses
- Thesis students

Group assessment of spring 2009 design projects:

- 1st Year
 - Demonstrate skill sets to concrete
 - Not high enough skill level
 - What do we do with students?
- 2nd Year
 - Address social skills and community center
 - More building technology
 - Larger drawings
 - Clearer presentation (elevations on a slope etc)
 - Visual communication
 - Wall thickness, floor thickness- section
 - Doors, windows, etc in plans
 - Standards for presentation dug
- 3rd Year
 - Workshops would be useful
 - Things that must be represented list
- 4th Year
 - Process not shown
 - Team project at catholic? As an example
 - No site plan
 - Access not understood
 - Diagrams in booklet form showing
 - Bldg integration issues
 - Design process

- 5th Year
 - Good example of comp design
 - More research on local conditions

Group Discussion of needed Department policies:

- Attendance studio & lecture
- Textbooks recommended books
- Studio Culture
- Graduation

Afternoon Session:

Group assessment of spring 2009 design projects:

- Site Conditions- “ not seeing it”
- Problem visualizing building materials
- Combining ARCH 101 & CSM 101?
- Need CSM director
- One course- FAMU has one like it
- Four semesters worth of work including this semester

Group assessment of Physical Resources:

- Library expansion
- Vision: school of Arch 250 students 15 faculty
- A,B,&C work back from there
- What do we want in a library?
- What do we need?
- Get on the road and ask for money?

Group discussion: Opportunities

- Challenge long term master plan
- Willcox A,B,C, competition from other
- Willcox E other depts. need space
- Need long range program and plan for Willcox complex
- Outside consultant? Alumni Tarlee Brown
- Alumni competition?
- Willcox plan
- Energize alumni (leg work done by students)
- IDP coordinator rec'd
- Priority during summer program

Group assessment of Computer Resources:

- “Users on consumers”
- Preparatory course before giving them an account
Workshop module: “intro to computers in arch”
- Computer challenges

Mr. Sehgal comments:

- Workshop address fundamentals (vocabulary)
- Course for faculty continuing education

Dr. Dozier comments:

- Get us all on the page
- How do we manage?
- How do we pay?
- Need plan
- How much per student? How does it relate to student fees?
- A student room- non architecture work study student
- Everyone is accountable (Dr. Din)
- Computer track plots
- Pay as you go
- Pay in advance for midterm & final
- Laser- student password, clean lenses
- Need tech person?
- Workshop invited specialist for laser cutter
- Need an overall curricular structure for computers software (faculty) hardware (staff)
- Training for laser cutter (third year and up)
- Coherent strategy for teaching computer
- Design thinking integrated worth computer software
- Determine mission, branding first
- Determine computer applications
- Professional preparation
- Design exploration
- Design research
- CSM- connected to computer
- ARCH- workshops for faculty

Mr. Daniels comments:

- Mission statement help to clarify
- Integration of new trends
- We have maintain a baseline in teaching, but may not be central to the reason students come to TU
- Instructional technology
- Incorporate into projects briefs
- Materials library include digital component
- You TUBE videos

DAY TWO: VISION, MISSION AND PLAN

Thursday May 21, 2009

Attendees:

Mr. Armstrong
Mr. Sehgal
Dr. Dozier
Mr. Brown
Dr. Din
Mr. Ames
Mr. Fluker
Mr. Daniels

Morning Session

Group Discussion: 2020 Vision

Vision: *What do we want to be?*

- Nationally recognized for design excellence
- African-American student body
- *School of Architecture and CSM with 250 students*
- Fully utilized Willcox ABC complex
- Focus on preservation of HBCU campuses
- ADOPT Vet Medicine Structure: Now have autonomy, but still within CEAPS
- How to get there? Is there a middle ground?
- Grandfathered by NAAB (Dept within Engineering, currently not allowed by NAAB)

Mr. Brown comments:

- College status should be part of vision status (School of Nursing status)
- Grow student body in order to reach college status
- Growth brings other support, advantages
- College, school, dept
- Could be a “school” within CEAPS as a step towards “college” status

Strategy:

- Head(Associate Dean)
- Two directors
- Support staff
- Joint program in civil engineering with Engineering
- Candidate for CSM- civil engineer
- Vision- what we want to be?
- Mission- how we get there?
- Vision- provide opportunity to AA

Mission: *How do we achieve our vision?*

- Recruit, expose, nurture and prepare students from diverse backgrounds and with varying levels of college preparation
- Provide sustainable-oriented service to TU and community
- Stimulate/increase awareness of historic preservation
- Promote recognition of unrecognized contributions of African-Americans to design and construction of built environment
- Regenerate Council of Black Architect Schools
- Steps to design excellence (need to define)

Key Challenges to the Department and Planned Responses:

Student Body

Challenges:

- Inconsistent quantity/quality
- Lack of international students
- Lack of socioeconomic diversity
- Lack of organized recruiting plan

Responses:

- Provide focused professional electives/concentration in Professional Program
- Create a student graphic standards handbook with presentation standards

Faculty and Administration

Challenges:

- Need to create and set up new administrative structure: head, directors, faculty chair and advisors
- Need greater clarity of faculty responsibilities, profiles and development opportunities

Responses:

- Create a Dept. handbook with policies and procedures
- Expand faculty merit areas to include exhibitions, critical practice, AIA awards, etc. (for appointment, tenure and promotion)
- Provide greater opportunities for faculty research and publication

Student Learning Outcomes

Challenges:

- Inconsistent performance across the whole studio curriculum (lack of smooth learning curve)
- Lack of consistent architecture vocabulary between courses
- Specific problems with presentation skills – inconsistent presentations
- Unmet NAAB criteria: site conditions and accessibility

Responses:

- 5th year: community design focus
- Better linkage between faculty qualifications and studio assignments
- Better coordination between studios and studio faculty
- Create a Dept. advisory board which provides feedback on student performance

Physical Resources

Challenges:

- Uncertainty over future of Willcox B, D and E –whether Dept. will have use of
- Willcox A,B,C: Current use is less than optimum
- Willcox A/C: Mounting maintenance and operational problems

Responses:

- Create program for Dept. building needs through 2020 and have alumnus create a pro bono schematic design for a Willcox campus for Dept. (perk: contract for remainder of services)

Alumni, Professional Development and Community Service

Challenges:

- Lack of symbiosis between Dept. and alumni
- Lack of symbiosis between Dept. and local arch/constr firms
- Lack of any marketing of Dept's accomplishments
- Lack of equitable funding from AL licensing board and Arch Foundation

Responses:

- Create/offer CE course for architects and contractors
- Create links with other arch/constr programs
- Create Dept. newsletter