

**Tuskegee University**  
**Robert R. Taylor School of Architecture and Construction Science**

## **Architecture Program Report for 2017 NAAB Visit for Continuing Accreditation**

**Bachelor of Architecture [170 Credit Hours]**

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## **Section 1 - Program Description**

### **I.1.1. History and Mission**

#### History and Description 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. The 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. 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.

In the early 1900s, Booker T. Washington asked Julius Rosenwald, the wealthy President of Sears, Roebuck, and Company, and noted philanthropist, to be on the Board of Trustees and to help him build well-designed and fully equipped schools for black children. The face of education in the South changed for the better. Working together, Rosenwald and Washington helped build 5,357 schools throughout the southern region of the United States.

Tuskegee University has been one of our nation's most outstanding institutions of higher learning. 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 co-educational as well as racially, ethnically and religiously diverse. 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.

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. The curriculum of the University's eight colleges and schools offer 62 degrees, including 42 Bachelor's, 16 Master's and 4 Doctoral degrees. The University's current enrollment of 3,100 students, representing many states, come from mostly Alabama, California, and Georgia, as well as a number of foreign countries. In its 135 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.

#### Institutional Mission

During the past century, Tuskegee University has evolved into 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.

### Program History

Architectural education at the Tuskegee Institute began in 1893. Booker T. Washington appreciated the intellectual rigor required to produce architectural drawings. 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. In 1892, Washington brought Robert R. Taylor, a recent graduate of the Massachusetts Institute of Technology (MIT) School of Architecture and first known black architecture school graduate, to Tuskegee Normal and Industrial Institute to offer the first architecture classes. Taylor's architecture drawing classes at Tuskegee differed little from those offered at MIT and Cornell at that time. In 1901, Taylor was named the first director of the Department of Mechanical Industries. Between 1900 and 1909, Taylor hired William Pittman (former student), Wallace Rayfield (Pratt Institute graduate) and Vertner Tandy (Tuskegee Normal and Industrial Institute and Cornell graduate and first African American licensed architect in the state of New York) to the architecture faculty at the Institute. David Williston (Cornell graduate) was hired in landscape architecture.

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.

Noted architect Paul Rudolph developed a masterplan for the campus during the 1960's, resulting in his acclaimed design for the 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 was Fry and Welch, founded 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 the Master of Architecture degree 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. However, the attrition rate of students in the Architecture Department who continued in the Master of Architecture program, after receiving the four-year degree, gradually became a significant 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 Department, through its two professional programs in Architecture and Construction Science and Management (CSM), continues to perpetuate the founding policy of the University – “Learning to do 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.

### Program Mission

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

### **I.1.2. Learning Culture**

In concert with the University's mission and commitment, the Department of Architecture makes every effort to foster, encourage, and sustain a learning culture of excellence by consistently performing in ways which seek to ensure this ideal.

### Studio Culture

The School currently has the Tuskegee University Department of Architecture Studio Culture Policy. The creation of this policy was a collaborative effort between faculty and students. This policy is distributed to students and faculty at the beginning of each fall semester. It includes procedures and guidelines for studio

related activities and working environments. It is based on The Redesign of Studio Culture by the AIAS Studio Culture Task Force. The Dean's monthly meeting with the class representatives provides an opportunity for students to give feedback to the faculty through her on all matters pertaining to the studio learning experience and culture. The TSACS studio culture is reassessed in frequent faculty meetings with the Dean and during the annual year-end faculty retreat. The opportunity to amend the Studio Culture Policy is available at any of these occasions.

The TSACS Studio culture policy consists of nine items that are intended to demystify the design process as well as to promote positive criticism, healthy studio habits, responsible behavior and a cooperative learning environment. The Studio Culture Policy is included in the [Section 4: Studio Culture Policy](#).

The learning culture is also encouraged by other means including:

- TSACS policies regarding attendance, dress code, and the use of electronic devices. These policies are included in the syllabus for each lecture and studio course.
- The Tuskegee University "Starfish" early warning system. This system is used to flag students who are habitually absent or failing academically so that they receive early intervention from the University counseling center.
- Additional information about these policies is included in [Section 4: Attendance Policies](#).

### **I.1.3 Social Equity**

The Department of Architecture makes every effort to consistently provide and perform in ways that convey and maintain social equity in faculty appointments and as a learning objective. Tuskegee's architecture program has consistently employed faculty, staff, and administrators, who are diverse with respect to ethnicity and gender. As an HBCU, Tuskegee University's student population has historically been predominately African-American, though it has consistently maintained a welcoming environment for all.

The program continues to attract students and faculty of diverse backgrounds. Current and recent architecture students are represented by individuals from across the US, as well as the Caribbean and the UK. African American females represent between 30-40% of the student population. The faculty is also diverse, with a balanced representation relative to origin, ethnicity, gender, and professional experience. Approximately 70% of the faculty is non-white, and 30% female. As the School and Department charts the long range planning strategies, this diversity will continue to be at the core of program efforts and the fulfillment of its mission.

The Tuskegee University Faculty Handbook (October 2013) contains the following section on social equity relative to faculty:

"Tuskegee University is committed to equal opportunity in employment and education and does not discriminate on the basis of sex, race, color, religion, national origin and qualified disabled persons. It is the university's policy to employ, retain, promote, terminate and otherwise treat any and all employees and job applicants on the basis of merit, qualifications and competence. The policy shall be employed without regard to an individual's sex, race, national origin, religion, pregnancy, age, marital status or physical handicap."

The Tuskegee University Faculty Handbook also has established policies and procedures for grievances related to sexual harassment and discrimination. Policies pertaining to academic integrity – cheating, plagiarism, etc. - are covered in the section —Academic Honesty, in the Tuskegee University Academic Regulations and Procedures for Undergraduates document.



#### **I.1.4 Defining Perspectives**

##### **I.1.4A Collaboration and Leadership**

The students are engaged in the collaborative and leadership activities, typically in the design studios, and also in AIAS & NOMAS led professional and social events and activities. In the upper level design studios, students are assigned team projects to be carried out in teams, typically of three students. These projects are done in a collaborative manner with guidance and support of the studio faculty member.

As an example, one student from the team assumes the leadership role and assigns different requirements of the project (space programming, site analysis, design and design development, structures, HVAC, etc.) to each member of the team based on his/her interest and focus. Assignments are made in a mutually acceptable manner. Throughout the progress of the project from schematic to final phase, there are periodic team meetings to review and access each other's work and provide their input as appropriate. This fosters the learning process from each other. This, more or less reflects the manner in which projects are generally carried out in a professional practice setting. Externally, this collaborative teamwork approach assumes more significance, especially when these projects are done as a real project for a client in the studio setting.

Students also carry out AIAS & NOMAS sponsored professional and social events and activities that are conducted in a collaborative manner with some students taking the lead roles. Some of these events and activities include annual Career/Job Fair including architectural and construction firms in the southeast, Halloween haunted house, spring picnics, annual Students' Awards Banquet, and joint hosting of an AIAS Quad Conference with Auburn University's AIAS chapter.

In addition, student organization activities, collaboration and leadership opportunities are also afforded through group design competitions and construction projects - for example, the TSACS Tiny House construction initiative, and the NOMA National Student Design Competition. The department has participated in the NOMA competition for several years running, and placed third in 2015.

Architectural students conduct some of these events and activities in collaboration with students from the construction program of the School. Special efforts are made to encourage full student participation.

##### **I.1.4B Design**

Architecture students are prepared to engage in design activity primarily through the curriculum's sequence of ten design studios. This sequence is divided into a set of four studios in the pre-professional program followed by six studios in the professional program. This studio sequence has been carefully designed to expose students to content (design skills and knowledge) in a cumulative way, and to coordinate each studio with congruent support courses in architectural history, theory and technology.

In the pre-professional studios, students learn how to follow a systematic sequence of design steps: pre-design analysis, conceptualization, ideation, selection, development, and presentation. Students learn to ideate alternative design ideas, assess their relative merits, select the best, and develop it through an iterative process. In the professional program, as building programs become more complex, this design methodology incorporates additional phases of research, design development and detailing as students incorporate issues of structures, environmental controls and materials into their process.

Students are introduced to a variety of means of generating building form. These include straightforward functionalist approaches based on formal responses to program activities and site factors; case study approaches in which building precedents are transformed; and analogical approaches where referential objects other than buildings are transformed.

The scale and complexity of building programs increase cumulatively across the sequence of studios. This includes not only the size of buildings, but also the number of issues to be addressed, and the relationships

between issues, such as between a building's spatial and structural systems, or between site factors and building envelope design.

Students are exposed the broad paradigms of contemporary architectural theory and taught to foster a personal theory of design which becomes the basis of the rationales behind their design decisions. This is especially emphasized in the fifth year when students program and design their final project based on an argument framed by their chosen theoretical lens. Examples of topics provided to students for project development consideration have included the following:

- Environmental Justice/ Community and Neighborhood Design
- Universal Design in Architecture
- Smart Growth/ Transit-Oriented Community and Neighborhood Design
- Natural Disaster/ Mitigation and Relief through Architecture Design
- History and Culture/ Preservation and/or Expression in Architecture Design
- Digital Fabrication/ Methods and Technologies
- Biomimicry in Architecture Design/ Sustainability and Materials Investigation
- Advanced Structural Systems Design Exploration
- Building Skin Design Technologies/ Sustainability and Assembly Details Investigation

#### **I.1.4C Professional Opportunity**

As part of the School's mission of preparing individuals to enter the profession prepared to make positive contributions, the program stresses the importance of architecture licensure from the beginning with incoming freshmen. In addition, students are made aware of the broader role of architects as civic leaders, and the range of ways this may be fulfilled through alternative career paths and disciplines. Both are reinforced in curricular and extra-curricular settings throughout the program.

The architecture program annually receives generous support from the Alabama State Board of Architects in providing funding to establish NCARB records for students, typically at the third year level. Presentations open to students of all levels are held at the School to provide an opportunity for students to learn about the state board. Through its representatives, students are introduced to the Architecture Experience Program (AXP), as well as the Architecture Registration Exam (ARE) and Alabama's requirements for obtaining state licensure and practice.

The professional practice required course offered to fifth year students is the primary curricular means of reinforcing the role of the architect in traditional practice, as well as present alternative roles prevalent in the industry - including project or program manager, owner's representative, developer, or community leader. The program utilizes a number of activities and events to further inform students of these professional opportunities - including guest lecture and visiting professional presentations, office visits as part of field trips, and workshops.

Each February for the past several years, the architecture program has hosted a 'Career Focus' week, in which student organizations and the School organize a series of professional development opportunities for students. It has included participation by representatives from local and national firms, as well as graduate architecture programs - actively recruiting potential candidates for their office or program. Alumni from different generations also participate, and share invaluable lessons from their own experience of what it takes to be successful, and the broad range of career paths which may be explored.

Architecture alumni, through its association, has been very instrumental in supporting students and recent graduates in preparing for the ARE through support groups and resources, posting job leads on its website, and conducting portfolio reviews for students.

#### **I.1.4D Stewardship of the Environment**

The awareness of environmental issues and sustainability of regional, urban, site and building scales is incorporated into the instruction throughout the architecture program, both in studio and in lecture courses. From the beginning design studios, students are taught the importance of solar path, building orientation, daylighting, shading, ventilation and other passive strategies. Students in third through fifth year studios are usually required to implement active and passive sustainable features into their design projects.

In 2014, students from the Architecture and Construction Science programs started a campus chapter of USGBC Students in order to advocate locally for awareness of environmental sustainability issues. Shortly afterwards, the USGBC Students national organization ceased to require or support campus chapters. Instead, students are encouraged to join the national organization individually. Currently, students who take the ARCH 366 LEED Lab elective course must register with the USGBC Students national organization.

Several lecture courses specifically cover environmental issues and sustainable design practices:

ARCH 221 People and the Built Environment  
ARCH 331 and ARCH 332 Materials of Construction I and II  
ARCH 341 Environmental Control Systems I  
ARCH 342 Environmental Control Systems II  
ARCH 365 Special Problems in Historic Preservation (Elective Course)  
ARCH 366 LEED Lab (Elective Course)  
ARCH 503 Capstone Project Research Seminar  
CSMT 350 Sustainable Design (available to ARCH students as a Professional Elective)

See [Section 4: Stewardship Supplement](#) for additional information regarding course content related to Stewardship of the Environment.

#### **I.1.4E Community and Social Responsibility**

One of the founding principles of Tuskegee University was to use the School's resources to improve the surrounding built environment, as a tool for seeking social and economic progress. As architecture students at Tuskegee University quickly learn about the University's historic legacy of social advancement, they seek opportunities to engage in projects that similarly develop the surrounding community in socially, economically and environmentally responsible ways. The architecture program at Tuskegee University is dedicated to using its resources to demonstrate the strategies that can be implemented to effect positive change. The region surrounding the campus is the cradle of the Civil Rights Movement in the United States and contains many landmark places associated with its history. The department has been, and continues to be dedicated to the study and preservation of these landmarks and their surrounding communities. Since the last accreditation visit, the architecture program has initiated and implemented several local projects which link historic preservation, community revitalization and the African American architectural heritage.

Students also gain an understanding of the architect's social responsibility through lecture coursework, studio projects centered on social, economic and environmental issues, and exposure to the viewpoints of practitioners through the visiting lecturer series. A factor in selecting presenters for the lecture series is to identify speakers who have a proven record of engaging in socially responsible activities. Between 2012 and 2016, the department has hosted presentations on the revitalization of minority neighborhoods, affordable housing, maintaining historically significant buildings, domestic violence, sustainable design, modern architecture, emerging forms of practice and the changing face of the profession. Additionally, the department has continually hired and is actively seeking new faculty who have expertise in practicing social, economic and environmental design within the community.

Lecture courses such as People and the Built Environment, Environmental Control Systems, Materials and Construction, Sustainability and Professional Practice address the social, economic, environmental and

ethical issues facing the planet and the profession. Specific topics include designing for diversity, addressing the needs of under-represented and underserved groups, and sustainability. Studio projects centered on community outreach are regularly given to include planning studies for nonprofit organization facilities, design of community buildings, and neighborhood revitalization studies.

As a part of our community outreach the Robert Taylor School of Architecture and Construction Science has developed a continuous line of projects within the community which deals with economic development, historic preservation, resource conservation, construction, innovative building technology and sustainability. These endeavors are done through studio and special projects. This venue provides students with a professional setting to interact in scholarly and professional practice.

Although no formal entity exists within TSACS to coordinate community outreach efforts, such activities are ongoing and significant. A partial list of recent Community Outreach projects undertaken by TSACS students and faculty is provided in [Section 4: Outreach Projects Table](#).

### **I.1.5 Long-Range Planning**

The TSACS embarks on the development of a long range planning process under the direction of a new Dean and Professor of Architecture, Dr. Carla Jackson Bell in spring 2016. For its growth and development, the new Dean expanded upon the long range planning of the last APR. Long range planning is now an ongoing and expanded process about goals, strategies, and tactics developed for student learning and reintroduces the School to the academic community by building on four RE's: Renewing, Revitalizing, Rebranding and Reconnecting ourselves as a school that is aware of the ever-changing student learning initiatives, faculty, and student development and resources. The TSACS Dean, faculty and students, alumni, advisory board members, and faculty at peer institutions have joined forces to establish ongoing improvement and growth of the School's long range plan.

The new strategic planning effort started at the university level in 2013 upon the hire of the University's seventh President, Dr. Brian L. Johnson. Tuskegee University's mission, as stated in the 2015-2020 Strategic Plan, is to nurture the development of high-order intellectual and moral qualities among students and stress the connection between education and the highly trained leadership Americans need in general, especially for the workforce of the 21st Century and beyond. The results we seek are students whose technical, scientific, and professional prowess has been not only rigorously honed, but also sensitively oriented in ways that produce public-spirited graduates who are both competent and morally committed to public service with integrity and excellence.

Anticipating the full implementation of the [University's Strategic Plan](#) and [Master Plan](#), the Department of Architecture is steadily responding to these strategic initiatives by identifying areas where the aspirations of the Department of Construction Science and Management and other closely related programs can find alignment.

#### **Long-Range Goals**

The TSACS vision is to renew Booker T. Washington's mission to educate the whole person – we train our students to have more adaptive hands, instead of just developing the mind, we want to cultivate it, and ultimately, we want to purify our hearts. We envision TSACS to be a premier School for the education and training of African American architects and contractors – and to create a stronger model to nurture a new generation of socially and culturally responsive designers and builders. The School continues to perpetuate the founding policy of the University—"Learning to do by doing" and strives to take student learning a step further by moving towards the 21st century and prepare them to become citizen architects, builders, and community leaders who provide a vision of a better-built environment.

The TSACS mission is to develop skilled professionals who are capable of playing active roles in shaping communities through the building of meaningful places for all people. As such, our intent is to keep working to help our current and future students to have a competitive advantage that will both distinguish themselves from students at peer institutions and advance their career goals. We also envision a new identity in the minds of alumni and stakeholders to help carry out our mission and the academic rigor to nurture a generation of highly competitive professionals.

The TSACS began its long range plan by identifying strategies that are vital functions of the planning priorities approved in the university's strategic plan. The Department of Architecture is leading the implementation of four Rebuilding goals that focus on the following. In the area of student services and success, Renewing best practices to recruit and retain stellar students by applying tactics that incorporate aspects of mentoring, advising, and career placement is the School's first goal. Students are encouraged to participate in academic and professional programs to identify challenges and strategies to enhance success. Second, there is an effort to strengthen academic initiatives by Revitalizing multiculturalism and global understanding to enhance curriculum content which is our primary focus on student learning and development. There are specific critical issues and opportunities that the School has begun to discuss in seminars and workshops that engage cultural perspectives, critical thinking skills promote practical hands-on learning opportunities. There has also been enthusiasm to implement faculty development initiatives by Rebranding the scholarly footprint of faculty and establish stipends for a faculty incentive program to encourage continuing education, and teaching and training programs. Increasing school resources by Rebuilding collegial relationships with alumni, corporations, and faculty at peer institutions is the fourth goal.

The Department of Architecture has established an external architecture advisory board (AAB) of academicians and practitioners to strengthen relationships between the department, alumni, and corporations. This goal also allows the departmental faculty and the Dean to work effectively with alumni, the University President, the central advancement office, and development officers to identify potential donors. This long range planning has been driven from the ground up by the faculty and from the top down, by the Dean, the university and with input from members of the AAB and the alumni organization. See entire TSACS Strategic Plan in [Section 4: Strategic Plan](#).

The Department of Architecture has fulfilled several long range planning practices and student learning initiatives. The department is aggressively Renewing best practices to recruit and retain stellar students and collaborating with other university programs and multiple external stakeholders — AAB, TACAA Alumni Association, faculty at peer institutions — to impact student learning and success. Student learning is built upon initiatives starting as long as one year ago: reorganizing faculty loads and assignments, recruitment efforts starting at our summer camp, student development and guest lecture series, course realignments that enhance social equity and cultural relevance, spring career focus event and inviting visiting scholars to 3rd thru 5th year design studios.

Data and information sources that are used in the department to inform the student learning objectives and the long range planning objectives are tied directly to the culture of evaluating student learning outcomes. Tuskegee University adopted the CampusLabs platform in 2014 which empowers all university programs to share information with the Offices of the President and the Provost, produce reports, and interpret data more effectively. In this new process, the Dean and Department Head can make data-driven decisions and document program strengths, improve workflow efficiencies, collect evidence of student outcomes, and advance our strategic planning goals. CampusLabs also provides valuable indirect information, including the perceptions of students on their abilities learned in the architecture curricula. The CampusLabs website is available to the Dean and Department Head at the following link: <https://federation.campuslabs.com/ldap>.

Other important data sources are the evaluation of students' work that is conducted by visiting scholars, and members of the Tuskegee Architecture and Construction Alumni Association (TACAA). TACAA, a group of alumni practitioners who support school activities twice a year — Tuskegee University Homecoming and Spring Career Focus Week — created a website directly linked to the TSACS homepage and can be found at: <http://www.archtacaacsm.com>. The Visiting Scholars and the TACAA members strengthen and innovate the delivery of design studio curriculum content and assist with professional

program design juries year round. Other primary data sources include peer reviews of student work, surveys of faculty, students and graduates, and employers. Faculty and staff evaluations by the Department Head and Dean are assessed in Tuskegee's Office of Institutional Research.

The five perspectives in the Department of Architecture form a framework for long range planning are in the areas of student lead social events and activities, design activity primarily through the sequence of ten design studios, architectural licensure and the role of architects as civic leaders, environmental issues and sustainability in the curriculum, and community revitalization and the African American architectural heritage.

The five perspectives, specifically related to student learning outcomes, direct the department's long range plans. Several of the department's on-going long range initiatives strengthen the perspectives, particularly in our professional elective sequence. See [Section 4: Long-Range Initiatives](#). The Global Perspectives Elective is related to our ability to create a stronger model to nurture a new generation of socially and culturally responsive designers and builders and enhance the importance of the role of architects as civic leaders. We are constantly reminded that we believe learning from travel, and experiencing exemplary buildings is paramount. The study abroad trips to Paris and New York heightened students' ability to travel and learn in different cultural settings. Additionally, in the areas of environmental issues and sustainability, a multidisciplinary course (LEED Lab) is also a professional elective that prepares students to become green building leaders and sustainability-focused citizens while simultaneously working towards certifying one of the University's existing buildings. The Department of Architecture's LEED Lab is the first of its kind of any academic program in Alabama and is the first program at an HBCU to have this recognition in the country. Student development workshops are implemented to enhance resume writing skills, to strengthen portfolio development, and other professional development skills.

The ARCH 0221 course, renamed 'Ethnic Americans and the Built Environment', will enhance awareness of social diversity in the curriculum. In fall 2016, the course was more interdisciplinary in nature and introduce students to contemporary roles of women and Ethnic Americans – specifically African American – architects, planners/landscape architects, builders and designers of color as consumers, critics, and creators of the environment. The revised ARCH 0221 course will enhance teaching and learning outcomes in the construction science and management minor. The faculty is also exploring interdisciplinary minors in Interior Architecture and Historic Presentation to increase cultural relevance. A minor in Construction Science and Management was approved and implemented in fall 2015.

The Dean is collaborating with the Chair and Director of Community Planning at Auburn University to outline a framework for an accelerated bachelor's-master's degree, and a minor in Community Planning beginning fall 2018. The centerpiece of the collective degree program is for students and faculty at both institutions to engage with underserved communities throughout Alabama and the Southeast through outreach, teaching, and engaged research. In the area of Community and Social Responsibility, students will expand learning outcomes by helping diverse and complex communities create and implement plans that improve and protect their quality-of-life, culture, resource base, built environment, natural environment, and economic vitality. Twelve credit hours of general electives will be replaced in the existing architecture curriculum, to count toward the new minor and Accelerated Bachelors-Masters programs.

It is our hope that the five perspectives in addition to the on-going long range initiatives will affect our ability to advance by preparing students to become citizen architects, builders, and community leaders who provide a vision of a better-built environment. The five perspectives will increase knowledge of the full arc of architecture education and practices, as stated in the long range planning introduction and reintroduce ourselves as a department that is aware of the ever-changing student population, faculty and student development initiatives and resources.

### **I.1.6A Program Self-Assessment**

To assist in our long range planning, there is a vigorous program of assessment within both the School and the University. The objective of the self-assessment process is to ensure all internal as well as external stakeholders, have an opportunity to promote and contribute to a process of continuous improvement and sustainability. The self-assessment program has ongoing processes that involve the Dean, faculty, students, upper administration, members of the AAB and TACAA groups, and deal primarily with curriculum development, teaching effectiveness, faculty and students' development, administration, outreach and service, facilities and equipment, and financial resources and support. The overarching assessment process is conducted by the Office of Institutional Analysis at Tuskegee University and is used to inform long range planning self-assessment initiatives. The principal objective of the program assessment process is to outline and stage enhancement strategies for ongoing and future implementation. The Department of Architecture uses several in-house means of self-assessment.

#### **Internal Assessment**

*Peer Review of Student Work:* At the end of each semester, faculty and invited colleagues to conduct peer review sessions, including Visiting Scholars and several members of the AAB professionals, engage in objective evaluation of lecture and studio works, attainment of learning objectives, and methods of instruction. The evaluation relies on criteria outlined in the NAAB Student Performance Criteria. The outcome of these sessions is the basis of discussion for a follow-up planning meeting that includes faculty, student representatives, and staff, and at times, members of TACAA. These discussions provide valuable feedback from the faculty, and the recommendations are incorporated into improvements in the architecture courses and design studios.

*Individual Course Evaluations:* At the end of each semester, students are required to complete anonymous course evaluations for all courses taught. The evaluation format includes both quantitative and qualitative sections as well as an open request for comments. To document teaching effectiveness, the quantitative portion is abstracted and forwarded to the faculty member teaching the course and the Dean. The course assessment process is conducted and assessed by Tuskegee's Office of Institutional Analysis.

*Departmental Evaluations:* As part of the Department's organizational structure, faculty chair committees that regularly evaluate and implement measures that improve the departmental effectiveness. Regular school meetings provide a forum for faculty, students and staff to discuss the department's progress. In small groups, the faculty can have real working dialogues that are candid and constantly questioning and evaluating. New thoughts, ideas or concerns can come from any individual, and find their best path for evaluation and exploration. Every month, the School Dean plans and schedule meetings with students separately on a variety of topics that include course offerings, departmental outreach, and student activities.

In spring 2016, the University, through the Office of the Provost, conducted reviews of the Department of Architecture as part of its planning and assessment process, and evaluate the program's effectiveness in ensuring quality and validity.

*Dean, Faculty and Staff Evaluations:* The Department Head, with the guidance of the Dean, evaluates each faculty member at the end of the academic year. Before forwarding evaluations to the Office of the Provost, the Dean meets individually with each faculty member, to review, both the faculty member's prepared forward plan and the Dean's evaluation in areas of teaching effectiveness, research, and service. Every spring, the Office of Human Resources requires the Dean to evaluate the Department Head and staff through the Tuskegee University *PeopleAdmin* Portal. The Dean is evaluated in the spring by the President of the University through the same assessment process and has monthly one-on-one meetings with the President. Additional information on the portal and details of responsibilities and expectations of the Dean, Department Head, and faculty are found at this link: <https://tuskegee.peopleadmin.com/hr/sessions/new>.

*Promotion + Tenure Review of Faculty:* To *rebrand* the scholarly footprint of faculty, the Department of Architecture utilizes the university's promotion and tenure process to evaluate and assess faculty



development. The tenure-track faculty has a formal tenure mid-review at the end of the third year to give them preliminary and critical feedback. The criteria employed in evaluating faculty performance consist of formal training, experience, professional development, teaching/job effectiveness, research and creative work, international and other services to the University.

The teaching/job effectiveness of architecture faculty members is monitored by the Department Head and Dean. Teaching/job effectiveness is rated on a scale of one to eight, on which three represents the minimally acceptable level of performance and eight represents the highest level. Promotion to the rank of Associate Professor shall require a rating of five or higher. Appointment by promotion to rank the Professor shall require the rating of six or higher unless there are compensatory factors in the form of outstanding performance in other areas. The student evaluations of faculty performance in the Department of Architecture are also used to improve teaching effectiveness. The student evaluations play a major role in part-time/adjunct faculty rehiring decisions. They are also part of the permanent record for all faculty and a required element in faculty tenure and promotion packages.

*Assessment within the School:* The Departments of Architecture and Construction Science and Management create the necessity of joint evaluation of course offerings. Courses taken by our students within the construction science and management department reinforces the need for constant feedback to the administration and faculty. There are also shared courses with minors in Construction Science and Management and Business Administration, which are assessed within the School. The Department Heads meet monthly with the Dean on issues of management, administration, assessment, evaluation and direction. The Department of Architecture is also creating a plan for an online system for annually gathering and analyzing data on its graduates, their AXP progress, ARE rates, non-architecture career paths, etc.

*Assessment within the University:* Tuskegee University has three primary groups that are involved in the Department of Architecture's assessment. First, the Faculty Senate is the representative body of the Tuskegee University faculty. It was created by a vote of the faculty in response to the establishment of the current system of governance at Tuskegee University. Second, The Office of the Provost has assumed responsibility for ensuring that outcomes assessment occurs at the university. The Assistant to the Provost is responsible for implementing outcomes assessment in the Department of Architecture. A copy of the assessment plan letter can be found in [Section 4: Provost Assessment Letter](#) and the assessment document in [Section 4: Academic Programs Review](#). Last, there is a monthly meeting of university Deans that addresses management and administration issues as well as broader perspectives regarding the direction of the University. The Provost compiles the minutes from these meetings.

#### External Assessment

*The Architecture and Construction Alumni Association (TACAA):* TACAA is the leading partner in advancing the mission, interest, programs, initiatives and reputation of the TSACS at Tuskegee University. The organization *Rebuilds* collegial relationships and maintains collaborative associations with university officials, alumni components, administration, faculty, staff and students that may progress both departments. Providing professional support, mentoring opportunities and scholarships to current students and recruiting future students that have a passion for design and construction to enroll in TSACS are additional supporting factors of the organization.

The members schedule meetings twice a year, during Tuskegee's homecoming and the Spring Career Fair. The student work from the previous semester is on display during the visits. During the career fair, TACAA convenes a Portfolio review of fourth and fifth-year design studio work. The review is a well-advertised event attended by students and faculty, TACAA members, and members of the AAB are also invited. The Spring Career Focus and the Portfolio Review processes allow graduates to return, reconnect, and most importantly, gives context to their education through their professional experiences in addition to offering an assessment of the current curriculum and student work. TACAA has provided an important conduit for "informal" feedback between the faculty, administration, and students. The organization has been



invaluable for direct insights into changes and needs in the profession, the strengths, weaknesses, quality and ability of our graduates. The members' feedback is posted on the TACAA website:

<http://www.archtacaacsm.com/about>

*Mock NAAB Team Room Evaluation:* A Mock NAAB team evaluation of student work will be incorporated in April, 2017, to review and assess the emphasis and pedagogy of the department. All studios will be arranged in a gallery-like exhibit of students' work. The Mock Team Room will be a well-organized process attended by groups of students and faculty, AAB and TACAA members, faculty of peer institutions and others. The groups will offer assessments of the success, challenges, and lessons from all classes and design studios. Faculty offer comments, questions in a constructive exchange. The student work from the past three years will be on display during the mock visit. The students' work will be rated in categories on a Likert Scale. This data will be collected and presented to the faculty and the dean and may lead to faculty and curricular adjustments before the NAAB Team Visit.

*The TSACS Architecture Advisory Board (AAB):* To *rebuild* collegial relationships with alumni, corporations, and faculty at peer institutions, the Department of Architecture, through the School Dean, has organized a new advisory board, comprised of notable practitioners, academicians, and leaders who share an affinity for the growth of the department and our students. The AAB consists of professionals (many of whom are alumni) of architecture, historic preservation, urban planning firms and are faculty at peer institutions. The AAB is scheduled to convene biannually to review existing and new initiatives of the department and has also established a scholarship fund to support financially at-risk architecture students and student development initiatives. A list of AAB members can be found in [Section 4: Architecture Advisory Board](#).

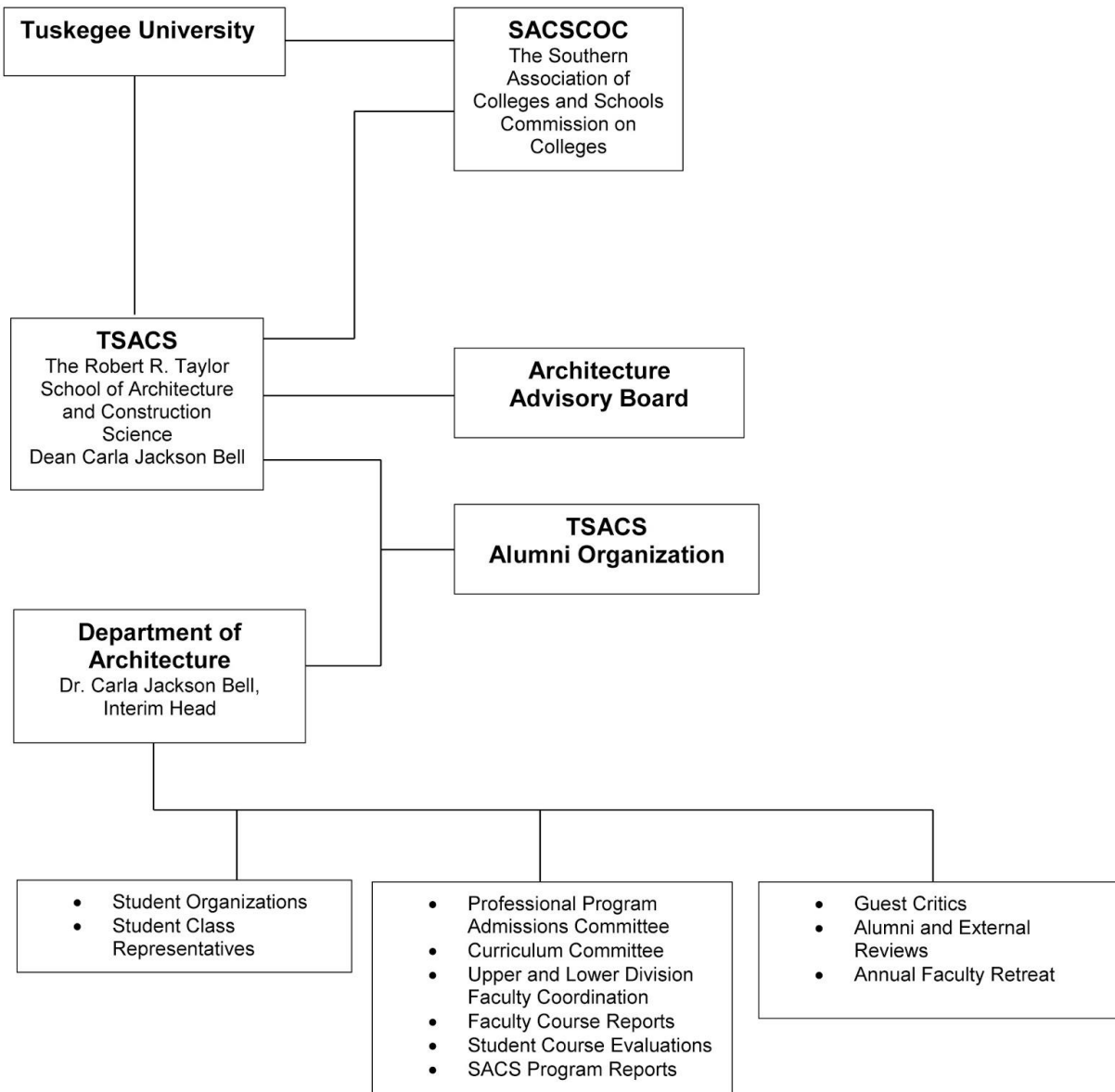
*Assessment from outside the University:* Tuskegee University is accredited by the Southern Association of Colleges and Schools (SACS) Commission on Colleges to award baccalaureate, masters, doctorate, and professional degrees. SACS accredits the university every ten years, and faculty and administrators from the School serve on the Quality Enhancement Plan (QEP) and the Faculty Credentials committees. Assessment through SACS is general in nature and evaluates the program, as it exists as a component of the University. Tuskegee fully expects for its warning to be lifted in June 2017 and is preparing for its reaffirmation of decennial accreditation immediately following with its submission of its compliance report in September 2017.

<http://www.tuskegee.edu/sites/www/Uploads/Users/2211/Files/sacscoc%20public%20disclosure.pdf>

## I.1.6B Curricular Assessment and Development

### Curricular Assessment Chart

#### Curricular Assessment Chart



### Curricular Development

The curricular review is facilitated by the Curriculum Committee, a standing department committee, appointed at the beginning of each academic year. The curriculum committee for architecture is comprised of faculty, the pre-professional and professional program coordinators chaired by both the Department

Head of Architecture and the Dean. The members of the 2015-17 committee were Don Armstrong (former chair), Raj Sehgal (new chair), John Ames, and Carla Jackson Bell. The committee frames curricular issues which are brought to the faculty body for discussion and decision-making. The 2015-2016 Committee had four licensed architects.

The Curriculum Committee reviews, modifies, and approves courses. Members of the committee include the design, history/theory, and studio curricular coordinators along with the Dean and Department Head who in turn confer with the faculty in their curricular areas. After appropriate review and careful deliberation, formal curricular changes are proposed by the Curriculum Committee to the Faculty Council (the entire full-time faculty of the school) for approval. Curricular changes, including new courses must be approved by the Faculty Senate, recommended by the Dean to the provost and president, and finally endorsed by the Board of Trustees.

The Dean, Head, and program coordinators meet annually to review and discuss the elements of the program and curricular assessment process, the mission statement, the strategic plan, and relevant institutional assessment considerations. Any suggested responses or curricular modifications that are results of these meetings are communicated to curricular heads and faculty as necessary.

## Section 2 - Progress Since the Previous Visit

### 1. Summary of Response to the Team Findings 2011

#### A. Program Response to Conditions Not Met

**SPC A4 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.

**2011 TSACS VTR:** "SPC A4 Technical documentation: Evidence exists in ARCH 414, Construction Documents, and elsewhere in design studio work that students achieve ability in technical drawing. However, no evidence was provided for the ability to prepare outline specifications."

**Program Response:** Since the last NAAB visit the Department has incorporated a new emphasis on students' ability to write outline specifications in the following courses:

##### ARCH 414 Construction Documents

For the past two years, students were exposed to actual specifications that were prepared by licensed architects for real time projects. Lectures also concentrated on the composition and intent of the specifications and how they related to working drawings. A current campus design/construction project was used as an example of outline specifications. Its contents were distributed and presented to the class for discussion and reference.

Additionally, as a deliverable, the students prepared outline specifications, along with construction documents that supported their working drawings that were prepared from previously approved studio projects. Students were evaluated on their ability to identify all of the specification sections, based on the CSI format, and the concepts that buttress each section of the specifications.

##### ARCH 331 & ARCH 332 Materials of Construction

Greater emphasis is now placed on teaching students the foundational principles of specifications and CSI MasterFormat system. Students now are required to learn the CSI divisions of the families of building materials covered in these courses. Graded projects have included designing a building envelope and writing an outline specification for it based on CSI MasterFormat.

##### ARCH 301 & 302 Architectural Design Studios

In these studios, which are congruent with the materials courses above, students now are required to write an outline specification for at least one of their projects.

**II.4.1 Statement of 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 NAAB Conditions for Accreditation, Appendix 5.

**2011 TSACS VTR:** "II.4.1 Statement of NAAB-Accredited Degrees: 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.”

**Program Response:** The current (2015-16) Tuskegee University Catalog section on the Department of Architecture contains the required language on pages 243-44.

## **B. Program Response to Causes of Concern**

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

**2011 TSACS VTR:** “I.2.1 Human Resources & Human Resource Development: 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.”

**Program Response:** TSACS continues to face certain challenges with staffing. Since the 2011 NAAB team visit several former faculty members are no longer with the department. Some of these positions have been filled, but not all of them due to recent cost cutting measures implemented by the University. Recent initiatives by the new Dean have encouraged new efforts by the faculty in research, grant writing and creative activities as well as interdisciplinary cooperation between academic units.

Also, recent student recruitment efforts are beginning to show results and the number of incoming freshmen is increasing each year. In the near future, new faculty positions based on the increased size of our student body should allow greater flexibility for research and creative activities.

After Richard K. Dozier, D. Arch, AIA, assumed the position of Dean Emeritus, the university conducted a formal search for a new Dean. Dr. Carla Jackson Bell was appointed Dean of TSACS on January 5, 2016. Dr. Bell, an alumna of Tuskegee University, has a distinguished record of teaching and research with an emphasis on cultural studies in architecture and education. Her new book, *Space Unveiled: Invisible Cultures in the Design Studio*, published by Routledge Research in Architecture series in July 2014, is an example of putting her ideology on culturally competent curricula into practice, especially in design studios and seminar courses.

**SPC B12 Building Materials and Assemblies** - 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

**2011 TSACS VTR:** “SPC B12 Building Materials and Assemblies Integration: 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.”

**Program Response:** In ARCH 331 and 332 a greater emphasis has been placed on complex building envelope assemblies through new lectures and graded assignments. This has also been given greater weight in the fourth year studio courses which include the design and documentation of these assemblies through wall sections, details and diagrams.

**SPC B6 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.8. Environmental Systems; B.9. Structural Systems

**2011 TSACS VTR:** “SPC B6 Comprehensive Design: 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.”

**Program Response:** In response to the concerns of the 2011 NAAB team regarding inconsistent evidence of Integrated (“Comprehensive”) Design, the faculty has made a concerted effort to introduce concepts related to sustainable design and building systems integration early in the program and to maintain the emphasis on these themes on a consistent basis through lecture courses and studio assignments.

The curriculum committee developed a curriculum document that is meant to guide instruction in SPC’s relating to Building Practices, Technical Skills and Knowledge. Starting from an understanding level in the early studios to an ability level in later studios, this document describes desired learning outcomes at each year level.

In addition, the lecture courses in Environmental Controls, Materials of Construction and Structures reflect a new emphasis on systems integration and sustainability. Finally, the elective course in sustainable construction and the new LEED Lab course allow students to explore these concerns in finer detail. The goal of the architecture program is for fourth and fifth year students to more consistently demonstrate the ability to integrate life safety, structural systems, environmental systems, materials and sustainable strategies in a holistic, rational and elegant architectural design.

While our 3rd and 4th year studios are programmed to respond to external projects and initiatives in a limited fashion (addressing specific building systems related performance criteria), our program and supporting curriculum is designed to allow the 5th year student to most convincingly demonstrate Integrated Design. We will continue to explore additional approaches, evaluation and recommendations to resolve this concern.

## **2. Summary of Responses to Changes in the NAAB Conditions**

The Department has undertaken a series of initiatives corresponding to recent changes to the NAAB Conditions. These efforts will expand the opportunities for professional growth for our students as well as enhance their development in leadership, design, and stewardship of the environment as outlined in the Defining Perspectives. Often these programs are found outside of the core architecture curriculum. Some examples are:

**Outreach Projects:** Tuskegee students have been involved in several design projects intended to help local communities and organizations envision and plan for future improvements. For example, the Selma to Montgomery Transportation Study, funded by the National Parks Service, allowed architecture and construction students to confront the complexities of bus scheduling and construction budgets while also addressing the Civil Rights history and local politics. See web articles on this as well as other student projects on the [Tuskegee Website](#).

**The annual NOMAS design competition:** Competition teams from Tuskegee have performed well in the last three years. We are beginning to build momentum and are developing a process for coordinating students and faculty from the fourth and fifth years in competition activities both inside and outside of official studio hours.

**MIT Summer Research Program:** During the summer of 2016, two Tuskegee architecture students participated in a nine week program at MIT. The students had the opportunity to work with MIT faculty and graduate students on ongoing research in digital design. Now that contacts have been made, we hope to continue to send a contingent of students from Tuskegee to MIT each summer. Since Robert R. Taylor, our school's founder, was the first African American to graduate from MIT, we think it fitting that we renew our ties with that institution. See [MIT promotional video](#) on the program, where one of the Tuskegee student participants is interviewed at approximately 4 min. 30 sec.

**Short term study abroad:**

1) Recently five Tuskegee students and one faculty participated in a short term research project in Japan with fellow students and faculty from a Japanese university in a program intended to promote cultural understanding through design. The students worked on-site together in mixed teams to develop design proposals for the restoration and reuse of historical structures in a small Japanese village. See article on the project in [Section 4: Japan Article](#) and also a local Japan news story segment here: [Japan Video](#). 2) The Global Perspectives in Architecture elective course compares aspects of architectural history and urban planning in New York and Paris and is followed by week long faculty led student tours of each city. Both programs are intended to expand our students' cultural understanding of the world through direct engagement. See sample compilations in [Section 4: New York Trip](#) and [Paris Trip](#).

**TSACS Students** now have two course elective options that will provide in-depth knowledge of environmental issues. One of these courses, the new LEED Lab, will allow students to have direct experience in the process of obtaining LEED certification for a building.

Finally, our lecture series continues to emphasize connections to the diverse professional options that are available to design students after graduation. In particular, we find that our students enjoy presentations by women and people of color who share their experiences and advice on making career choices and pursuing professional opportunities. The visiting professionals, for their part, seem to enjoy interacting with our small community of students and faculty. For a table of TSACS visiting lecturers, see [Section 4: Guest Lectures Table](#).

### Section 3 - Compliance with the Conditions for Accreditation

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

For Faculty Matrix and Faculty Resumes, see [Section 4: Faculty Matrix](#) and [Faculty Resumes](#).

##### Faculty Development

The Department of Architecture actively promotes faculty development through participation in professional organizations, in-house guest lectures and workshops, and a variety of other opportunities and resources. The University affords the faculty professional development opportunities including opportunities to attend conferences and seminars; workshops; sabbaticals; professional leave of absence; and the facilitating of research and scholarship. Federal funds are available to support these activities. See table for list of recent [Faculty Research, Scholarship and Creative](#) activities.

The Department of Architecture also takes advantage of the Continuing Education Program at Tuskegee University. The Program offers staff resources that provide comprehensive educational programs for lifelong learning. It is the means by which the University enriches, expands, and extends its resources to a wide range of individuals, special interest groups, and targeted audiences, not otherwise reached by the traditional programs.

*Educational Leave with Pay:* The University is committed to providing opportunities for continued professional development of its faculty. Provided outside gift or grant money is available, educational leave with pay may be provided for the following:

- Faculty with tenure who do not have the highest degrees in their disciplines or who because of changing requirements in their fields of specialization may need to acquire a specialized degree or additional training.
- Continuing education for tenured faculty in an area of importance to the University's educational program.
- Untenured faculty who are All But the Dissertation (ABD) and at the point of writing a dissertation (excellent performance reviews) - no more than one year.
- Applications are made to the Provost through the appropriate Dean, to be considered for such opportunities.

*Sabbatical Leave:* Sabbatical leaves are granted at the discretion of the University. Ordinarily, sabbatical leaves are granted after seven years of consecutive service at the rank of assistant professor or higher. During the past 5 years, only one proposal was submitted and the sabbatical leave was granted. Unpaid leaves of absence are ordinarily granted for one or two years, if the leave will not impair the educational function of the University.

*Faculty Research, Scholarship and Creative Activities:* Selected examples of faculty research activities may be found in the faculty resumes and the faculty exhibit. Tuskegee University encourages faculty research and urges faculty members to submit proposals for funded research, as well as to conduct unfunded research. In addition, faculty members are encouraged to participate in seminars and workshops and to submit papers for presentation. Funding for these endeavors is considered a priority and done on an equitable basis. The University Office for Sponsored Research provides resources to faculty interested in opportunities for funding research.



*Faculty Development Related to Practice and Licensure:* Among the faculty members there are three registered architects, one of whom is also a certified planner (AICP). Additionally, two faculty members have LEED certification. Faculty members with professional licenses remain current in their knowledge of their fields in several ways, including continuing education courses, attendance at workshops and engage in professional activities. The Department of Architecture provides limited funding for faculty attendance at ACSA, AIA, NOMA and other professional organization conferences each year.

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### Student Support Services

The Student Services Office at Tuskegee University directs its efforts toward promoting academic success, personal and professional development and enhancing the quality of campus life. Students in the Department of Architecture participate in a number of different scholarship and loan programs offered by the University.

*Academic and Personal Advising:* Academic guidance is primarily provided by faculty advisors, and directed by the Department Head. An individual faculty advisor is assigned to each class of students from first through fifth year. The primary role of the advisor is to assist students in preparing their course schedules during the registration periods. These occur during a pre-registration period at the end of each semester and a regular registration period held at the beginning of the following semester. Students are required to meet with their advisor before registering through the University's online registration system, Tigerweb. The advisor maintains an updated curriculum sheet for each advisee and uses this to advise the student which courses they should register for each semester in order to stay on track for graduation. The curriculum sheet and copies of all transcripts, key forms and other relevant documents are kept in the student's school file.

Advising is especially critical for incoming freshmen and graduating seniors. Freshmen are registered during late summer before their first fall semester. Their advisor enters their course schedules online for them, developing the schedule with the student.

Graduating seniors typically apply for graduation in the fall prior to the planned spring graduation date. This application triggers an audit of the student's curriculum progress by the Program and the Registrar. Students receive a letter from the Registrar by late fall, informing them of the remaining requirements for graduation. Students not meeting the requirements for spring graduation typically re-apply the following semester. Although the commencement ceremony occurs once a year in spring, students may complete degree requirements in any semester.

The School takes additional measures to develop faculty skills in student retention. Tuskegee University admits conditional students that make up approximately 10 percent of the student population. The Administration actively supports faculty development by funding travel to conferences, seminars, workshops and symposiums that target diverse learning approaches for these students. This effort has strengthened faculty in areas such as studio culture, computer aided technology and curriculum design and development.

This growth allows faculty to recognize the specific needs of students who may be conditional, reconsider non-traditional teaching methods, and implement a cooperative approach to their learning environment.

*Career Guidance:* The Architecture Program provides career guidance through the advisors as well as introduction to the Architecture Experience Program (AXP). Registered architects, including alumni, regularly visit the Program to provide student career guidance, through participation in department and university sponsored career and job fair events.

The Department facilitates through faculty guidance architectural internship opportunities to third and fourth year students during the summer. To this end, the Department is working with Tuskegee Architecture Alumni to maintain a network of prospective employers who would participate in the Internship Program.

The University also offers a variety of resources through its Counseling Center and Career Development and Placement Office.

*Field Trips and Other Off-Campus Opportunities:* Student day-trips are conducted on an as-needed basis by individual faculty members to enhance studio teaching. During these field trips, faculty and students visit buildings and sites relevant to the studio projects. The Department provides support for the transportation costs associated with these activities. A grant from the Alabama Board of Architects as well as other grant sources support students' annual spring field trips to major American cities (Chicago, New York etc.) and international travel (Paris) to explore and experience architecture and urban design.

*Student Organizations and Campus Activities:* In addition to the curriculum, there are various opportunities available to foster students' personal development. Student representatives are selected at each class level and participate in regular meetings with the School Dean. The American Institute of Architecture Students (AIAS), National Organization of Minority Architecture Students (NOMAS), and Tau Sigma Delta Student Honor Society are vital student groups that help to facilitate communications and public relations within the School and with other colleges and professional organizations. Some of their activities include participation in national and regional conferences and design competitions. The School holds an Annual Student Awards Banquet each spring. Deserving students from each year are granted scholarships, certificates and cash awards that may go toward their education at Tuskegee University.

*Partnership with University Bookstore:* To help alleviate the challenge that students have with traveling to Auburn or Montgomery to purchase studio supplies, School faculty have worked closely with the General Manager, and other personnel in the University Bookstore to stock drawing, model-making, and drafting supplies. A packet of supplies that incorporates various drawing utensils and model-building materials fundamental to success in architecture is compiled. Purchase of this package is required by all incoming freshmen students. In addition, consumable materials such as foam core, mat board, glue and chipboard are kept in house so that all students may replenish their supply as needed. This partnership allows students to conveniently use scholarship funds and book vouchers to purchase supplies for their architectural courses along with required books.

*Student Activities:* As the major fundraiser for our student organizations, each Halloween students participate in planning, organizing, advertising, and implementation of an annual haunted house. Architecture students design a floor plan layout of Willcox B. This plan changes every year and incorporates winding paths and surprising dead ends. Both Architecture students and Construction Science Management students collaborate on building the interior partitions. These partitions are then painted and decorated to match the selected spooky theme. Patrons are then escorted through the maze while students jump out from behind partitions to frighten unsuspecting individuals as they pass through. In an effort to maintain active visibility on campus, this event is not only open to the entire university it is also open to the public.

Each year the students that participate in NOMAS and AIAS develop a yearly calendar of events. Seminars, community service and other events are designed to foster a desire for lifelong learning, increased interaction between the students and the faculty, and extracurricular bonding between the Upper and Lower Division students. The following is an example of a typical year of activities:

- August/September: Fashion Show, Speed Dating, Bake Sales, Ice Cream/Shaved Ice Social, Pool Party
- October: Haunted House, Movie Marathon
- November: Department Thanksgiving Dinner for people who stay
- December: Gift Baskets, Holiday Cards
- January: Play date (Game night)
- February: Chocolate Fruit Sales in school colors (Assorted Fruit & pretzels)
- March/ April: Easter Egg Hunt 4 community -Studio Wars. Community Service (campus wide recycling house projects in Tuskegee; Seminars: Portfolio, Model Making; Big Brothers and Big Sisters

#### Architect Licensing Advisor

Roderick Fluker, AIA, LEEDap, is the current faculty member who has served as the Architect Licensing Advisor since 2010. He has attended five of the seven annual Licensing Advisors Summit conferences held during that time, and has shared ongoing revisions to the Architecture Experience Program and architecture licensure with the department faculty and students. He has coordinated presentations for the department on these topics, which have included representatives from the Alabama State Board of Architects (executive director and state coordinator), as well as representatives from the national NCARB and AIAS offices. Prof. Fluker also coordinates the registration of architecture students annually with NCARB (typically in the third year), through the financial support of the Alabama State Board of Architects.

### **I.2.2 Physical Resources**

The physical plant of the Tuskegee School of Architecture and Construction Science (TSACS) currently consists of three buildings on the University campus: the Willcox A Building, the Willcox C Building and a portion of the Willcox E Building. Willcox C houses the School's departmental offices, faculty offices, the library (which includes a small computer lab), computer output lab (including a laser cutter), a large multipurpose room, storage rooms and a large space used for freshman studio. The recently renovated Willcox A contains second year through fifth year design studios, a large lecture room, a large computer lab, two Construction Management classrooms, storage rooms, jury space and an office suite for the Dean of the School of Architecture and Construction Science. Willcox E contains a wood fabrication shop and two work areas that are used by the Construction Management Program.

The Willcox complex has historically been associated with the architecture and construction programs. Under the leadership of Booker T. Washington male students were required to learn industrial trades, including brick making and masonry, by constructing the early campus buildings, including the Willcox buildings.

Constructed in 1922 to replace the Trades Complex lost to a fire in 1918 the five Willcox Trades Buildings were designed by faculty member William A. Hazel in association with Charles I. Cassell. The buildings were partially constructed by students and the variation of the brick reflects the institute's moving to pressed manufactured red brick versus the earlier hand fired. The five buildings housed administration, and all of the trades then taught at the institute, including the Division of Architectural and Mechanical Drawing, located in Willcox A. This main building housed the administration and a school auditorium on the first floor and photography and architecture were located on the second floor.

By the 1960's, the Willcox complex housed the architecture program, as well as the remaining trades classes. Willcox A was used exclusively by the Department of Architecture. Eventually the Department outgrew the building and in 2002 most of its operations were moved into the adjacent newly renovated Willcox C building. By 2004 Willcox A was entirely vacated, due to its deteriorated physical condition, and all of the Department's functions were housed in Willcox C. Willcox A was completely renovated and reopened for use by the Department in the Fall of 2008. As mentioned above, portions of Willcox E are also used by TSACS for workshop space.

**Future Plans:** The current recently renovated physical facilities – Willcox A and Willcox C (in addition to portions of Willcox E) - provide appropriate accommodations for the present student body's space requirements. Future plans call for the acquisition and renovation of Willcox B, located across from Willcox C, to support growth in the future. With its acquisition, the buildings will form a complex with a central courtyard, located strategically on campus, to house the School of Architecture and Construction Science.



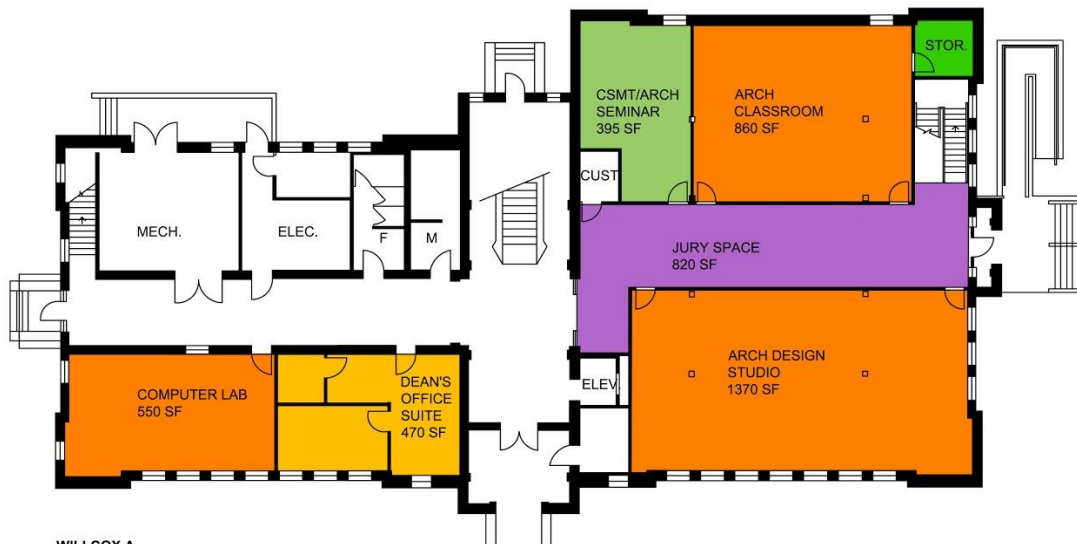
Willcox Trade Buildings (Shaded buildings are currently used by the Architecture Dept.)



WILLCOX A  
SECOND FLOOR



Willcox A Building Second Floor Plan



WILLCOX A  
FIRST FLOOR



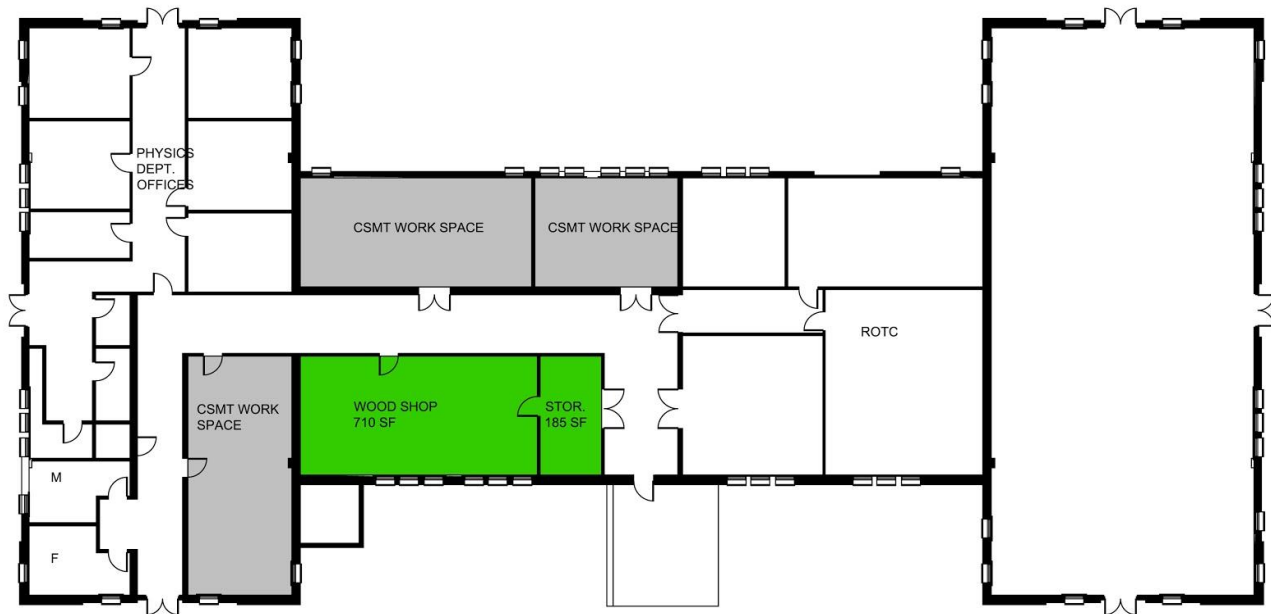
Willcox A Building First Floor Plan



WILLCOX C

STUDIO/CLASS	JURY/GALLERY	ADMINISTRATION	FACULTY OFFICES	PROGRAM SUPPORT	CSMT/ARCH CLASS
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Willcox C Building Floor Plan



WILLCOX E



## Willcox E Building Floor Plan

**Planned Renovations:** The Department anticipates no large scale renovations, additions or changes to the physical facilities in the near future. However, some minor work may be done to enhance the wood shop and to add a materials library display in Willcox C.

**Computer Resources:** TSACS has two computer labs along with a plotter/laser cutter room. One of the computer labs is located in the TSACS Library. Ongoing planning for the Library includes the development of a set of information databases relating to building design and construction, accessible from the library's student workstations.

**Willcox C Computer Lab:** This output lab is solely intended for plotting, laser cutting and model photography. This room contains two Canon iPF 36" roll feed color plotters networked to two computer stations. This room also includes a laser cutter that is controlled by one additional computer station. In addition, there is a small black backdrop area for model photography. It is accessible to students and faculty during set hours of operation during the week.

**Willcox A Teaching Computer Lab:** This lab is primarily utilized for instruction and computer software demonstrations in addition general classroom use as available. It is also available for independent student research and application after hours. The lab is equipped with 16 computer stations (both Mac based PC based) and one 11 X 8.5 laser printer. Currently, this room is available to students after hours from 5:00 pm to 9:00 pm. Because in the professional program most of the students have their own laptops, this lab



is heavily used by 2nd year students who have access to the Lab after regular hours.

*Computer Labs' Software:* The Willcox A lab's computers have Autodesk AutoCAD and Adobe Suite CS4, Sketchup and Graphisoft Archicad. Four lab stations also have Ecotect building analysis software. Plans are to invest in a suite of CAD, BIM, environmental analysis, cost estimating – quickpen, structural analysis – visual analysis and graphics software as grant money becomes available. Instruction is currently offered in BIM – Revit (for architecture and structures), NURBS - Rhino, and other platforms.

#### School Computer Resources

Location	Lenovo (2014)	Lenovo (2008)	iMac (2008)	Existing or Donated Computers
Computer Lab	14			
Room 103	8			
Library		8	3	1
Administration	2		1	
Computer Coordinator's office	2			
Output/ Laser Cutter Lab	2	1		
Faculty	7			
Total computers	35	9	4	1

Technical Support: Technical support for the lab is provided by a faculty coordinator, work-study students and the University Office of Computer Services. The new laser cutter is located in a room in Willcox C in the Printing Lab. It is currently operational and ran by students open from 8-4:30pm M-F.

The Department has developed a laptop policy which is implemented for all students. Most upper division students have laptop computers that are capable of running CAD, BIM and graphics software. Much of this software is available in student versions for free from Autodesk.

Each faculty member is assigned a laptop computer or PC with software including Microsoft Office Suite. The software also includes Datatel, which enables access to student records through the Registrar. Each faculty member's computer can print documents directly through the School's largest print-run copy machine located in Willcox C. All faculty members' offices have an internet outlet. The School has two portable digital projectors with laptops and two digital cameras which may be checked out by faculty or students with faculty supervision. All classrooms and studios in Willcox A are equipped with digital projectors, and PA systems that are controlled from lecterns.

Challenges: While the overall facilities provide an excellent learning and teaching environment, the School is working with the University to address several issues. The Willcox C HVAC system occasionally malfunctions or completely shuts down, causing periods of thermal discomfort in the building. This problem appears to be related to maintenance procedures. Also, the Willcox C freshmen studio spaces and the TSACS Library, while architecturally stunning, have acoustical problems which distract students and faculty.

The Department now has an excellent and well equipped large classroom and seminar room in Willcox A. Willcox E, which contains the wood shop and extra workshop space, has roof leaks which require repair on an ongoing basis.

Assuming our current efforts to increase recruitment bear fruit, the primary long-term challenge will be to provide space for growth in the School in the coming years. It is planned that this will be accomplished through renovations of Willcox B and E. The School's Physical Resources Committee (Chair: Jack Ames) developed a proposed Master Plan for the Willcox complex which will serve as the basis for further discussions to address these long-term needs.

### **I.2.3 Financial Resources**

#### **Institutional Process for Allocating Financial Resources**

Since the last accreditation visit in 2011, the financial resources of the TSACS operate under three budgets (each of the two departments plus Dean's office) and administered by the Dean. General university funding of operations is allocated each year by the Budget Office and distributed to the units through funding formulas based on enrollment and tuition collections, and to an extent to promote new initiatives of the department and Dean's levels. The major sources of funding TSACS are a combination of tuition, university fees, external grants, funds, and gifts. Funding from these sources are distributed annually through the University to the colleges/schools on a fiscal calendar of July 1 thru June 30.

#### **Expense Categories**

The unrestricted expenses are used to support faculty and staff salaries, travel, operating and maintenance expenses, and capital expenses. Faculty and staff salaries are broken out as full-time faculty and staff, and part-time adjunct faculty and visiting scholars. Full-time faculty and staff salaries are 100 percent on a basic budget and are given a yearly contract. There are no merit increases or other financial incentives provided for full-time faculty unless recommended by the Dean and approved by the President. Non-tenure track and adjunct faculty compensations are determined by teaching credit hours and are given a temporary contract every semester. Hiring proposals within all units must be approved by the Dean and a University Budget Advisory Committee before initiation of a search.

Operating and maintenance expenses include departmental operations, lab supplies, professional development and memberships, postage, printing and duplication, and stationery and office supplies, and accreditation expense. For management purposes, these expenses are broken down into three separate budgets – departments of architecture and construction science and management and the Office of the Dean. The Department Heads develop the annual budget proposal and submit it to the Dean for approval. Other operating support categories are requested by the Department Heads and managed by the Dean include: Professional Membership Fees Development Activities (such as workshops, and student organization support) General Departmental Support (administrative travel by faculty and Dean).

TSACS Budget to Expenditures Comparison Table

Items	FY 2015 Budget	FY 2015 Actuals	FY 2016 Budget	FY 2016 Actuals	FY 2017 Budget
Salaries and Wages	494,585	410,897	479,041	447,266	419,605
Fringe Benefits	108,809	93,798	105,389	111,335	71,333
Student Wages - College	5,510	1,831			2,436
Stationery & Office Supplies	384	384	1,500	1,145	1,000
Computer Supplies			1,000	66	3,000
Professional Development	2,503	2,502			1,825
Travel					2,754
Lab Supplies	7,444	7,299	7,093	4,279	10,000
Postage				64	1,000
Memberships and Maintenance Fee: AIA and NOMA	8,786	8,786	10,000	9,571	1,000
Accreditation Expenses: ACSA and NAAB	1,396	856			19,000
Other Activities			11,127	9,651	10,000
Recruiting	1,686				3,000
Printing & Duplication	1,500	78			3,000
Miscellaneous Expense	1,046	1,046	9,245	8,755	9,000
Furniture and Office Equipment	9,200				1000
Equipment					4,000
Computer Software	2,119				5,000
Computer Equipment	2,300	2,225	59		1500
Non-Capital Equipment	2,146	2,146	4,537	4,524	5000
Equipment Maintenance		(47)	2,150	2,150	2500
<b>Total Expenses</b>	<b>649,414</b>	<b>531,801</b>	<b>631,141</b>	<b>598,806</b>	<b>576,953</b>

Capital Expenses cover repair and maintenance umbrella and professional services umbrella. Minor work (painting, etc.) is funded from the School's annual operating budget. Major renovations are funded via a more complex process involving the President and Board of Trustees approvals and typically supported via a combination of external funding sources. Typically, funding for repairs are funded via a Deferred Maintenance budget, managed by the Vice President for Facilities.

Title III Resources provide funding to strengthen the physical facilities, academic resources, fiscal stability and students' resources to fulfill the goal of equality of educational opportunity.

## Revenue Categories

Initiated by the School's first Dean, Dr. Richard K. Dozier, AIA, the Department of Architecture is building on the vision of a Center of Design Excellence. At the core of its mission, Dr. Dozier's original idea was to target community projects that address historic preservation, environmental conservation, mixed-income affordable housing, mixed-use development and the integration of buildings. Influenced by Dr. Dozier's vision, the Department of Architecture's immediate goals are to identify revenue opportunities for scholarly research and hands-on activities for student learning at a range of levels. Strengthening ties with alumni firms and funding agencies to increase enrollment and support for scholarships, internships, and faculty development outcomes are additional funding needs. These efforts build coherence around the basic premise of the Center of Design Excellence and build on the following revenue categories to support student learning and scholarship opportunities.

The Robert R. Taylor Fund (RRT Fund) was established by Valerie Jarrett, former senior adviser to President Barack Obama and great-granddaughter of Robert R. Taylor, and other Taylor family members in April 2011. The fund is primarily used to increase enrollment, add support for scholarships for architecture students, and supplements project/site travel, visiting faculty, and program supplies.

Board of Alabama Architects (BOA) has supported the Department of Architecture since April 2009 and promotes health, safety, and welfare in the state of Alabama. BOA funds are used to support department activities, such as guest lecture presentations, seminars, field trips, and workshops which target community projects that address the core principles of the department's mission. The funds are also for student and faculty development initiatives, and in some instances, have provided continuing education credits, and Architecture Experience Program (AXP) efforts and architecture licensure.

Since the hire of a new Dean, the following revenue categories were implemented.

The Preview of Architecture and Construction at Tuskegee (PACT) Summer Camp Campaign started in June 2016 towards renewing best practices to recruit and retain initiatives that support scholarships for high school students to attend the PACT camp, and summer internships for existing students to participate also. The funding also supports incoming freshmen scholarships, camp counselors/internship positions, and materials to build a Tiny House to conduct research on mixed-income affordable housing in the Tuskegee area. The campaign goal is \$50,000 over a five-year period. See links to [Tiny House Project Video 1](#) and [Video 2](#). Both were featured on WSFA Montgomery News, summer 2016.

Annual Alumni Giving Campaign started in summer 2016 under the leadership of the new Dean. TSACS has the largest living alumni base in the southeast with accurate contact information on file with the TACAA Organization. The alumni organization supports the School and the annual giving gifts are designated for the department. These gifts are an unrestricted resource that is used to support student development initiatives and scholarships, and most recently the PACT Summer Camp recipients from underserved high school students. Decisions regarding the use of gifts are made solely by the Dean.

## Scholarship, Fellowship and Grant Funds

Tuskegee University was founded on principles that combined the practice of a trade with the study of measures that could advance its execution. Utilizing both service-learning and research-based approaches, the four revenue categories are primarily used to engage communities in an outreach effort to promote student learning and faculty engagement that are environmentally healthy, historically significant, safe and attractive places to live work and invest.

The new Dean is also collaborating with external organizations and is currently working in partnership with other units, particularly the Colleges of Agriculture, Engineering and Arts and Sciences and is encouraging faculty with interdisciplinary interests to address historic preservation, sustainable design and practices, design-build scenarios, construction technology and management, and the application of innovative financial models. Our primary goal will be to identify opportunities for scholarly research and hands-on activities for student learning at a range of levels. To this end, these initiatives will make a deliberate effort

to advance research opportunities for young scholars, minorities, and women and to create an international exchange between faculty researchers. The on-going research conducted through the Department of Architecture is presented through a series of public awareness newsletters, lectures, and faculty and student development workshops.

#### Summary of Pending Reductions

While the University has experienced budget cuts associated with the SACSCOC placing the University on a one-year warning in June 2015 for compliance concerns, these reductions were directly connected to enrollment. During the AY 2010-2015, The University and the Department of Architecture experienced a significant decline in student enrollment. A pause in enrollment attributed to the lingering negative press associated with the probationary status of the architecture program also led to the decline in enrollment. AY 2016-17 enrollment has almost returned to normal levels. Our response to this risk has been a significant investment of resources in student recruitment and retention, and a consistent, sustained and incremental diversification of revenue sources including the Annual Alumni Giving Campaign and the RRT Scholarship Fund. The Department of Architecture is also placing more emphasis on recruiting talented students who have a passion for the field of architecture and a vested interest in the HBCU experience.

#### Increases In Funding Plans

Under a new Interim Chief Financial Officer, a financial budget assessment for the University was introduced in fall 2016. Under this budget model, the Department of Architecture saw a positive impact on the budget due to a large number of credit hours; hence, causing a surge in student-driven tuition. The architecture curriculum has 111 required courses and professional elective credit hours, and with a \$680 per credit hour margin, the revenue has increased the department's tuition profit. As of AY 2016-2017, the cost savings associated with TSACS faculty and staff cuts is \$340,430. The underlying premise of this budget savings revealed the encouraging nature of the model and should entrust the Dean with more control of financial resources, leading to more informed decision-making to hire qualified faculty and personnel and better outcomes for the University as a whole. The 2015-16 School by Credit Hour Operating Budget for the Department of Architecture is included on the following page.

TSACS 2015-16 School by Credit Hour Operating Budget for the Department of Architecture

**Tuskegee University**  
**School of Architecture and Construction Science**  
**For the Year Ended June 30, 2016**  
**For the Fiscal Year JULY 1, 2015 - JUNE 30, 2016**

	Dean's Office			Architecture			Construction Science Management			Total		
	Restricted	Unrestricted	Total	Restricted	Unrestricted	Total	Restricted	Unrestricted	Total	Restricted	Unrestricted	Total
<b>REVENUES:</b>												
Tuition			0		1,179,520	1,179,520		44,160	44,160	0	1,223,680	1,223,680
Fees			0		1,585	1,585			0	0	1,585	1,585
Less: Institutional Scholarships			0		(434,779)	(434,779)		(109,027)	(109,027)	0	(543,806)	(543,806)
Net Tuition & Fees	0	0	0	0	746,326	746,326	0	(64,867)	(64,867)	0	681,459	681,459
Room & Board			0			0			0	0	0	0
Apartment Rental			0			0			0	0	0	0
Total Tuition, Fees, R&B	0	0	0	0	746,326	746,326	0	(64,867)	(64,867)	0	681,459	681,459
Government Funding:												
Federal			0			0			0	0	0	0
Alabama Appropriation			0			0			0	0	0	0
Other Alabama State Funds			0	25,937		25,937			0	0	0	0
SREB			0			0			0	0	0	0
Macon County/Local			0			0			0	0	0	0
Endowment Draw downs:												
General			0			0			0	0	0	0
Scholarships			0			0			0	0	0	0
Private:			0			0			0	0	0	0
Gifts, General, Scholarships			0	10,195		10,195	1,060		1,060	11,255	0	11,255
Contracts			0			0			0	0	0	0
Kellogg Conference Center			0			0			0	0	0	0
Other Income:			0			0			0	0	0	0
Indirect Cost Recoveries			0			0			0	0	0	0
Other			0			0		5,948	5,948	0	5,948	5,948
<b>Total Revenues</b>	0	0	0	36,132	746,326	782,458	1,060	(58,919)	(57,859)	11,255	687,407	698,662
<b>EXPENDITURES:</b>												
Salaries & Wages		30,596	30,596		447,266	447,266		281,708	281,708	0	759,570	759,570
Student Wages			0			0			0	0	0	0
Fringe Benefits		8,684	8,684		111,335	111,335		58,771	58,771	0	178,790	178,790
Property, Liability, Workers Comp Ins			0			0			0	0	0	0
Supplies & Other Expenses		21,748	21,748	32,500	34,767	67,267	960	22,575	23,535	33,460	79,090	112,550
Scholarships			0	7,500		7,500	800		800	8,300	0	8,300
Repairs & Maintenance		4,502	4,502		2,150	2,150			0	0	6,652	6,652
Physical Plant Supplies and Expense			0			0			0	0	0	0
Student Dining Hall			0			0			0	0	0	0
Utilities			0			0			0	0	0	0
Telephone			0			0			0	0	0	0
Debt Service			0			0			0	0	0	0
Interest			0			0			0	0	0	0
Kellogg Conference Center			0			0			0	0	0	0
Indirect Cost Return			0			0			0	0	0	0
Renewals/Replacements			0			0			0	0	0	0
Contingency			0			0			0	0	0	0
Indirect Cost			0			0			0	0	0	0
Depreciation			0			0			0	0	0	0
<b>Total Expenses</b>	0	65,530	65,530	40,000	595,518	635,518	1,760	363,054	364,814	41,760	1,024,102	1,065,862
<b>Increase in Net Assets before Investment Activity</b>	0	(65,530)	(65,530)	(3,868)	150,808	146,940	(700)	(421,973)	(422,673)	(30,505)	(336,695)	(367,200)
Investment Income			0			0			0	0	0	0
Endowment Distribution			0			0			0	0	0	0
<b>Increase in Net Assets</b>	0	(65,530)	(65,530)	(3,868)	150,808	146,940	(700)	(421,973)	(422,673)	(30,505)	(336,695)	(367,200)

### Changes In Funding Model Plans

Faculty compensation, instruction, overhead, and facilities are controlled and managed by higher administration. Faculty compensation is negotiated through the TSACS Dean; instructional faculty has a funding model that is arranged by HR. Overhead is managed through Sponsored Research.

### Planned or In-Progress Institutional Development Campaigns

Since the last accreditation visit, the University through the Interim VP for Capital Projects has allocated Title III funding for general repairs and install a new HVAC system in the School Library in Willcox C. Also, the funding will be used to install a visual and digital station – smartboard, digital scanner, and replicator, 2-3 printers – that accommodates room for the beginning stage of the Center of Design Excellence. Space will support professional education in architecture, design and digital representation, and extra-curricular learning for students.



#### **I.2.4 Information Resources**

*Institutional Context and Administrative Structure:* The TSACS Library is one of four libraries on the campus of Tuskegee University. It provides a collection of resources and materials (books, journals, e-journals, e-books, databases, digital collections, etc.) to support the teaching and research needs of the students and faculty in TSACS.

The TSACS Library is located in the Willcox C building, and is accessible to faculty and students. The Library provides ample seating for a quiet and relaxed area for students and faculty to study and conduct research, as well as for browsing and reading. The resources of the main library, the Ford Motor Company Library and the College of Engineering supplement the resources housed in the TSACS Library.

The TSACS Library has a growing collection of books and journals and funds are being sought for further expansion of the collection. We currently have approximately 13,600 books, of which 7000 are NA titles and subscriptions to 103 journals. Undergraduate theses (index listing) are housed in the Rare Book Room, adjacent to the TSACS Library and may be checked out for use in the library. Access to the Art Index, Construction Index, and Graphic Standards is available. In addition to online access to the Avery Index and Sanborn Maps, online access is also available in Academic Search Premier, Arch Inform, Architecture, Engineering and Construction Management, Chronicle of Higher Education, ERIC, Great Building of Rome, Infotrac, ProQuest Central, JSTOR and Scopus. There is also a link to the HBCU Library Alliance Digital Collections (<http://contentdm.auctr.edu>). This collection includes photographs and images of campus buildings of Historically Black Colleges and Universities. Access is also available to the Artstor Digital Library. The Artstor Digital Library provides access to a wide range of multidisciplinary content from some of the world's top museums, artists, libraries, scholars, and photo archives, including rare collections not accessible anywhere else.

Access to the library's collections (books and journals) is available online through the library's web page at: [http://www.tuskegee.edu/libraries/about\\_the\\_libraries/libraries\\_on\\_campus/architecture\\_library.aspx](http://www.tuskegee.edu/libraries/about_the_libraries/libraries_on_campus/architecture_library.aspx). The library's website is updated on a continual basis to ensure that it stays informative and user-friendly. Also available is a large collection of slides for use by students and faculty and 40 sets of drawings of campus buildings and a limited collection of drawings of buildings not located on campus. All drawings are accessible to students and faculty for studio and course work. Additional drawings of buildings are located in the University Archives.

The TSACS Library acquisition policy is determined in conjunction with the Director of Library Services, the Library Supervisor, the Dean, and the Department's Library Committee. The acquisition policy supports the mission, goals and curriculum requirements of TSACS and Tuskegee University. Library materials (books, journals, etc.) are cataloged in the main library using the Library of Congress Classification System. The materials are processed promptly and made accessible to the library patrons. Funds to purchase resources for the libraries are budgeted through the Director of Library Services. See link for additional on [Information Resources Policies](#).

Instruction in the use of the materials and resources housed in the library is provided by the library supervisor. Additional instructions in the use of library resources are available through the Bibliographic Instruction/Information Literacy department at the main library. Materials placed on reserve by faculty for use by students are located in the circulation area of the TSACS Library. Resources not available in the library can be secured through Interlibrary Loan. The length of time involved in obtaining a loan varies depending on the location of the source. The library is open five days a week with additional hours at final exam time. Operation of library hours is posted and also available on the library's website.

The Library Supervisor provides instruction in the use of the materials and resources housed in the library. Additional instructions in the use of library resources are available through the Information Literacy



Department at the main library. Materials placed on reserve by faculty for use by students are located in the circulation area of the library.

Resources not available in the library can be secured through Interlibrary Loan. The length of time involved in obtaining a loan varies depending on the location of the source. The library is open five days a week with additional hours at final exam time. The operation of library hours is posted and also available on the library's website.

*Library Personnel:* A Library Supervisor and four work study students staff the library. The Library Supervisor reports to Director of Library Services and the Dean of TSACS. Opportunities are provided for the library supervisor to attend workshops and conferences. The Library Supervisor position is currently vacant, and the position will be filled in spring, 2017.

*Library Facilities:* The Library occupies two rooms in Willcox C, a main room and an archive (Rare Books) annex. The main room contains the stacks with circulating and reference books, the periodicals collection, student workstation and circulation desk. The archives contain the rare book collection, the drawings collection and the slide collection. The seating capacity of the main room is about 8 free seating and 11 computers for students. The facility has adequate lighting, heating and cooling, and is equipped with a sprinkler system. The heating and cooling system over the last year has stop working, several work orders have been done in order to cool the library space during the summer and heat the library space during winter, space heaters have been added to help with the environment .To prevent loss of library materials, a 3-M Detection system is installed.

*Library Budget and Administration:* The TSACS Library's budget, including books, journals, and staff, are part of the budget for the Tuskegee University Library. Assessment of the Library Supervisor: The assessment of the Architectural Library by the supervisor will be presented to the Team during the visit, and it will include an evaluation of the collections, services, staff, facilities and equipment.

Expenditures	2011-12	2012-13	2013-14	2014-15	2015-16
Monographs	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Periodicals	\$8,500	\$10,200	\$11,001	\$12,288	\$12,789
Databases	\$81,250	\$83,678	\$85,656	\$87,984	\$91,067
Total	\$94,750.00	\$98,878.00	\$101,657.00	\$105,272.00	\$108,856.00

Monograph Holdings for LC Classification NA, Architecture, 2016

Location TSACS Library Number of Volumes 14,080 Main Library 40

Academic Search Premier - A multi-disciplinary full text database containing full text for more than 4,600 journals, including nearly 3,900 peer-reviewed titles. In addition to the full text, this database offers indexing and abstracts for more than 8,500 journals.

ArchInform – Information on more than 44,000 built and unrealized projects from various architects and planners. The architecture of the 20th century is the main theme of this database.

Avery Index to Architectural Periodicals Published by the Getty Research Institute, Avery Index is the only comprehensive American guide to the current literature of architecture and design. The index covers international, scholarly and popular periodical literature, including publications of professional associations; US state and regional periodicals; and major serial publications in the architecture and design of Europe, Asia, Latin America and Australia.

Great Buildings - Rome -- Pages on buildings of Rome, on Ancient Roman architecture, and on the architecture of Italy in general.

Infotrac - Expanded Academic ASAP -- Offers balanced coverage on a wide-range of topics including social sciences, humanities, education, science, and technology.

JSTOR -- Not-for-profit organization dedicated to helping the scholarly community discover, use, and build upon a wide range of intellectual content in a trusted digital archive.

LexisNexis - Academic -- provides access to full-text news, business, and legal publications.

Project MUSE -- MUSE is the most reliable source of titles from many of the world's leading university presses and scholarly societies, journals with critically acclaimed articles by the most respected scholars in their fields.

ProQuest Central -- (1971 – current) Covers more than 160 subjects areas Content includes scholarly journals, trade publications, magazines, books, newspapers, reports, and videos.

Sanborn Maps -- include detailed information regarding town and building information in approximately 12,000 U.S. towns and cities.

SCOPUS -- the world's largest abstract and citation database of peer-reviewed literature with smart tools that track, analyze and visualize research

Library Staff Budgets: 2011 AY-2016 AY

2011-12 Budget: Staff & Work- Study Students	2012-13 Budget: Staff & Work- Study Students	2013-14 Budget: Staff & Work- Study Students	2014-15 Budget: Staff & Work- Study Students	2015-16 Budget: Staff & Work- Study Students
\$40,300	\$39,300	\$41,200	\$41,200	\$41,200

### **I.2.5 Administrative Structure and Governance**

Tuskegee University is a private and state related institution of higher learning. It is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) (1866 Southern Lane, Decatur, GA 30033-4097 Telephone number 404-769-4501). The governing board is part self-perpetuating (private) and part State-appointed (25%).

The President, as the chief executive officer of the University, is responsible to the Board of Trustees for the welfare of the entire program, and the Provost is responsible to the President for all matters pertaining to academic and student services programs. The Deans of the seven colleges report to the President. The Provost convenes a monthly Council of Deans (COD) meeting to discuss curricular, instructional, and academic affairs. Heads of various interdisciplinary units and academic support functions, such as libraries, student services, the registrar, admissions and information technology occasionally attend the COD meetings to report to the Deans and the Provost.

School Administrative Structure: August 2010 – Present

In July, 2010, outgoing Tuskegee President Dr. Benjamin Payton announced the transformation of the Department of Architecture into a new academic unit, The Robert R. Taylor School of Architecture and Construction Science. The change of the academic unit from department to school provides the home of the BArch Program with far greater autonomy than previously. The School is an independent unit of the University.

TSACS contains two degree programs: the Architecture Program and the Construction Science and Management Program. TSACS is administered by three administrators: the Dean of the School, the Head of the Architecture Department, and the Head of the Construction Science and Management Program. The Dean leads TSACS, and is the primary administrator of the Department of Architecture. The Dean has direct access and reports to the President on critical matters about budget, faculty and staff positions and hiring, physical facilities and any other items that require his approval. The Dean has direct access to the Vice President for University Advancement regarding fundraising issues and to the Vice President for Fiscal Affairs for financial related matters about the School.

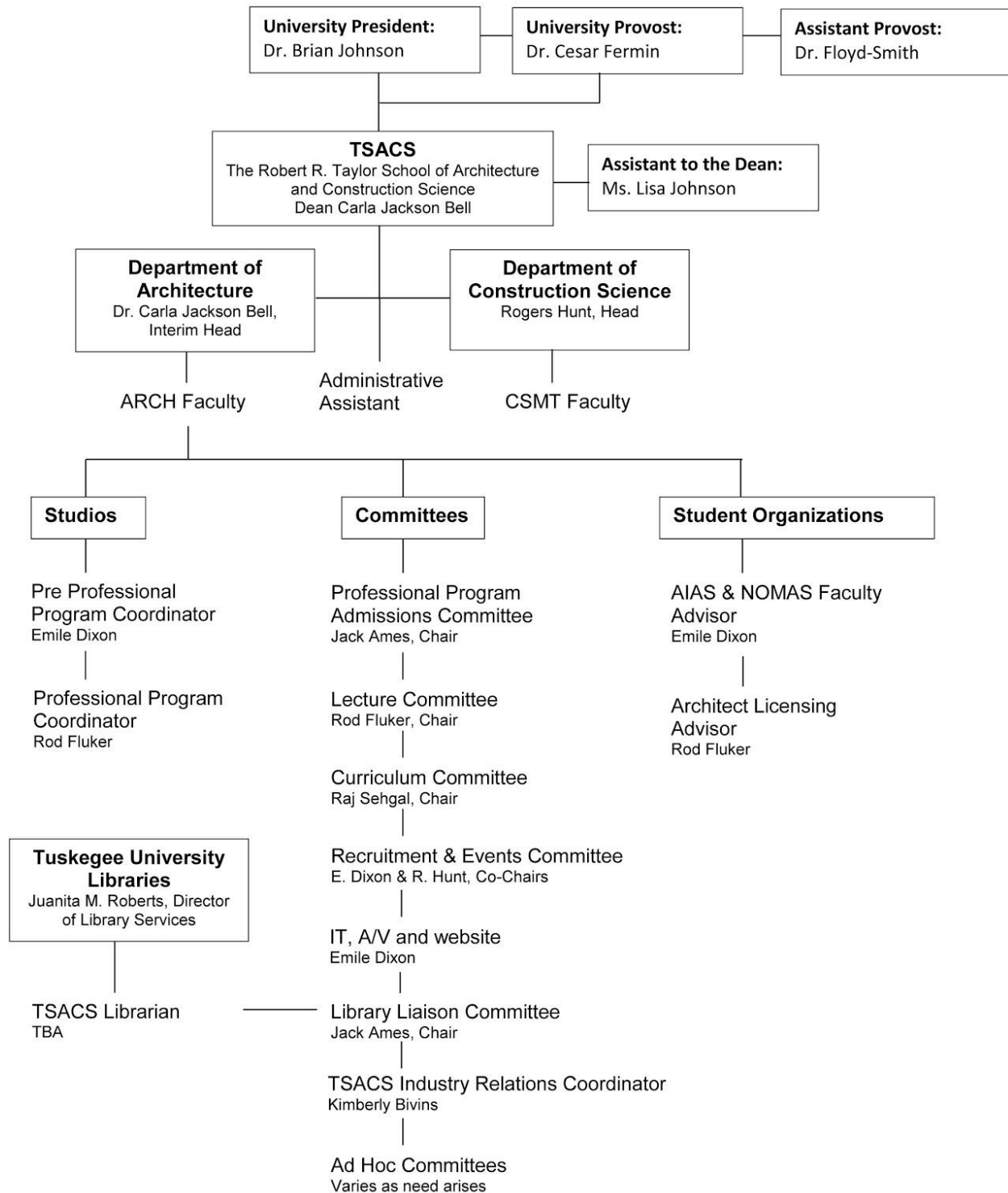
The new Dean developed the School mission and the strategic plan model and approves program curriculum issues, chairs monthly school-wide faculty meetings to discuss curriculum and conducts monthly school-wide Student Advisory Committee meetings to address student concerns. Coordination of peer reviews and share results with faculty and reporting at monthly school-wide faculty meetings to discuss curriculum are direct functions of the Department Head of Architecture. The Chair of the Curriculum Committee meets monthly with faculty to propose and approve changes to course offerings and assess curriculum development. The Dean is an ex officio member of all departmental committees.

The Head of the Department of Architecture, reports to the Dean of TSACS. Department Heads administers both the Architecture Program and the Construction Science and Management (CSM) Program and is assisted by the Dean. Two-thirds of the Head's time is allocated to administration and one-third to teaching. The Head is responsible for day-to-day administrative matters, management of the Department's budget, development of academic programs, and overall management of student advising. The Head is also the key spokesperson for the Department to the professional community, i.e. professional organizations, industry, etc.

The School has a full-time Assistant to the Dean, a part-time School Industry Relations Coordinator, and part-time work-study students, to assist departmental operations. The School is in the process of hiring a new School Administrative Assistant.

Robert R Taylor School of Architecture and Construction Science (TSACS)

**Administrative Structure Diagram**



## II.1.1 Student Performance Criteria

Robert R. Taylor School of Architecture and Construction Science Department of Architecture			NAAB Student Performance Criteria Matrix																									
			Realm A: Critical Thinking and Representation								Realm B: Building Practices, Technical Skills, and Knowledge										Realm C: Integrated Architectural Solutions.			Realm D: Professional Practice				
			Professional Communication Skills	Design Thinking Skills	Investigative Skills	Architectural Design Skills	Ordering Systems	Use of Precedents	History and Global Culture	Cultural Diversity and Social Equity	Pre-Design	Site Design	Codes and Regulations	Technical Documentation	Structural Systems	Environmental Systems	Building Envelope Systems and Assemblies	Building Materials and Assemblies	Building Service Systems	Financial Considerations	Research	Integrated Evaluations and Decision-Making Design Process	Integrative Design	Stakeholder Roles in Architecture	Project Management	Business Practices	Legal Responsibilities	Professional Conduct:
SPC Matrix 2017 Ability   Understanding Level			A	A	A	A	A	A	U	U	A	A	A	A	A	A	U	U	U	U	U	A	A	U	U	U	U	U
SPC's Met in NAAB-Accredited Program			A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	C.1	C.2	C.3	D.1	D.2	D.3	D.4	D.5
ARCH 101	Architecture Design Studio 1	3																										
ARCH 102	Architecture Design Studio 2	3																										
ARCH 201	Architecture Design Studio 3	3																										
ARCH 202	Architecture Design Studio 4	6																										
ARCH 211	Architecture Presentation	3																										
ARCH 221	People & the Built Environment	3																										
ARCH 252	Architecture History I	3																										
ARCH 301	Architecture Design Studio 5	6																										
ARCH 302	Architecture Design Studio 6	6																										
ARCH 331	Materials of Construction I	3																										
ARCH 332	Materials of Construction II	3																										
ARCH 341	Environmental Control Systems I	3																										
ARCH 342	Environmental Control Systems II	3																										
ARCH 343	Structures I	3																										
ARCH 344	Structures II	3																										
ARCH 345	Computer Applications	3																										
ARCH 352	Architecture History II	3																										
ARCH 401	Architecture Design Studio 7	6																										
ARCH 402	Architecture Design Studio 8	6																										
ARCH 414	Construction Documents	3																										
ARCH 423	Theory of Architecture	3																										
ARCH 443	Structures III	3																										
ARCH 501	Architecture Design Studio 9	6																										
ARCH 502	Architecture Design Studio 10	6																										
ARCH 503	Thesis Seminar	2																										
ARCH 521	Urban Planning	3																										
ARCH 523	Professional Practice	3																										
ARCH 534	Building Economics	3																										
	Credit Hrs.	104																										
	Primary Focus																											
	Secondary Focus																											

The learning outcomes as outlined in Realm C (Integrated Architectural Solutions) of the NAAB Student Performance Criteria are explored through a series of required architecture courses in both design studio

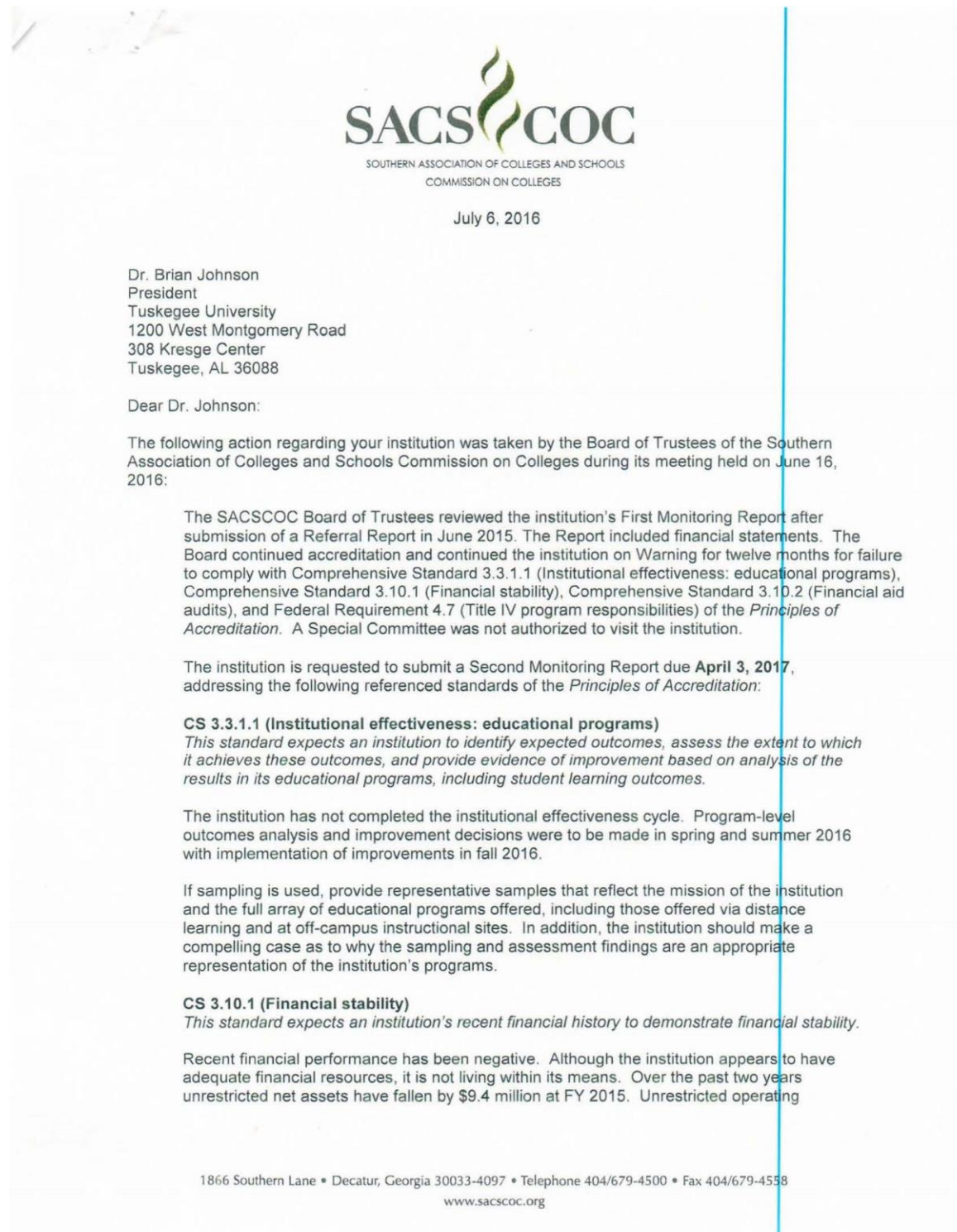
and lecture format. Students are afforded opportunities to demonstrate their ability to evaluate and integrate a range of technical issues through design problems in the 400 and 500 level design studios. The design problems executed are intended to increase in size, scope, and/or complexity as the studio sequence progresses - affording students opportunities to integrate technical issues for sufficiently complex building programs. They are supplemented by a series of 300 level technical lecture courses taken prior to the studios, a 400 level technical documentation course taken in the 4th year, and 500 level courses in professional practice and research taken in the 5th year.

Student work is assigned and assessed based on the learning outcomes (student performance criteria) assigned to each course. Specifically within each design studio course, outcomes are assigned and agreed upon by faculty and head at the beginning and/or end of semester. Design problems at each studio level are guided by a [Studio Curriculum Document](#) - which establishes basic building types, program, and site contexts for evaluating the appropriateness of a given design problem, toward the outcomes expected at each studio level. Research and information gathering is often conducted in student teams, prior to individual student or team design solution development and documentation.

Faculty evaluate and select samples of high versus low pass work based on whether it demonstrates a solution whereby prescribed criteria are “well met”, or high pass, versus minimally “met”, or low pass. In either case, the project should demonstrate a student’s basic understanding or ability to meet the prescribed criteria. Faculty utilize a rubric system of evaluation in this process, whereby student work is evaluated as exemplary, satisfactory, developing, or unsatisfactory.

## II.2.1 Institutional Accreditation

Copy of the most recent letter from the regional accrediting commission/agency regarding the institution's term of accreditation.







Dr. Brian Johnson  
July 6, 2016  
Page Two

revenues were not adequate to meet unrestricted operating expenses, producing a deficit of (\$8.7 million) in FY 2014 and a deficit of (\$3.4 million) in FY 2015. The governing board was not fulfilling its responsibilities for fiduciary oversight in the past, but appears reengaged during the past year. Financial performance has not yet reached an acceptable level of stability.

**CS 3.10.2 (Financial aid audits)**

*This standard expects an institution to audit financial aid programs as required by federal and state regulations.*

**FR 4.7 (Title IV program responsibilities)**

*This standard expects an institution to be in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended.*

For the third consecutive year, the institution failed to provide, as requested, the A-133 federal awards audit for the most recent year. In its Monitoring Report, the institution claimed to be submitting a financial aid audit by referencing specific sections of the financial statements audit. Such information is not an acceptable substitute for the required A-133 audit.

As part of the report, the institution is required to submit financial audit reports and management letters for the two most recent fiscal years, and include its most recent financial aid audit. The most recent year is defined as the fiscal year ending immediately prior to the due date of this report. In addition, the institution is required to include a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year.

Guidelines for the monitoring report are enclosed. Because it is essential that institutions follow these guidelines, **please make certain that those responsible for preparing the report receive the document. If there are any questions about the format, contact the Commission staff member assigned to your institution.** When submitting your report, please send five copies to your Commission staff member.

Because your institution has been continued on Warning, the Commission calls to your attention the enclosed policy entitled "Sanctions, Denial of Reaffirmation, and Removal from Membership." Please note that with submission of this report, your institution will have submitted monitoring reports for a period of two years, concluding in June 2017. Federal regulations and Commission policy stipulate that if an institution does not demonstrate compliance with all the standards and requirements of the *Principles of Accreditation* within two years following initial action on the institution, representatives from the institution may be required to appear for a meeting on the record before the SACSCOC Board of Trustees, or one of its standing committees, to answer questions as to why the institution should not be removed from membership. If the Board of Trustees determines good cause at that time and the institution has not been on Probation during the two-year monitoring period, the Board may extend the period for coming into compliance for a minimum of six months and a maximum of two years and must place the institution on Probation. If the Board of Trustees does not determine good cause, removal from accreditation is mandatory. (See enclosed Commission policy "Sanctions,





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*Denial of Reaffirmation, and Removal from Membership," which includes the provisions for a determination of "good cause".) **Please note that an institution at the end of its two-year monitoring period should also include a report providing evidence supporting the conditions of "good cause" as described in the above referenced policy statement. The institution bears the burden of proof to provide evidence why SACSCOC Board of Trustees should not remove it from membership.***

If you have any questions regarding this letter or the process, please contact your Commission staff member.

Sincerely,

A handwritten signature in cursive script, reading "Belle S. Wheelan".

Belle S. Wheelan, Ph.D.  
President

BSW:cp

Enclosures

cc: Dr. Steven M. Sheeley  
Mr. John E. Page, Chair, Board of Trustees

## **II.2.2 Professional Degrees and Curriculum**

### **Bachelor of Architecture**

The Bachelor of Architecture degree curriculum requires a total of 170 credit hours 104 of which are professional studies (required architecture courses) and the remaining 66 semester hours are general studies (non architecture). Thirty-nine hours comprise the Core Curriculum (a University requirement established by the Provost) which must be completed by the end of the first semester of the student's third year. The curriculum includes 21 semester hours of electives in six categories: art/history, humanities, business, social sciences, professional electives and general electives. These electives are intended as a complement to the fundamental knowledge provided by the program. Students may pursue areas of interest within the categories listed.

### **Minimum Credit Distribution**

General (non-architecture) Studies: 45 Credit Hour Minimum	Professional Studies
Required courses with other than architectural content: 33 credit hours	Course with architectural content required of all students: 104 credit hours
Elective courses with other than architectural content: 27 credit hours	Elective courses with architectural content: 6 credit hours*

\*These are acquired through ARCH electives taken to meet the requirements for general and/or professional electives.

The department's 2+3 Bachelor of Architecture degree has an open admission policy, whereby students accepted by Tuskegee University may elect to enter the 2-year pre-professional program. The department conducts an admissions process near the end of the 2nd year for continuation in the 3-year professional program.

### **Bachelor of Architecture Professional Program Admission Criteria**

The following details the requirements for admission to the third year Bachelor of Architecture Professional Program:

All second year students should submit their application to the Department of Architecture office, if they plan to apply for admission to the third year of the B. Arch Professional Program. See office for application form. An Admissions Committee will review all the applications.

Admission Criteria are as follows:

- All coursework (except Math 207 or 227 – Calculus) for the Pre-Architecture Program (first two years) must be completed with the minimum required grades.
- The students must complete Math 207 or 227 as a requirement for admission to the fourth year.
- English Proficiency Examination must be passed.
- Students must have an overall cumulative grade point average (GPA) of 2.25, and a cumulative GPA of 2.50 in architecture courses by the end of the second year.
- Students must exhibit an appropriate level of competence in architectural design and graphics. It will be judged by a review of the portfolio to be submitted by the students.
- Portfolio Requirements: It should have projects representing the student's best work. The portfolio

format should be as required by the upper level admissions committee.

The students who fail to meet the above criteria may be accepted provided in the Pre- Architecture Program: 1) all architecture courses are completed; 2) deviation from the above admission criteria is of minor nature; 3) any required non-architecture course(s) are completed during the following summer; and, 4) the student exhibits certain abilities and potential in the field of architecture.

Students with a minimum of six credit hours (electives or others) applied towards the Professional Program (transfer and/or TU credit hours) may be accepted in the Pre-Architecture Program provided: 1) all architecture courses completed; 2) deviation from the above admission criteria is of minor nature, and 3) any non-architecture courses are completed during third or fourth year.

Transfer students may be accepted directly to the Professional Program on a case-by-case basis provided all the Pre-Architecture Program Design Studio courses (ARCH 101, 102, 201 and 201) receive transfer credit hours.

The School of Architecture and Construction Science, in addition to the Bachelor of Architecture degree, also offers a baccalaureate degree in Construction Science and Management (CSM). The latter provides professional training in construction management. The CSM curriculum can be completed in four years. The Architecture and Construction programs are complementary in that course options and opportunities to pursue both degrees are available to architecture and construction students. This curriculum interaction also helps to bridge the communication and educational gaps that often exist between practitioners of architecture and construction.

#### Areas of Minor Studies, Multiple Degrees and Dual Majors

A student registered at Tuskegee University may pursue multiple degrees either concurrently or sequentially. Application should be made in the Registrar's Office during the student's sophomore year. Courses credited toward the first major may satisfy required or elective courses for subsequent majors as determined by the School Dean. Each degree may be conferred at the first commencement following completion of the requirement for that degree.

Students may pursue dual majors for which curriculum sheets are on file with the Registrar. The student must meet the minimum grade requirements for the dual degree major as stipulated on the curricular sheets in the offices of the Dean and the Registrar.

Architecture students may elect to minor in the following areas subject to meeting the curriculum and minimum grade requirements as stipulated in the curricular sheets of the programs:

- Minor in Construction Science and Management - School of Architecture and Construction Science (TSACS)
- Minor in Business Administration – College of Business and Information Science (CBIS).
- Minors in History and Political Science – College of Liberal Arts and Education (CLAE).
- Minor in Bioethics – Tuskegee University National Center for Bioethics in Research and Health Care
- Minor in Plant and Soil Sciences – College of Agricultural and Environmental and Natural Sciences (CAENS).

5-year Bachelor of Architecture (BArch) Curriculum

Pre-Professional Program			
First Year			
Course	Cr.	Course	Cr.
ARCH 101: Intro to Arch.	3	ARCH 102: Intro to Arch.	3
ENGL 101: Composition	3	ENGL 102: Composition	3
MATH 107: Coll. Alg & Trig I	4	MATH 108: Coll. Alg & Trig II	4
PHED: Physical Education	1	PHED: Physical Education	1
History 103: World Civ. I	3	Elective: Social/Behav. Science	3
Freshman Orientation	1	Freshman Orientation	1
		Elective: Humanities (PHIL)	3
Total	15	Total	18
Second Year			
Course	Cr.	Course	Cr.
ARCH 201: Arch. Des. Studio	3	ARCH 202: Arch. Des. Studio	6
ARCH 221: People & Built Env.	3	ARCH 345: Computer Appl.	3
PHYS 301: Gen Phys I w/lab	4	PHYS 302: Gen Phys II w/lab	4
MATH 207 or 227: Calculus	4	ARCH 211: Presentation	3
ARCH 252: Architecture History I	3	ARCH 352: Arch. History II	3
		EPE (English Proficiency)	0
Total	17		19

Professional Program			
Third Year			
Course	Cr.	Course	Cr.
ARCH 301: Arch. Des. Studio	6	ARCH 302: Arch. Des. Studio	6
ARCH 331: Mat. & Constr. I	3	ARCH 332: Mat. & Constr. II	3
ARCH 341: Env. Con. Sys. I	3	ARCH 342: Env. Con. Sys. II	3
ARCH 343: Structures I	3	ARCH 344: Structures II	3
Elective: Humanities (ENGL)	3	Elective: General	3
Total	18	Total	18
Fourth Year			
Course	Cr.	Course	Cr.
ARCH 401: Arch. Des. Studio	6	ARCH 402: Arch. Des. Studio	6
ARCH 423: Theory of Arch.	3	ARCH 414: Constr. Docs.	3
ARCH 443: Structures III	3	Elective: Professional	3
Elective: General	3	Elective: General	3
Elective: General	3		
Total	18	Total	15
Fifth Year			
Course	Cr.	Course	Cr.
ARCH 501: Arch. Des. Studio	6	ARCH 502: Arch. Des. Studio	6
ARCH 503: Thesis Seminar	2	ARCH 534: Bldg. Economics	3
ARCH 521: Urban Planning	3	Elective: Professional	3
ARCH 523: Prof. Practice	3	Elective: General	3
Elective: Business	3		
Total	17	Total	15
Total Credits- 170 Semester Hours			

## **II.3 Evaluation of Preparatory Education**

### **Evaluating Transfer Credits**

Students who wish to transfer from other colleges or universities must be eligible to reenter the institution last attended and must furnish: (a) letter of honorable dismissal from the institution last attended; (b) certificate of high school work covering the entrance requirements as described above; and (c) official transcript and course descriptions of work done at all institutions previously attended. Through a comparison of course descriptions provided by transcript or college catalogs, a determination is made regarding the appropriate courses to which transfer credit is applicable. All previous courses must have received a grade of —CII or better to be accepted for transfer credit. The cumulative grade point average from the previous institutions must meet at least the minimum academic retention level set by Tuskegee University for each classification. The maximum transfer credit allowed by the University is 80 semester credit hours.

Transfer courses to be substituted for Tuskegee architecture (ARCH) courses must come from a NAAB accredited architecture program. Also, prerequisites must have been met for all substitution courses. Credit for studio courses is also determined by a review of the student's portfolio of graphic and design work from the previous institution.

### **Advanced Placement**

In cases of determining advanced placement for a student, several factors are taken into consideration: (a) A review of the candidate's portfolio as to the level of demonstrated accomplishment and understanding, (b) The candidate's work history, both in the field and in other areas, (c) The cumulative amount of previous college/university work, and (d) The general maturity and life experience of the candidate. With these factors in mind, students are placed at a level where they can be assured of performing successfully and make a positive contribution to the program.

Upon enrollment at the University as freshmen, students are placed in English, Mathematics and Reading based on their SAT or ACT scores. Students may be placed in advanced English or Mathematics. All students are required to earn a minimum grade of C in the two required English Composition courses, unless exempted by test scores. In addition to the University's requirement for these foundation courses, all students are required to take and pass the English Proficiency Examination (EPE) before graduation. As stated in the University's —Academic Regulations and Procedures for Undergraduates Handbook, —The purpose of the English Proficiency Examination is to certify that students graduating from Tuskegee University have demonstrated proficiency in the use of the English language by passing a standard test on usage and by writing a coherent, articulate essay...ll In its 2- + 3- year program, the Department requires students to complete this exam as a condition for admission into the Professional Program (the last three years).

All students are eligible to pursue credit for certain non-architecture courses on the basis of experience, self-study, or knowledge. Those who wish to take advantage of this opportunity must apply for permission, to test for credit through the College Level Examination Program (CLEP) or the Examination for Credit Program. The CLEP allows for standardized testing of knowledge in general education courses such as mathematics, English and history. The Examination for Credit Program is applicable for all other courses in the curriculum. The provisions for approval to take these examinations are outlined in the - Academic Regulations and Procedures for Undergraduatesll handbook of the University. There are several checkpoints provided by University and Departmental policies to ensure that students are adequately proficient in foundation courses, that they advance through the curriculum in an appropriate fashion, and meet minimum professional competencies. These policies also allow individual tailoring to match student's abilities, which may require remediation or advance placement.

## Evaluating Student Progress

The 2 + 3 curriculum was designed to make sure that students' progress through the professional curriculum only after adequate education in the liberal arts and introductory architecture courses. This format is also intended to identify students who are capable of advancing into the Professional Program and who could meet the Department's level of standards and NAAB's performance criteria. As previously mentioned, all Tuskegee University curricula are required to meet CORE requirements and student progress in these courses is monitored by the Provost's office as well as the Department of Architecture.

The prerequisite requirements for certain specialized courses such as design studios, structures, architectural history and others, further insures appropriate progress through the curriculum, and insures development of competencies required by the program's educational intent and level standards. The internship program also provides another progression checkpoint level within the curriculum for students who engage in it. Students are encouraged to complete six months of internship or equivalent experience before admission into the fifth and final year. This offers the student a certain level of professional maturity, which brings about a higher level of appreciation for, and insight about, the issues presented in the professional practice courses and the final year studios.

For required architecture (ARCH) courses, curriculum-wide standards were developed to provide overall guidance for the curriculum and individual courses. However and more important, they were designed so that the students are taught the various concepts and principles of architecture and the design process in a gradually building process. An attempt is made to introduce as many concepts and principles of architecture as early as possible. The knowledge gained at the fundamental level is then developed through a reiterative process to —understanding and —ability levels. The course syllabi, descriptions and sequencing are structured to reflect that philosophy, and the students are given assignments to test their levels of knowledge.

## **II.4 Public Information**

The School of Architecture and Construction Science webpage on the university home site:

[http://www.tuskegee.edu/academics/colleges/school\\_of\\_architecture\\_and\\_construction\\_science.aspx](http://www.tuskegee.edu/academics/colleges/school_of_architecture_and_construction_science.aspx)

A link to this website occurs on the Tuskegee University home page for the Department of Architecture at:

[http://www.tuskegee.edu/academics/colleges/school\\_of\\_architecture\\_and\\_construction\\_science/dept\\_of\\_architecture.aspx](http://www.tuskegee.edu/academics/colleges/school_of_architecture_and_construction_science/dept_of_architecture.aspx)

Most of the NAAB-required public information documents are made available on the Department website. Other required documents, not on the website, are made available as hard copies in a notebook in the TSACS Library, Willcox C. The location of each specific document is given below.

### *Statement on NAAB-Accredited Degrees*

The statement on NAAB-Accredited Degrees occurs on the TSACS Department of Architecture web page:

[http://www.tuskegee.edu/academics/colleges/school\\_of\\_architecture\\_and\\_construction\\_science/dept\\_of\\_architecture.aspx](http://www.tuskegee.edu/academics/colleges/school_of_architecture_and_construction_science/dept_of_architecture.aspx)

### *Access to NAAB Conditions and Procedures*

The Department of Architecture makes these documents available on the Department of Architecture web page at:

[http://www.tuskegee.edu/academics/colleges/school\\_of\\_architecture\\_and\\_construction\\_science/dept\\_of\\_architecture.aspx](http://www.tuskegee.edu/academics/colleges/school_of_architecture_and_construction_science/dept_of_architecture.aspx)

### *The 2014 NAAB Conditions for Accreditation:*

<http://www.naab.org/accreditation/program-resources/current-conditions-and-procedures/>

### *The 2015 NAAB Procedures for Accreditation:*

<http://www.naab.org/accreditation/program-resources/current-conditions-and-procedures/>

### *Access to Career Development Information*

To develop an understanding of the larger context for architecture education and the career pathways available to graduates of accredited degree programs, the Department pasted all necessary links to make the following career resources available to all students, parents, staff, and faculty at:

[http://www.tuskegee.edu/academics/colleges/school\\_of\\_architecture\\_and\\_construction\\_science/dept\\_of\\_architecture.aspx](http://www.tuskegee.edu/academics/colleges/school_of_architecture_and_construction_science/dept_of_architecture.aspx)

[www.ARCHCareers.org](http://www.ARCHCareers.org)

[www.NCARB.org](http://www.NCARB.org)

[www.aia.org](http://www.aia.org)

[www.aias.org](http://www.aias.org)

[www.acsa-arch.org](http://www.acsa-arch.org)

[www.noma.net](http://www.noma.net)

### *Public Access to APRs and VTRs*

The Department of Architecture has made the following required documents available in the Architecture Library located in Willcox C Room 100:

- 2009 Annual Report and Statistical Report
- Final decision letter from NAAB
- 2010 APR
- 2008 Visiting Team Report

Information on NCARB website (ARE Pass Rates):

<http://www.ncarb.org/ARE/ARE-Pass-Rates/Pass-Rates-by-School/2015-v4.aspx>



### III.1.1 Annual Statistical Reports



TUSKEGEE UNIVERSITY

OFFICE OF INFORMATION TECHNOLOGY AND INSTITUTIONAL ANALYTICS

February 28, 2017

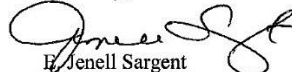
NAAB  
National Architectural Accrediting Board  
1101 Connecticut Avenue, NW  
Suite 410  
Washington, DC 20036

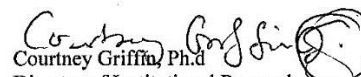
Dear Sir/Madam:

As Tuskegee University's Chief Information Officer of the Office of Information Technology and Institutional Analytics, I certify that all statistical data submitted to the National Architectural Accreditation Board through its Report Submission system between 2011-2016 have been accurate and consistent with reports sent to other national and regional agencies.

If there are any questions or additional information that is required please feel free to contact me at 334.727.8111 or by email at [jsargent@tuskegee.edu](mailto:jsargent@tuskegee.edu)

Sincerely,

  
Jenell Sargent  
Chief Information Officer

  
Courtney Griffin, Ph.D.  
Director of Institutional Research

### **III.1.2 Interim Progress Reports**

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### **Section 4 – Supplemental Material**

[This information below is stored on the Dropbox file sharing service:]

Faculty Matrix

[https://www.dropbox.com/s/y8an6f6u36znn3b/TSACS%20APR%20Section%204\\_01-Faculty%20Matrix.pdf?dl=0](https://www.dropbox.com/s/y8an6f6u36znn3b/TSACS%20APR%20Section%204_01-Faculty%20Matrix.pdf?dl=0)

Faculty Resumes

[https://www.dropbox.com/s/ar5pt7ec34r1wxh/TSACS%20APR%20Section%204\\_02-Faculty%20Resumes.pdf?dl=0](https://www.dropbox.com/s/ar5pt7ec34r1wxh/TSACS%20APR%20Section%204_02-Faculty%20Resumes.pdf?dl=0)

Course Descriptions

[https://www.dropbox.com/s/8qo9pu3aueaxepf/TSACS%20APR%20Section%204\\_03-Course%20Descriptions.pdf?dl=0](https://www.dropbox.com/s/8qo9pu3aueaxepf/TSACS%20APR%20Section%204_03-Course%20Descriptions.pdf?dl=0)

Studio Culture Policy

[https://www.dropbox.com/s/ufr49zu89p2x7ru/TSACS%20APR%20Section%204\\_04-Policy%20Studio%20Culture.pdf?dl=0](https://www.dropbox.com/s/ufr49zu89p2x7ru/TSACS%20APR%20Section%204_04-Policy%20Studio%20Culture.pdf?dl=0)

Self-Assessment Policies and Objectives

[https://www.dropbox.com/s/6x5nm07ek9lf3dy/TSACS%20APR%20Section%204\\_05-Academic%20Programs%20Review%20%20Procedure%20v1.pdf?dl=0](https://www.dropbox.com/s/6x5nm07ek9lf3dy/TSACS%20APR%20Section%204_05-Academic%20Programs%20Review%20%20Procedure%20v1.pdf?dl=0)

[https://www.dropbox.com/s/v8akc570qi850tv/TSACS%20APR%20Section%204\\_05-Assessment%20Forms%20Sample.pdf?dl=0](https://www.dropbox.com/s/v8akc570qi850tv/TSACS%20APR%20Section%204_05-Assessment%20Forms%20Sample.pdf?dl=0)

Academic Integrity Policies

[https://www.dropbox.com/s/p4wx9jga9e6ogym/TSACS%20APR%20Section%204\\_06-Policy%20Academic%20Integrity.pdf?dl=0](https://www.dropbox.com/s/p4wx9jga9e6ogym/TSACS%20APR%20Section%204_06-Policy%20Academic%20Integrity.pdf?dl=0)

Information Resources Policies

[https://www.dropbox.com/s/7kjpppkx3wkyvbl/TSACS%20APR%20Section%204\\_07-Policy%20Information%20Resources.pdf?dl=0](https://www.dropbox.com/s/7kjpppkx3wkyvbl/TSACS%20APR%20Section%204_07-Policy%20Information%20Resources.pdf?dl=0)

Human Resources Development Policies

[https://www.dropbox.com/s/9pjn675thsqra1/TSACS%20APR%20Section%204\\_08-Policy%20HR%20Development%20EEO-AA.pdf?dl=0](https://www.dropbox.com/s/9pjn675thsqra1/TSACS%20APR%20Section%204_08-Policy%20HR%20Development%20EEO-AA.pdf?dl=0)

[https://www.dropbox.com/s/sy984ycclvnb6nt/TSACS%20APR%20Section%204\\_08-Policy%20HR%20Development%20Faculty.pdf?dl=0](https://www.dropbox.com/s/sy984ycclvnb6nt/TSACS%20APR%20Section%204_08-Policy%20HR%20Development%20Faculty.pdf?dl=0)

Faculty Appointment Promotion and Tenure Policies

[https://www.dropbox.com/s/mnypz8hfrjqia1/TSACS%20APR%20Section%204\\_09-Policy%20Faculty%20Promotion%20and%20Tenure.pdf?dl=0](https://www.dropbox.com/s/mnypz8hfrjqia1/TSACS%20APR%20Section%204_09-Policy%20Faculty%20Promotion%20and%20Tenure.pdf?dl=0)