

Tuskegee University
Robert R. Taylor School of Architecture & Building Construction Sciences

Visiting Team Report

Bachelor of Architecture (170 credits)

The National Architectural Accrediting Board
2 February 2011

The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from an NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.

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I. Summary of Team Findings

1. Team Comments & Visit Summary

The recent appointment of Dr. Rochon, who earned his Ph.D. in Urban Planning from MIT School of Architecture and Planning, in addition to the recent restructuring of the university to create a free-standing unit in the Robert R. Taylor School of Architecture and Construction Science Management, both illustrate a dramatic and resurgent commitment of Tuskegee University to the health and welfare of the school of architecture. While many of these changes have occurred within the past year, these changes are consistent with the significant increase of budget and faculty that has occurred since 2006. It is an institutional acknowledgment of the work of Dean Dozier and his faculty to re-assert the importance of the department to the mission and history of the university.

The program has been through six accreditation assessments in the past decade. The faculty and administration are clearly aware of the gravity of their situation and have committed energy as well as resources to create a strong unit. They were attentive, prepared a comprehensive presentation of evidence with concise materials and provided an open atmosphere for deep examination of student performance and their administrative structure.

Two of the best assets of the department of architecture are its unique student and alumni populations. Both are intensely committed to the longevity and prominence of Tuskegee University to professional education as well as the community of practitioners. Forthright and determined, they have invested as a family in the development of a strong professional program and proved instrumental to the revival and survival of the program. Their continual presence provides crucial external support to the academic program and a vital conduit to university administration as well as the greater professional and general communities. 72% of registered African-American Architects in Alabama are graduates of Tuskegee University.

2. Conditions Not Met

II.4.1 Statement of NAAB-Accredited Degrees

SPC A4 Technical documentation

3. Causes of Concern

I.2.1 Human Resources & Human Resource Development:

SPC B12 Building Materials and Assemblies Integration

SPC B6 Comprehensive Design

4. Progress Since the Previous Site Visit (2008)

2004 Condition 3, Public Information: *To ensure an understanding of the accredited professional degree by the public, all schools offering an accredited degree program or any candidacy program must include in their catalogs and promotional media the exact language found in the NAAB Conditions for Accreditation, Appendix A. To ensure an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must inform faculty and incoming students of how to access the NAAB Conditions for Accreditation.*

Previous Team Report (2008): The APR states that the language in Appendix A of the 2004 NAAB Conditions was placed on the university website in the spring of 2007, but following the revocation of accreditation in March of 2007, it was removed. It further states that when

candidacy status was received, the NAAB text for candidate programs was added to the website. The team found no evidence that this occurred, and the statement is not currently displayed on the website or in promotional materials. The program indicated that they would endeavor to get it on the website immediately.

In deference to the program, the university has not reprinted the *University Bulletin* since the 2004-2006 addition. The program assured the team that the required NAAB text will be placed in the next printing of the *Tuskegee University Bulletin Courses and Programs*, on the university website, and all future promotional materials.

2011 Visiting Team Assessment. This condition remains Not Met. The exact language found in the 2009 NAAB Conditions for Accreditation, Appendix 5 is found appropriately on the schools website. However, it is not found in the Tuskegee University Catalog (Bulletin) which is dated 2004-2006. The school is keenly aware of this condition and the Provost committed to the team to have the wording included in the University Bulletin by February 15, 2011.

2004 Criterion 13.14, Accessibility: *Ability to design both site and building to accommodate individuals with varying physical abilities*

Previous Team Report (2008): 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.

2011 Visiting Team Assessment. This SPC is now met. Evidence exists generally and in particular in both Architectural Design Studios 202 and 302 that students have the ability to incorporate in their work ADA and related accessibility requirements.

2004 Criterion 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*

Previous Team Report (2008): 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.

2011 Visiting Team Assessment. This SPC is now met. Evidence exists generally and in particular in both Architecture Design Studios 302 and 501 that students possess the ability to respond to respective site characteristics in the generation of thoughtful site planning.

II. Compliance with the Conditions for Accreditation

Part One (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

Part One (I): Section 1. Identity and Self-Assessment

1.1.1 History and Mission: *The program must describe its history, mission and culture and how that history, mission, and culture is expressed in contemporary context. Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that history, mission, and culture is expressed in contemporary context.*

The accredited degree program must describe and then provide evidence of the relationship between the program, the administrative unit that supports it (e.g., school or college) and the institution. This includes an explanation of the program's benefits to the institutional setting, how the institution benefits from the program, any unique synergies, events, or activities occurring as a result, etc.

Finally, the program must describe and then demonstrate how the course of study and learning experiences encourage the holistic, practical and liberal arts-based education of architects.

[X] The program has fulfilled this requirement for narrative and evidence.

The architecture program at Tuskegee University enjoys a visible and prominent position in the history of architectural education and in the history of its institution. As the first institution organized to teach trade and practices related to architecture largely to African-Americans the school represents an important touchstone in architectural education and they are well aware of this history. The institutional mission has always focused on self-reliance with the goal of 'lifting-up' its students, which to this day underlies the ethos and determination of both faculty and students.

The new president has strategic interest in the department of architecture as a partner in his plans for the future development of the campus and regional economic development. The president identified the potential for post doctorate students in architecture department as partners in the historic preservation and future development of the campus. President Rochon is a graduate of the same School of Architecture at MIT as Robert R. Taylor, MIT's first African-American, founder of the school and the namesake of the School of Architecture and Construction Management Sciences at Tuskegee; a fact that Dr. Rochon communicated to the visiting team and which he sees as representative of a new commitment to the school by upper administration.

The students report broad access to curriculum outside of the professional coursework and many of the students are involved in extra-curricular activities, including, sports, choir and community service. Students showed broad interest learning experiences by initiatives involving community service and foreign study. These initiatives were communicated and supported by faculty and administration. The interim head of the department is directly involved in the rewriting of the university core curricula and enjoys support from colleagues in liberal arts.

1.1.2 Learning Culture and Social Equity:

- *Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments both traditional and non-traditional.*

Further, the program must demonstrate that it encourages students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers, and it addresses health-related issues, such as time management.

Finally, the program must document, through narrative and artifacts, its efforts to ensure that all members of the learning community: faculty, staff, and students are aware of these objectives and are advised as to the expectations for ensuring they are met in all elements of the learning culture.

- *Social Equity: The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with a culturally rich educational environment in which each person is equitably able to learn, teach, and work. This includes provisions for students with mobility or learning disabilities. The program must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program’s human, physical, and financial resources. Finally, the program must demonstrate that it has a plan in place to maintain or increase the diversity of its faculty, staff, and students when compared with diversity of the institution during the term of the next two accreditation cycles.*

[X] The program has demonstrated that it provides a positive and respectful learning environment.

[X] The program has demonstrated that it provides a culturally rich environment in which in each person is equitably able to learn, teach, and work.

As is tradition in many Historically Black Colleges and Universities there is a deeply-held culture of etiquette and civility. Tuskegee represents a tradition aimed at the development of learned gentlemen for the purpose of ‘lifting them up.’ As such, there is deference and respect given to title and status.

The School of Architecture enjoys a prominent and visible position in both the intellectual hierarchy and physical environment of the campus. There is a respectful and engaged formality that underlies most exchanges between faculty and students. A formalized learning culture may seem dated at some institutions, but appropriately thrives at Tuskegee.

The faculty and student handbooks include policies regarding social and gender equity. It has a uniquely diverse faculty population and its student body has an overwhelmingly African-American population. Given the low representation of African-American students in the larger national architectural student population, this may be viewed as an asset to the profession; however, the program has wisely sought to broadened student experiences to assist in the exposure to diverse professional communities.

1.1.3 Response to the Five Perspectives: *Programs must demonstrate through narrative and artifacts, how they respond to the following perspectives on architecture education. Each program is expected to address these perspectives consistently within the context of its history, mission, and culture and to further identify as part of its long-range planning activities how these perspectives will continue to be addressed in the future.*

- A. Architectural Education and the Academic Community.** That the faculty, staff, and students in the accredited degree program make unique contributions to the institution in the areas of scholarship, community engagement, service, and teaching. In addition, the program must describe its commitment to the holistic, practical and liberal arts-based education of architects

and to providing opportunities for all members of the learning community to engage in the development of new knowledge.

[X] The program has responded to this perspective.

The final administrative act of the previous president of Tuskegee University was to elevate the School of Architecture from a unit in the College of Engineering Architecture and Physical Sciences to an independent school. The Robert R. Taylor School of Architecture and Building Construction Sciences has been formed. The new school provides the dean direct access to the provost and an all-important seat in the dean's council. While the full positive effect of this move is too soon to be fully realized there have already been significant procedural and factual benefits of this change. The current and proposed budgetary increases have been honored since this change and the dean has reported closer involvement in decisions on campus.

The new president of the university is also a graduate of the Massachusetts Institutes of Technology School of Architecture and includes the department as a crucial player in visions of the future of the university, revitalization of the campus and roles regarding community interaction and economic development. The dean enjoys significant presence on campus and is highly respected by both the President and provost.

The department of architecture sits as one of two departments in the school with searches on-going for heads of both units. The dean has identified a functioning interim head that has served ably in that capacity and is a candidate for the position long-term. The interim head also serves on the university committee for general education curricula and has been involved in the construction of the broader relationship between the professional curriculum and larger university liberal arts coursework.

The size of the program and student body limits the range of both curriculum and research. Given challenges of faculty population and student cohort structured opportunities have been put in place to accommodate intellectual diversity.

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

[X] The program has responded to this perspective.

This condition is met with distinction. The students of the School of Architecture at Tuskegee University are passionate with a positive outlook on their education and the future of the program. They are empowered by their faculty and staff to become leaders, not only within the context of the university and local community settings, but also within the architectural world beyond the classroom. Students are supported in these endeavors through the faculty encouragement of their local American Institute of Architecture Students (AIAS) Chapter, National Organization of Minority Architects (NOMAS) Chapter, and Tau Sigma Delta. Beyond the vast field of opportunities through student organizations, the students have a unique opportunity to regularly participate in the forward momentum and progress of the school through active voices of student elected Studio Representatives. Here students have open communication between studios and administration to strengthen and inform the decisions and issues of the architectural program. The students are currently working with faculty and staff looking into new ways of expanding their career placement program for the vast majority of the students enrolled in the Intern Development Program (IDP). The classroom environment is positive and builds the ability for students to

raise questions and consider vast issues as they relate to architecture through open discussions in studio.

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

[X] The program has responded to this perspective.

This perspective is Met with Distinction. Aside from imbedded coursework, IDP fees are paid by the State of Alabama Board for Registration of Architects, and all third-year students have an opened NCARB file established at the earliest opportunity of eligibility. In a very well attended (80-90%) student-body meeting, the students were asked if they were familiar with IDP and the role of the Alabama registration board. All present raised their hands. In addition, the student body was asked if they intended to get licensed and all but four raised their hands, the students seemed well appraised of paths and criteria for licensure. When questioned about alternative professional paths, each student clearly had investigated options and indicated an allied profession such as historic preservation, urban planning and construction management.

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

[X] The program has responded to this perspective.

Evidence exists on page 14 of the *Architecture Program Report (APR)* and as revealed during the team visit that students are prepared to practice in a global economy. The university mission statement itself places great emphasis on the interconnectedness of education, practice, and leadership and the programs objectives reinforce this. Two-thirds of the faculty members are licensed architects, which reinforces the relationship of the academy to the profession, and noteworthy attendance by the profession and community at the visiting team reception further reinforces the importance the program places on this perspective. The university and the program must continue to deliver on all related initiatives spelled out for implementation in the future as noted in the APR.

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

[X] The program has responded to this perspective.

Service to others is a founding principle of Tuskegee University and remains a vibrant characteristic of the culture of the institution. Evidence in design studio projects at Second Year [ARCH 201] and above shows a commitment to the larger community and the understanding of

the architect's responsibility to public service. The goals of the newly inaugurated university president, as well as the strategic planning of the school, address engagement with the surrounding community and region which will expand opportunities for community engagement. Input from students indicated currently a high level of participatory community service

1.1.4 Long-Range Planning: *An accredited degree program must demonstrate that it has identified multi-year objectives for continuous improvement within the context of its mission and culture, the mission and culture of the institution, and, where appropriate, the five perspectives. In addition, the program must demonstrate that data is collected routinely and from multiple sources to inform its future planning and strategic decision making.*

[X] The program has fulfilled this requirement for reporting and evidence.

The Department of Architecture went through a strategic planning process while it was still a part of the College of Engineering Architecture and Physical Sciences and has embarked on a similar process as part of its transition to a school as a freestanding unit. The faculty report general inclusiveness regarding decisions within the school and annual retreats and end-of-year academic assessment meeting. The school has also engaged a collection of strategic advisors. Through these processes the school has identified appropriate goals for its future and illustrated specific goals that have been completed, delayed or removed since the last accreditation visit. Currently the program has a great deal of momentum and the dean has initiated the process to develop an advisory board of alumni and friends to provide continual external assessment and follow through regarding goals and objectives.

1.1.5 Self-Assessment Procedures: *The program must demonstrate that it regularly assesses the following:*

- *How the program is progressing towards its mission.*
- *Progress against its defined multi-year objectives (see above) since the objectives were identified and since the last visit.*
- *Strengths, challenges and opportunities faced by the program while developing learning opportunities in support of its mission and culture, the mission and culture of the institution, and the five perspectives.*
- *Self-assessment procedures shall include, but are not limited to:*
- *Solicitation of faculty, students', and graduates' views on the teaching, learning and achievement opportunities provided by the curriculum.*
- *Individual course evaluations.*
- *Review and assessment of the focus and pedagogy of the program.*
- *Institutional self-assessment, as determined by the institution.*
- *The program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success as well as the continued maturation and development of the program.*

[X] The program has fulfilled this requirement for reporting and evidence

The school provided evidence in the APR and during the visit that it is addressing its mission and previously identified deficiencies. Noteworthy among them is an expanded assessment procedure for student design projects involving external input, improvement of administrative issues through the reorganization as a 'school', and expansion of facilities and educational equipment. This and the larger overall transition from 'department' to 'school' represents the greatest challenge in shaping revised and new self-assessment procedures. New responsibilities inherent in the stand alone 'school' are now different, and detached, from the previous 'college' umbrella and increased levels of leadership, faculty, student, and staff collaboration will be necessary to respond to this new identity.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources & Human Resource Development:

- *Faculty & Staff:*
 - *An accredited degree program must have appropriate human resources to support student learning and achievement. This includes full and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. Programs are required to document personnel policies which may include but are not limited to faculty and staff position descriptions.*
 - *Accredited programs must document the policies they have in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives.*
 - *An accredited degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement.*
 - *An accredited degree program must demonstrate that an IDP Education Coordinator has been appointed within each accredited degree program, trained in the issues of IDP, and has regular communication with students and is fulfilling the requirements as outlined in the IDP Education Coordinator position description and regularly attends IDP Coordinator training and development programs.*
 - *An accredited degree program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement.*
 - *Accredited programs must document the criteria used for determining rank, reappointment, tenure and promotion as well as eligibility requirements for professional development resources.*

[X] Human Resources (Faculty & Staff) are adequate for the program

The department has increased its faculty composition since the last accreditation by three additional faculty members. Two of the hires are generalist architecture faculty and one with both architecture and structural credentials. Since the last visit one faculty member left the department. The dean and provost are supportive of conversations about continual faculty growth as the student population increases and programmatic needs are identified, which is part of their long term planning. Currently, the dean is less concerned about retaining faculty lines than the continual need for faculty replacement and retention.

While there has not been any tenure advancement in the department since the last visit this is largely attributed to the current ranking of the matriculating faculty and the turnover of junior faculty.

The faculty has access to reasonable support for faculty travel and the faculty student ratio is sufficient. The faculty and students have cordial and respectful interactions and the students report appropriate access to instructors.

The recent [as of July 2010] transition of the school of architecture from a unit within the College of Engineering to the independent Robert R. Taylor School of Architecture has consequences to staffing and faculty that are only now starting to develop. The faculty committee assignments and staff support needs will challenge the current departmental infrastructure. These challenges along with the continual presences of accreditation obligations continue to stress the faculty opportunities to meet research expectations. The team feels that this transition and related human resource demands presents a cause of concern.

- *Students:*
 - *An accredited program must document its student admissions policies and procedures. This documentation may include, but is not limited to application forms and instructions, admissions requirements, admissions decisions procedures, financial aid and scholarships procedures, and student diversity initiatives. These procedures should include first-time freshman, as well as transfers within and outside of the university.*

- *An accredited degree program must demonstrate its commitment to student achievement both inside and outside the classroom through individual and collective learning opportunities.*

[X] Human Resources (Students) are adequate for the program

The condition is met as exhibited through the materials provided by the architectural program as well as numerous and positive interactions with the student body and student leaders. The students are strongly supported through a faculty-advising program that assists students along their educational path with resources to prepare entrance into the professional realm, beyond what the university offers. The student organizations (Architecture Students (AIAS) Chapter, National Organization of Minority Architects (NOMAS) Chapter, and Tau Sigma Delta) are strongly supported by the school in efforts to provide new skills and knowledge beyond the classroom, as they are encouraged to grow in stride with the architectural program in every aspect. However, students seek and anticipate with the recent changes to the schools new status and new President's direction, greater financial support of their respective organizations.

I.2.2 Administrative Structure & Governance:

- **Administrative Structure:** An accredited degree program must demonstrate it has a measure of administrative autonomy that is sufficient to affirm the program's ability to conform to the conditions for accreditation. Accredited programs are required to maintain an organizational chart describing the administrative structure of the program and position descriptions describing the responsibilities of the administrative staff.

[X] Administrative Structure is appropriate (or adequate) for the program

Evidence of compliance is provided on pages 25 and 26 of the *APR* and on page 13 of the addendum provided during the team visit. Changes and adjustments to the structure are anticipated as the result of the transition from a 'department' to a 'school' and university and program leadership recognizes this and is judged more than capable to meet these challenges.

- **Governance:** The program must demonstrate that all faculty, staff, and students have equitable opportunities to participate in program and institutional governance.

[X] Governance opportunities are appropriate (or adequate) for the program

Evidence of compliance is provided on pages 25 and 26 of the *APR* and on pages 13 and 14 of the addendum provided during the team visit. Changes and adjustments to governance are anticipated as the result of the transition from a 'department' to a 'school' and university and program leadership recognizes this and is judged more than capable to meet these challenges.

I.2.3 Physical Resources: *The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes, but is not limited to the following:*

- *Space to support and encourage studio-based learning*
- *Space to support and encourage didactic and interactive learning.*
- *Space to support and encourage the full range of faculty roles and responsibilities including preparation for teaching, research, mentoring, and student advising.*

[X] Physical Resources are appropriate (or adequate) for the program

Facility improvement goals have been met with the renovation of Wilcox A and are adequate for the needs of the program at this time. There is some concern about the extent and availability to the students

of shop and fabrication facilities, including digital fabrication technologies, to fully support student exploration of these emerging practices. Deferred maintenance appears to be continuing issue university-wide and may impact the full realization of the potential of future facilities assigned to the school.

I.2.4 Financial Resources: *An accredited degree program must demonstrate that it has access to appropriate institutional and financial resources to support student learning and achievement.*

[X] Financial Resources are appropriate (or adequate) for the program

The unit was able to demonstrate access to continual financial resources. The department budget has doubled since 2006 and will continue to increase through the current university budget cycle. The president and provost are aware of ongoing needs for support regarding, faculty development and the aggregate departmental needs as it seeks to expand its student population and have promised continued support.

I.2.5 Information Resources: *The accredited program must demonstrate that all students, faculty, and staff have convenient access to literature, information, visual, and digital resources that support professional education in the field of architecture.*

Further, the accredited program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resources professionals who provide information services that teach and develop research and evaluative skills, and critical thinking skills necessary for professional practice and lifelong learning.

[X] Information Resources are appropriate (or adequate) for the program

This condition was met as the school and university offers adequate information resources through its library and aggregate digital infrastructure outlined on pages 32 and 33 of the *APR*. The school also is custodian of a noteworthy rare book collection of architectural significance.

PART I: SECTION 3 –REPORTS

I.3.1 Statistical Reports. *Programs are required to provide statistical data in support of activities and policies that support social equity in the professional degree and program as well as other data points that demonstrate student success and faculty development.*

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

[X] Statistical reports were provided and provide the appropriate information

The condition is met as exhibited by the information provided of student and faculty characteristics during the team visit. However, the university's collection and distribution of this data has made it difficult for the School of Architecture to provide the necessary data in a timely manner. The program continues to have difficulty getting statistical information from the university office of institutional analysis.

I.3.2. Annual Reports: *The program is required to submit annual reports in the format required by Section 10 of the 2009 NAAB Procedures. Beginning in 2008, these reports are submitted electronically to the NAAB. Beginning in the fall of 2010, the NAAB will provide to the visiting team all annual reports submitted since 2008. The NAAB will also provide the NAAB Responses to the annual reports.*

The program must certify that all statistical data it submits to NAAB has been verified by the institution and is consistent with institutional reports to national and regional agencies, including the Integrated Postsecondary Education Data System of the National Center for Education Statistics.

The program is required to provide all annual reports, including statistics and narratives that were submitted prior to 2008. The program is also required to provide all NAAB Responses to annual reports transmitted prior to 2008. In the event a program underwent a Focused Evaluation, the Focused Evaluation Program Report and Focused Evaluation Team Report, including appendices and addenda should also be included.

[X] Annual Reports and NAAB Responses do not provide the appropriate information

Although evidence exists that the statistical data required of annual reporting has been regularly submitted to NAAB, the full copy of the 2009 Annual Report (November 2009) contains little to no information on Items 1-20 under Self Assessment, Progress Since Last Visit, Response to Issues of the 2008 VTR. Appropriate progress information has since been provided for all areas as evidenced in the APR and team visit, with the explanation given for the earlier absence of information being that the coincidental NAAB deadline for submittal of the 2009 Annual Report came so closely on the heels of the receipt of the 2008 VTR information that comprehensive action and suitable narrative response was difficult to generate and provide within the limited time available.

I.3.3 Faculty Credentials: *The program must demonstrate that the instructional faculty are adequately prepared to provide an architecture education within the mission, history and context of the institution.*

In addition, the program must provide evidence through a faculty exhibit that the faculty, taken as a whole, reflects the range of knowledge and experience necessary to promote student achievement as described in Part Two. This exhibit should include highlights of faculty professional development and achievement since the last accreditation visit.

[X] Faculty credentials were provided and demonstrate the range of knowledge and experience necessary to promote student achievement.

Evidence of compliance with this condition is provided on page 21 of the APR and demonstrated the range of knowledge and experience necessary to promote student achievement.

PART ONE (I): SECTION 4 – POLICY REVIEW

The information required in the three sections described above is to be addressed in the APR. In addition, the program shall provide a number of documents for review by the visiting team. Rather than be appended to the APR, they are to be provided in the team room during the visit. The list is available in Appendix 3.

[X] The policy documents in the team room were responsive to the requirements of Appendix 3

All policy documents required in Appendix 3 of the APR are provided in a separate notebook in the team room or through addendum provided during the team visit.

FINAL DRAFT

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

PART TWO (II): SECTION 1 – STUDENT PERFORMANCE -- EDUCATIONAL REALMS & STUDENT PERFORMANCE CRITERIA

II.1.1 Student Performance Criteria: The SPC are organized into realms to more easily understand the relationships between individual criteria.

Realm A: Critical Thinking and Representation:

Architects must have the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple theoretical, social, political, economic, cultural and environmental contexts. This ability includes facility with the wider range of media used to think about architecture including writing, investigative skills, speaking, drawing and model making. Students' learning aspirations include:

- Being broadly educated.
- Valuing lifelong inquisitiveness.
- Communicating graphically in a range of media.
- Recognizing the assessment of evidence.
- Comprehending people, place, and context.
- Recognizing the disparate needs of client, community, and society.

A.1. Communication Skills: *Ability to read, write, speak and listen effectively.*

[X] Met

Evidence exists in ARCH 423, Theory of Architecture and ARCH 503, Thesis Seminar, that student achieve effective communication skills.

A. 2. Design Thinking Skills: *Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.*

[X] Met

Evidence exists that design thinking skills are introduced at the second year design ARCH 201 and further developed in subsequent years as students attain a more comprehensive ability in design thinking.

A. 3. Visual Communication Skills: *Ability to use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.*

[X] Met

Evidence exists that visual communication skills are introduced in ARCH 101, Architecture Design Studio 1, and subsequently developed throughout the curriculum such that students achieve an ability to use appropriate traditional and digital representational media.

A.4. Technical Documentation: *Ability to make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.*

[X] Not met

Evidence exists in ARCH 414, Construction Documents, and elsewhere in design studio work that students achieve an ability in technical drawing. However, no evidence was provided for the ability to prepare outline specifications.

A.5. Investigative Skills: *Ability to gather, assess record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.*

[X] Met

ARCH 503, Thesis Seminar, provides the most compelling evidence of the development of appropriate investigative skills, and design work throughout the 3rd, 4th and 5th year studios demonstrates progressively, earlier introduction to, and incremental development of, these skills.

A. 6. Fundamental Design Skills: *Ability to effectively use basic architectural and environmental principles in design.*

[X] Met

ARCH 301, Design Studio 5 and ARCH 302, Design Studio 6, show evidence of the ability to use basic design principles in studio projects which is further developed in subsequent studio courses.

A. 7. Use of Precedents: *Ability to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.*

[X] Met

ARCH 201, Design Studio 3 shows the introduction of the use of precedents as a fundamental part of the design process and ARCH 501, Design Studio 10, provides evidence of increased and more comprehensive ability.

A. 8. Ordering Systems Skills: *Understanding of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.*

[X] Met

Fundamental ordering systems are introduced in Design Studio 1 and 2, ARCH 101/102, and understanding of the use of such systems in 2nd and 3rd year design is further shown in subsequent design studio work.

A. 9. Historical Traditions and Global Culture: *Understanding of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.*

[X] Met

An appreciation of historical traditions and divergent cultural traditions and practices is pervasive throughout the academic and social culture of the University. Specific evidence of an understanding of history beyond the western canon is provided in ARCH 252 and 352, Architectural History 1 and 2. Evidence suggests there could be greater emphasis placed on an exposure to contemporary global issues.

- A. 10. Cultural Diversity: *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.**

[X] Met

Understanding of cultural and behavioral diversity is pervasive throughout the academic culture of the University and it is evident that this understanding is reinforced in the upper level design studios. Concepts are formally introduced in ARCH 221, People and the Built Environment and further elaborated in ARCH 423, Theory of Architecture.

- A.11. Applied Research: *Understanding* the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.**

[X] Met

The understanding of the use of applied research is most clearly evident in the work produced in ARCH 503, Thesis Seminar, but evidence was also seen for integration of applied research throughout the design studios at the 4th and 5th year levels.

Realm A. General Team Commentary: Evidence was presented in both course materials and student work that the curriculum is successfully introducing the concepts and techniques of critical thinking and representation early in the curricular sequence and then reinforcing and progressively expanding upon the fundamentals in subsequent course work. Explicit course coordination of lecture/seminar courses with design studios contributes to an integration of broad critical thinking skills.

Realm B: Integrated Building Practices, Technical Skills and Knowledge: Architects are called upon to comprehend the technical aspects of design, systems and materials, and be able to apply that comprehension to their services. Additionally they must appreciate their role in the implementation of design decisions, and their impact of such decisions on the environment. Students learning aspirations include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Incorporating life safety systems.
- Integrating accessibility.
- Applying principles of sustainable design.

- B. 1. Pre-Design: *Ability* to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including**

existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.

[X] Met

Evidence exists generally and in particular in both Architectural Design Studios ARCH 402 and 503 that students have the ability required for research, assembly, and documentation of the various components of architectural programming and related pre-design activities.

- B. 2. Accessibility: *Ability* to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.**

[X] Met

Evidence exists generally and in particular in both Architectural Design Studios ARCH 202 and 302 that students have the ability to incorporate in their work ADA and related accessibility requirements.

- B. 3. Sustainability: *Ability* to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.**

[X] Met

Evidence exists generally and in particular in both Architectural Design Studios ARCH 302 and 501 that students possess the ability to address all aspects of information related to the broad issue of sustainability.

- B. 4. Site Design: *Ability* to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.**

[X] Met

Evidence exists generally and in particular in both Architecture Design Studios ARCH 302 and 501 that students possess the ability to respond to respective site characteristics in the generation of thoughtful site planning.

- B. 5. Life Safety: *Ability* to apply the basic principles of life-safety systems with an**

[X] Met

Evidence exists generally and in particular in Architectural Design Studios ARCH 301 and 401, and lecture courses ARCH 341 and 342 that students possess the ability to apply the basic principles of all life-safety systems including egress.

- B. 6. Comprehensive Design: *Ability* to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:**

A.2. Design Thinking Skills
A.4. Technical Documentation
A.5. Investigative Skills
A.8. Ordering Systems
**A.9. Historical Traditions and
Global Culture**

B.2. Accessibility
B.3. Sustainability
B.4. Site Design
B.5. Life Safety
B.7. Environmental Systems
B.9. Structural Systems

[X] Met

Although ample evidence exists in the work of Architectural Design Studios ARCH 402 and 502 that students possess the ability to make informed design decisions across broad scales of project requirements, the evidence does not exist that students exhibit this ability at all times, in all ways, and in all aspects of the comprehensive design studio projects. This is particularly so when considering the absolute NAAB specificity of including the 11 SPC's as sub-categories of this evaluation. This criterion of Realm B is a cause of concern.

- B. 7 Financial Considerations: *Understanding* of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.**

[X] Met

Evidence exists generally and in particular in Professional Practice course ARCH 543 that students possess the understanding of the financial issues related to hard and soft costs of project delivery, including project funding and cost-benefit analyses.

- B. 8. Environmental Systems: *Understanding* the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.**

[X] Met

Evidence exists generally and in particular in Environmental Control Systems courses ARCH 343 and 344 that students possess the understanding of issues related to both active and passive heating and cooling systems, and related air quality, orientation, lighting, and acoustic principles.

- B. 9. Structural Systems: *Understanding* of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.**

[X] Met

Evidence exists that this condition is met with distinction in Structures courses ARCH 344, and particularly 343 and 443 that students have a working understanding of the basic principles and forces

involved in the full range of contemporary structures and their engineering. The course syllabus for ARCH 343 is particularly exemplary in its range, content, and detail.

- B. 10. Building Envelope Systems: *Understanding* of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.**

[X] Met

Evidence exists generally and in particular in Environmental Control Systems courses ARCH 341 and 342 that students possess the understanding of the characteristics and integration of various building service systems in an architectural project.

- B. 11. Building Service Systems Integration: *Understanding* of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems**

[X] Met

Evidence exists generally and in particular in Environmental Control Systems courses ARCH 341 and 342 that students possess the understanding of the characteristics and integration of various building service systems in an architectural project.

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

[X] Met

Evidence exists generally and in particular in Materials of Construction courses ARCH 331 and 332 that students possess an understanding of the characteristics of various building materials and assemblies and their respective environmental impact and reuse. A cause of concern is noted because in both ARCH 331 and 332 the course syllabi reveal an absence of fully addressing more recently developed and employed building envelope and complex building assemblies.

Realm B. General Team Commentary: The aggregate work in the design studio sequences and appropriate support courses illustrate a clear ability and understanding of integrated building practices, technical skills and knowledge. Some concern regarding consistency of student performance in comprehensive design was noted, in that comprehensive awareness was typical across technical subtexts but accuracy and proficiency was uneven from student to student. Some of the subject area courses such as structures and environmental controls were exceptional in detail and depth, while some courses, such as Materials of Construction are in need of rewriting for currency regarding emerging and complex building systems.

Realm C: Leadership and Practice:

Architects need to manage, advocate, and act legally, ethically and critically for the good of the client, society and the public. This includes collaboration, business, and leadership skills. Student learning aspirations include:

- Knowing societal and professional responsibilities
- Comprehending the business of building.
- Collaborating and negotiating with clients and consultants in the design process.
- Discerning the diverse roles of architects and those in related disciplines.
- Integrating community service into the practice of architecture.

C. 1. Collaboration: *Ability to work in collaboration with others and in multi-disciplinary teams to successfully complete design projects.*

[X] Met

This criterion is evidenced in ARCH 401, Architectural Design Studio 7 and ARCH 501, Architectural Design Studio 9. In addition it is addressed in ARCH 301, Architectural Design Studio 5 and 302, Architectural Design Studio 6.

C. 2. Human Behavior: *Understanding of the relationship between human behavior, the natural environment and the design of the built environment.*

[X] Met

Evidence that this criterion is met is in ARCH 221, People and the Built Environment.

C. 3 Client Role in Architecture: *Understanding of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.*

[X] Met

Evidence exists essentially from only the single Professional Practice course ARCH 523 that the students' understand the client's role in architecture including the corresponding responsibilities of the architect.

C. 4. Project Management: *Understanding of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods.*

[X] Met

This criterion is met with distinction by Structure ARCH 443 for its exemplary use of case studies and role models in analyzing project delivery. However the program identifies ARCH 523, Professional Practice, as the primary source of fulfilling this criteria. Unfortunately, through the use of old NAAB criteria nomenclature (Architectural Practice) in the course description, the criterion as addressed in ARCH 523 can only be evaluated by interpolation and not exactly in the specificity required by NAAB's new and distinct criteria C4 and C5.

C. 5. Practice Management: *Understanding of the basic principles of architectural practice management such as financial management and business planning, time*

management, risk management, mediation and arbitration, and recognizing trends that affect practice.

[X] Met

This criterion is met through ARCH 523, Professional Practice. See also the commentary for Criterion C. 4. Above.

- C. 6. Leadership: *Understanding of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.***

[X] Met

The course matrix identifies only the Professional Practice course ARCH 523 as the source in meeting this criterion, yet the course description does not recognize the issue in any way and no evidence exists it is covered or tested for in the course itself. However there are other examples within the total curriculum where leadership is fostered and encouraged both in classroom and studio activities. This criterion is met through ARCH 401, Architectural Design Studio 7 and ARCH 501, Architectural Design Studio 9. In addition it is addressed in ARCH 301, Architectural Design Studio 5 and 302, Architectural Design Studio 6.

- C. 7. Legal Responsibilities: *Understanding of the architect's responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.***

[X] Met

Evidence exists in both Professional Practice ARCH 523 and Urban Planning ARCH 521 that students possess the understanding of the architect's legal responsibilities as required by contract and law.

- C. 8. Ethics and Professional Judgment: *Understanding of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues, and responsibility in architectural design and practice.***

[X] Met

Evidence exists in Professional Practice ARCH 523 and People and the Built Environment ARCH 221 that students possess the understanding of ethical issues and the exercise of sound professional judgment in all aspects of the practice of architecture.

- C. 9. Community and Social Responsibility: *Understanding of the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.***

[X] Met

This criterion is met through ARCH 521, Urban Planning and Design and ARCH 501, Architectural Design Studio 9. In addition it is covered in ARCH 221, People and the Built Environment.

Realm C. General Team Commentary: The issues addressed in Realm C, Leadership and Practice, are favorably met in identified sources and are evident as appropriate in the conduct of studio activities and projects. The school is fortunate to have a professional practice faculty member with a wealth of experience and a commitment to getting students squarely on the path to licensure. However, of the nine criteria in Realm C, the Professional Practice course covers six of them, and four of those (according to the SPC Matrix: C.3, C.4, C.5, and C.6) are addressed nowhere else in the program. The team notes that undue pressure is being placed on a single course to satisfy a disproportionate number of SPC's with student attendance/absence (even for just a select few days) critical in whether said student is ever exposed to the issues addressed in these four criteria. Accordingly, the 'SPC density' of this course in relationship to other courses in the curriculum should be reconsidered to assure broader student exposure to these important issues.

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Regional Accreditation: *The institution offering the accredited degree program must be or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC).*

[X] Met

The APR contains a letter certifying the university's current accreditation by the Southern Association of Schools and Colleges.

II.2.2 Professional Degrees and Curriculum: *The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.*

[X] Met

The APR and related information available on the school's website indicate that the curriculum follows a structure and distribution of general, professional and elective credits common to the NAAB accredited programs. The degree awarded, B. Arch, is appropriate.

II.2.3 Curriculum Review and Development

The program must describe the process by which the curriculum for the NAAB-accredited degree program is evaluated and how modifications (e.g., changes or additions) are identified, developed, approved, and implemented. Further, the NAAB expects that programs are evaluating curricula with a view toward the advancement of the discipline and toward ensuring that students are exposed to current issues in practice. Therefore, the program must demonstrate that licensed architects are included in the curriculum review and development process.

[X] Met

The APR provides description of an appropriate internal curricular review process. However, there exists an absence of a formalized process for external input reflecting changes in design education and practice. The planned establishment of an external advisory council could address this issue.

PART TWO (II) : SECTION 3 – EVALUATION OF PREPARATORY/PRE-PROFESSIONAL EDUCATION

Because of the expectation that all graduates meet the SPC (see Section 1 above), the program must demonstrate that it is thorough in the evaluation of the preparatory or pre-professional education of individuals admitted to the NAAB-accredited degree program.

In the event a program relies on the preparatory/pre-professional educational experience to ensure that students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist. Likewise, the program must demonstrate it has determined how any gaps will be addressed during each student's progress through the accredited degree program. This assessment should be documented in a student's admission and advising files.

Not applicable to this program

As a 5-year B. Arch curriculum the program does not rely on a pre-professional educational experience as preparatory for entrance. The APR describes an appropriate process for evaluating transfer applicants and placement within the program.

FINAL DRAFT

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

II.4.1 Statement on NAAB-Accredited Degrees

In order to promote an understanding of the accredited professional degree by prospective students, parents, and the public, all schools offering an accredited degree program or any candidacy program must include in catalogs and promotional media the exact language found in the 2009 NAAB Conditions for Accreditation, Appendix 5.

[X] Not Met

The exact language of the 2009 NAAB Conditions for Accreditation, *Appendix 5* is found appropriately on the school's website. However, it is not found in the print or on-line copies of the Tuskegee University Catalog (Bulletin) which is dated 2004-2006. The school and university are keenly aware of this condition and the Provost committed to the team to have the wording included in the University Bulletin by February 15, 2011.

II.4.2 Access to NAAB Conditions and Procedures

In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must make the following documents available to all students, parents and faculty:

The 2009 NAAB Conditions for Accreditation

The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

These documents are available on the School of Architecture website through a link to the NAAB website.

II.4.3 Access to Career Development Information

In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of accredited degree programs, the program must make the following resources available to all students, parents, staff, and faculty:

www.ARCHCareers.org

The NCARB Handbook for Interns and Architects

Toward an Evolution of Studio Culture

The Emerging Professional's Companion

www.NCARB.org

www.aia.org

www.aia.org

www.acsa-arch.org

[X] Met

These documents are available on the School of Architecture website through a link to the NCARB website.

II.4.4 Public Access to APRs and VTRs

In order to promote transparency in the process of accreditation in architecture education, the program is required to make the following documents available to the public:

All Annual Reports, including the narrative

All NAAB responses to the Annual Report

The final decision letter from the NAAB

The most recent APR

The final edition of the most recent VisitingTeam Report, including attachments and addenda

These documents must be housed together and accessible to all. Programs are encouraged to make these documents available electronically from their websites.

[X] Met

These documents are available on the School of Architecture website through a link to the NAAB website.

II.4.5 ARE Pass Rates

Annually, the National Council of Architectural Registration Boards publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered to be useful to parents and prospective students as part of their planning for higher/post-secondary education. Therefore, programs are required to make this information available to current and prospective students and their parents either by publishing the annual results or by linking their website to the results.

[X] Met

The ARE Pass Rates are available on the School of Architecture website through a link to the NCARB website.

III. Appendices:

1. Program Information

[Taken from the Architecture Program Report, responses to Part One: Section 1 Identity and Self-Assessment]

A. History and Mission of the Institution

Prior to the end of the Civil War in the U.S. in 1865, for more than 100 years it was a crime to teach Blacks to read, write or compute. Emancipation of Blacks from slavery by the Civil War required the development of institutions to educate the new freedmen and women. It was against this background that there, above opposing critical views, rose a series of institutions designed to produce black teachers to teach the untaught. In a single generation, 30,000 black teachers in the South, with their white supporters, reduced significantly the illiteracy rates of the majority of black people.¹ this systematic assault on illiteracy was embraced enthusiastically by the former slaves and formed the context that made the Tuskegee Normal School (later Tuskegee Institute and now Tuskegee University) possible. Founded in 1881 by notable educator Booker T. Washington, the Tuskegee Normal School provided essential academic instruction, but also offered practical training for blacks, helping them develop economic self-reliance through the mastery of manual trades and agricultural skills.

Tuskegee University has been one of our nation's most outstanding institutions of higher learning since 1881 when Booker T. Washington stressed the need to educate the whole person. Tuskegee University was acclaimed, first by Alabama and then by the nation, for the soundness and vigor of its educational programs and principles. This foundation has continued through subsequent administrations of the late Drs. Robert Russa Moton (1915-1935), Frederick D. Patterson (1935-1953) and Luther H. Foster (1953-1981). Dr. Benjamin Franklin Payton, who assumed responsibility as fifth president of the University on August 1, 1981, amplified its programs and acquired University status for the institution in 1985.

As a registered, historic and national landmark on more than 5,000 acres, Tuskegee University is presently an independent and state-related institution of higher education. Twenty-five percent (25%) of its trustees are state-appointed and 75% are self-perpetuating. The University receives State appropriations and is a land grant institution. It is coeducational as well as racially, ethnically and religiously diverse with students from all parts of the United States. Today, its academic programs emphasize the importance of liberal arts as a foundation for successful careers in all areas. While stressing the need to educate the whole person – the hand and the heart as well as the mind – Tuskegee's mission has always been service to all people. ² Tuskegee University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS), and has a number of nationally accredited degree programs including: 1) Architecture, 2) Business, 3) Education, 4) Engineering, 5) Medical Technology, 6) Nursing, 7) Occupational Therapy, 8) Social Work, and 9) Veterinary Medicine. In 1996, the academic programs were reorganized into five Colleges: 1) the College of Agricultural, Environmental and Natural Sciences; 2) the College of Business and Information Science; 3) the College of Engineering, Architecture and Physical Sciences (with the reorganization of the former Department of Architecture into the new Robert R. Taylor School of Architecture this college will become the College of Engineering and Physical Sciences) ; 4) the College of Liberal Arts and Education; and 5) the College of Veterinary

Medicine, Nursing and Allied Health. The curricula for the five colleges offer 59 degrees including 42 Bachelor's, 15 Master's and two Doctoral degrees.

Among the University's current enrollment of nearly 3,000 students, come students from most states and a number of foreign countries. In its 129 year history Tuskegee has enrolled more than 200,000 students. The University's living alumni number more than 30,000 and reside throughout the nation and the world. Total university physical facilities; include 155 buildings and structures on 5,000 acres of land valued in excess of \$500 million.

Institutional Mission

During the past century, various social and historical changes have transformed Tuskegee University into a comprehensive and diverse place of learning whose fundamental purpose is to develop leadership, knowledge and service for a global society. Committed deeply to academic excellence, the University admits highly talented students and challenges them to reach their highest potential. The University also believes strongly in equality of opportunity and recognizes that exquisite talent is often hidden in students whose finest development requires unusual educational, personal and financial reinforcement. The University actively invites diverse and talented students, staff and faculty from all racial, religious and ethnic backgrounds to participate in this educational enterprise. Special elements of the University's mission include instruction, research, and service. These three elements of mission, together with certain acts of the United States Congress and the State of Alabama, define Tuskegee University as a land grant institution. Originally focused on agriculture, the University embraces a wide spectrum of liberal arts, scientific, technical and professional programs.

The following is an excerpt from the current mission statement of the University:

Tuskegee University is a national, independent and co-educational institution of higher learning that has a historically unique relationship with the State of Alabama. The University has distinctive strengths in the sciences, architecture, business, engineering, health and other professions, all structured on solid foundations in the liberal arts. In addition, the University's programs focus on nurturing the development of high-order intellectual and moral qualities among students and stress the connection between education and the leadership of Americans.

The University is rooted in a history of successfully educating African-Americans to understand themselves against the background of their total heritage and the promise of their individual and collective future. A primary mission has been to prepare them to play effective professional and leadership roles in society and to become productive citizens in the national and world communities. Tuskegee University continues to be dedicated to these broad aims.³

Overall, Tuskegee University accomplishes its central purpose of developing leadership, knowledge and service through its undergraduate, graduate, professional, research and outreach programs. Through these programs, students are encouraged not only to pursue careers but also to be of service to society and to remain active lifetime learners. The University seeks to instill a robust thirst for knowledge and a vibrant quest for wholesome patterns of personal and social ethics that have philosophical and spiritual depth. In the process, it seeks to help each student develop an appreciation for the finer traits of human personality, the beauty of the earth and the universe, and a personal commitment to the improvement of the human condition.

Program History

Architectural education at the Tuskegee Institute began in 1893. Booker T. Washington appreciated the intellectual rigor required to produce architectural drawings. Dozier places Washington's role in proper context by stating, —Tuskegee University shares the educational concept of Thomas Jefferson's design for the University

of Virginia.¹⁴ Washington believed in education in the crafts, industrial and farming skills and the cultivation of the virtues of patience, enterprise and thrift. Washington focused on values that would win the respect of whites and lead to blacks being fully accepted as citizens and integrated into all strata of society.

Washington passionately believed that the School should produce drafters and architects as well as carpenters and bricklayers. Washington wrote:

“The Institute has arranged the schedule as to give the Industrial students more time to receive actual theoretical instruction...The mechanical and architectural drawing which was started during last term has met with every success. The students, especially those taking the trades, are not only enthusiastic over it, but see in it much that will make them proficient mechanics.”

Such premier faculty placed Tuskegee among the nation's first schools to offer black students the opportunity to learn design and construction. Many of the early campus buildings were designed by Mr. Taylor or members of his faculty and built with the assistance of the students in the Department of Mechanical Industries. By 1915, the Tuskegee campus-building program was substantially complete and the faculty and graduates were also building Black churches and schools throughout the South. Between Taylor's arrival in Tuskegee in 1892 and Washington's death in 1915, design and construction of the Tuskegee campus was the largest concentrated physical enterprise in the United States built from the ground up by and for blacks.

The campus buildings built by students during Washington's tenure have a rough-hewn beauty analogous to those of the contemporaneous Arts and Crafts movement. Native materials such as clay and wood were shaped into construction materials by students in the campus brickyard and lumber mill. These buildings have provided an enduring and inspiring setting for the Architecture Program.

The architecture and construction programs continued to involve students, faculty and alumni in significant campus projects through the 1960's. The famed Tuskegee Airbase designed by Edward Miller and G.L. Washington, then directors of the University's Mechanical Industries Department was partially constructed by students. An owner-build concrete block house system, called the Low Cash-Cost House, was developed in the 1940's and 1950's. A campus subdivision containing these houses was created and the system was used to provide affordable housing across Macon County and also in Africa and Southeast Asia. The program was significant enough to merit visits from two U.S. Secretaries of Agriculture.

Notable architect Paul Rudolph was the designer of several significant buildings on the campus during the 1960's, including the internationally recognized Tuskegee Chapel. Rudolph was also the campus architect during this period and participated in studio critiques during his visits to the campus. The architectural firm of record for the Chapel, is Fry and Welch, a firm developed in the 1950s by Louis E. Fry Sr. and John Welch with offices in Tuskegee and Washington, D.C. Tuskegee native John Welch earned his architectural degree at Howard University while Fry, a Prairie View graduate, completed his masters of Architecture at Harvard University under Walter Gropius. Welch served for many years as the Dean of the Tuskegee Architecture Program. Visionary designer

Buckminster Fuller also visited the architecture program during this period. Fuller led students in designing and constructing a geodesic dome on the campus.

The types of degrees bestowed by the Program have evolved since the 1930's when the first architecture degrees were offered. In 1974 the six-year Bachelor of Architecture (B. Arch.) undergraduate degree was restructured into a six year (4+2) Master of Architecture (M. Arch.) degree. It was done in keeping with the then prevalent trend in architectural schools. The students were awarded a Bachelor of Arts in Architectural Science after four years of study. However, the Master of Architecture was an undergraduate degree, and the attrition rate of students in the Architecture Department joining the Master of Architecture program (the last two years), after receiving the four year degree, gradually became significant and an area of concern for the architecture program. To stem this attrition rate, in 1986, a five-year (2+3) Bachelor of Architecture was approved by the University.

At present, the School of Architecture, through its two professional programs in Architecture and Construction Science and Management (CSM), continues to perpetuate the founding policy of the University – —learning by doing. Although both programs began in trade and vocational training, the present mission of both programs is to develop competent professionals who are capable of playing active roles in shaping communities through the design of meaningful places for all people to work and live.

B. History and Mission of the Program

Program Mission

After some review and discussion, following the 2006 NAAB visit, the faculty accepted the mission statement adopted by the faculty of the Department of Architecture and endorsed by Tuskegee University in 2004:

The Architecture and Construction Science and Management programs prepare professionals who are capable of playing an active role in rebuilding our cities, towns and rural communities so that they may become truly meaningful places for all people to work and live. These programs endeavor to develop professionals with an appreciation for the humanistic (social, psychological and physical) aspects of a building problem, as well as other factors such as health, safety, welfare and economic feasibility.

The Architecture Program is founded on a belief in the power of architecture to uplift the human condition and give form to society's highest aspirations. Students are prepared to become citizen architects - community leaders who provide a vision of a better-built environment. The Program will realize its mission through teaching strategies based on Booker T. Washington's philosophy of educating the hand and the mind together in a cross-disciplinary context:

- Digital learning environment
- Service learning
- Life-long learning
- Design-build
- Integration of studio courses with lecture courses

The Program will generate and disseminate discourse concerning the relationship between the African Diaspora and the built environment. This will include:

- Identifying, studying and publicizing the unrecognized roles of blacks and other minorities as users, designers and builders of architecture

- Theorizing the relationship between group culture/race and architecture
- Addressing the special problems associated with the built environments of minority communities through research and service learning

C. Long-Range Planning

The elevation of the *Department* of Architecture to the Robert R. Taylor *School* of Architecture, and appointment of Dr. R. K. Dozier from Associate Dean & Head position to its first Dean of the Robert R. Taylor School of Architecture in August 2010 was a significant step and commitment by Tuskegee University for the long range planning of the Architecture Program. For its ongoing growth and development, the School's key elements of the long range plan are as follows:

Curriculum: In keeping with the current national trend and enhanced quality of education, the School plans to establish a committee to see the feasibility of conversion of the current B. Arch. Degree to a M. Arch. Degree program. Current models of the other M. Arch. Programs will be reviewed, assessed to see how best they can be utilized for this conversion that advances the current B.Arch. curriculum and meet the needs of the students.

Enrollment: To establish and justify the new School status, increase in the enrollment of students will be a key factor. To accomplish this School plans to have a well structured recruitment drive to increase its student population @ 5% per year to reach 200 by 2015. This will be accomplished by the proactive initiatives of the Dean with the support from University's Student Recruitment office, alumni, AIAS, and area professionals.

To support the enrollment process and initiative, the School will create a plan for an online system for annually gathering and analyzing data on its graduate, their IDP progress, ARE rates, non-arch career paths etc. all as a part of the School's effort to increase its enrollment.

Physical Resources: For the projected enrollment growth, the School will require additional physical space. Current newly renovated physical facilities – Willcox A & Willcox C - provide appropriate present student body's space requirements. Proposed additional, future changes are described in Section I.2.3 Physical Resources.

Public Good & Outreach: In an effort to enhance and project its image, interactions with campus departments and area communities, the School plans continued involvement in outreach as part of its stated mission. To accomplish this, it will establish an Outreach Committee charged with soliciting, receiving and promoting community and campus outreach projects and arranging for studios to run these projects including systematic procedures for processing requests and communicating with community representatives etc.

Even though as a Department in the past, the architecture program has engaged in the outreach activities, they have been rather at a limited scale given its resources. With the new School structure and its planned increased resources, both physical and in faculty, outreach activities are planned at a larger scale and scope.

D. Program Self-Assessment

The Architecture Program uses several in-house means of self-assessment:

- Peer reviews of student work

- Surveys of faculty, students and graduates and employers

At the end of each semester, faculty and invited colleagues engage in peer review sessions where they engage in objective evaluation of studio work, attainment of learning objectives and methods of instruction. The evaluation relies on criteria outlined in the NAAB *Student Performance Criteria*. The outcome of the peer review sessions is the basis of discussion for a follow-up planning meeting that includes faculty, student representatives, and staff and alumni representatives. The principal objective of the meeting is to outline and stage enhancement strategies for future implementation.

A new initiative, which enhances our studio self-assessments, is the “super jury” which is held at the end of each semester, following the individual studios’ juries. In this jury, the best design projects from each studio are presented together to a jury composed of all faculty and invited critics. In addition to critiquing the work itself, faculty evaluators use this event to assess the effectiveness of the studio courses. The results of this are provided to the studio faculty members and used for curricular planning.

As part of the Department's organizational structure, faculty members chair committees that regularly evaluate and implement measures that improve the Program's effectiveness (a copy of the current faculty committee assignments will be placed in the Team Room during the visit). Regular School meetings provide a forum for faculty, students and staff to discuss the Department's progress. Every month the School Dean plans and schedules meetings with students on a variety of topics that include course offerings, research projects, student outreach and student activities.

Institutional Requirements for Self-Assessment

Course Evaluations: At the end of each semester, students are required to complete anonymous course evaluations for selected courses taught in the Program. The evaluation format includes both a quantitative and qualitative section as well as an open request for comments. The quantitative portion is abstracted and forwarded to the faculty member teaching the course.

Faculty Evaluations: At the end of the academic year, the School Dean (formerly, the Department Head) evaluates each faculty member. Before forwarding evaluations to the University the Dean meets individually with each faculty member, to review, both the faculty member's prepared forward plan and the Dean's evaluation. In the spring of each year, the Office of the Provost requests all faculty members to evaluate the Department Head.

The College of Engineering, Architecture and Physical Sciences Educational Policies Committee: Until the Department of Architecture became the School of Architecture, a member of the Department was appointed each year to this committee, which meets to discuss and set policies pertaining to overall curriculum and instructional matters within the College. A faculty representative is elected to this committee by each of the Departments. Department heads serve as ex-officio members. The committee is chaired by the Dean. This committee acts as a first level approval for course changes and curriculum proposals presented by Departments. After approval is granted by the College's Educational Policies Committee, the proposals are submitted first to the University's Faculty Senate, then to central administration for final approval.

Annual Departmental Reports: Until the Department of Architecture became the School of Architecture, the Department submitted an Annual Report to the College Dean. This report is a review by the faculty that is submitted at the end of each school year to the

Dean. It documents achievements and problem areas in all components (i.e. curriculum, faculty, students, facilities, etc.) of the Department, as needed.

The Architecture and Construction Alumni Association: The Tuskegee Architecture and Construction Alumni Association (TACAA) as well as the College Advisory Council (CAC) each provide regular assessments of the Program to the School of Architecture. The School Dean will make an annual progress report to each organization.

FINAL DRAFT

Appendix II – Conditions Met with Distinction

1.1.3B	Architectural Education and Students
1.1.3C	Architectural Education and the Regulatory Environment.
SPC B9	Structural Systems
SPC C4	Project Management

FINAL DRAFT

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IV. Report Signatures

Respectfully Submitted,

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