NAAB®

Tuskegee University
School of Architecture

2017 Visiting Team Report

Bachelor of Architecture (170 credit hours)

The National Architectural Accrediting Board
September 30–October 4, 2017

Vision: The NAAB aspires to be the leader in establishing educational quality assurance standards to enhance the value, relevance, and effectiveness of the architectural profession.

Mission: The NAAB develops and maintains a system of accreditation in professional architecture education that is responsive to the needs of society and allows institutions with varying resources and circumstances to evolve according to their individual needs.

Contents

I.   Summary of Visit

a.   Acknowledgments and Observations
The NAAB team would like to thank Dr. Charlotte Morris, interim president; Dr. Tejinder Sara, provost; Dr. Carla Jackson Bell, dean; Mr. Kwesi Daniels, department head; and faculty, staff, and students for their generous hospitality during the team visit. The display in the team room was very well organized, which was helpful to the team in reviewing student work.

The team was very impressed with the dedication of the school administrators, the support of the alumni and friends of the program on and off campus, the vibrant student body, the maturity and professionalism of the student leaders, and the faculty relationship with students.

b. Conditions Not Achieved

B.1 Pre-Design
B.8 Building Materials and Assemblies

II.   Progress Since the Previous Site Visit

2009 Condition I.2.1 Human Resources and Human Resource Development, *Faculty and Staff:*
o   *An accredited degree program must have appropriate human resources to support student learning and achievement. This includes full and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. Programs are required to document personnel policies which may include, but are not limited to, faculty and staff position descriptions[1].*

o   *Accredited programs must document the policies they have in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives.*

o   *An accredited degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement.*

o   *An accredited degree program must demonstrate that an IDP Education Coordinator has been appointed within each accredited degree program, trained in the issues of IDP, and has regular communication with students and is fulfilling the requirements as outlined in the IDP Education Coordinator position description and regularly attends IDP Coordinator training and development programs.*

▪   *An accredited degree program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement. Accredited programs must document the criteria used for determining rank, reappointment, tenure and promotion as well as eligibility requirements for professional development resources.*

Previous Team Assessment (2011):

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[1] A list of the policies and other documents to be made available in the team room during an accreditation visit is in Appendix 3.

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

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

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

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

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

o   *Students:*
   o   *An accredited program must document its student admissions policies and procedures. This documentation may include, but is not limited to application forms and instructions, admissions requirements, admissions decisions procedures, financial aid and scholarships procedures, and student diversity initiatives. These procedures should include first-time freshman, as well as transfers within and outside of the university.*
   o   *An accredited degree program must demonstrate its commitment to student achievement both inside and outside the classroom through individual and collective learning opportunities.*

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

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

2017 Visiting Team Assessment*:* This condition for faculty and student resources is **Met**. See commentary at Section 1.2.1.

2009 Criterion A.4.Technical Documentation: *Ability* **to make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.**

Previous Team Assessment (2011): Evidence exists in ARCH 414, Construction Documents, and elsewhere in design studio work that students achieve an ability in technical drawing. However, no evidence was provided for the ability to prepare outline specifications.

2017 Visiting Team Assessment: The primary reason SPC A.4 Technical Documentation was not met previously was lack of evidence of student ability to prepare outline specifications. As stated in the APR, this issue has been addressed in course ARCH 414 Construction Documents. Evidence was found in this course to meet the prescribed level of student achievement in SPC B.4 Technical Documentation. This criterion is now **Met**.

2009 Criterion B.6, Comprehensive Design: *Ability* **to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:**
 A.2. Design Thinking Skills
 A.4. Technical Documentation
 A.5. Investigative Skills
 A.8. Ordering Systems
 A.9. Historical Traditions and Global Culture
 B.2. Accessibility
 B.3. Sustainability
 B.4.Site Design
 B.5. Life Safety
 B.8. Environmental Systems
 B.9. Structural Systems

Previous Team Assessment (2011): 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.

2017 Visiting Team Assessment: This criterion was eliminated with the articulation of the 2014 NAAB Conditions for Accreditation. See the 2017 team assessments for SPC C.1 Research, C.2 Evaluation and Decision Making, and C.3 Integrative Design, as well as the general team commentary for Realm C, Integrated Architectural Solutions.

2009 Criterion B.12, Building Materials and Assemblies Integration: *Understanding* **of the basic principles utilized in the appropriate selection of construction materials,**

products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.

Previous Team Assessment (2011): 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.

2017 Visiting Team Assessment: This criterion has been revised to B.8 Building Materials and Assemblies in the 2014 NAAB Conditions for Accreditation. Evidence provided by the program did not demonstrate that students had reached the required level of understanding. This criterion is **Not Met**.

2009 Condition II.4.1 Statement on NAAB-Accredited Degrees: *In order to promote an understanding of the accredited professional degree by prospective students, parents, and the public, all schools offering an accredited degree program or any candidacy program must include in catalogs and promotional media the exact language found in the* 2009 **NAAB Conditions for Accreditation,** *Appendix 5.*

Previous Team Assessment (2011): 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.

2017 Visiting Team Assessment*:* The language required in Appendix 5 of the 2014 Conditions for Accreditation was found in all promotional materials, including online materials. This condition is **Met**.

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III.   Compliance with the 2014 Conditions for Accreditation

PART ONE (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

This part addresses the commitment of the institution and its faculty, staff, and students to the development and evolution of the program over time.

PART ONE (I): SECTION 1 – IDENTITY AND SELF-ASSESSMENT

I.1.1 History and Mission: The program must describe its history, mission, and culture and how that history, mission, and culture shape the program's pedagogy and development.

- Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that shapes or influences the program.

- The program must describe its active role and relationship within its academic context and university community. This includes the program's benefits to the institutional setting, and how the program as a unit and/or individual faculty members participate in university-wide initiatives and the university's academic plan. This also includes how the program as a unit develops multi-disciplinary relationships and leverages opportunities that are uniquely defined within the university and its local context in the surrounding community.

  [X] Described

2017 Analysis/Review*: History -* 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. Working together, Rosenwald and Washington helped build 5,357 schools throughout the South. Tuskegee University is presently an independent and state-related institution of higher education. Twenty-five percent of its trustees are state-appointed and 75% are self-perpetuating. The university receives state appropriations and is a land-grant institution.

Tuskegee University's academic programs emphasize the importance of liberal arts as a foundation for successful careers in all areas. It 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 offers 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, comes mostly from Alabama, California, and Georgia, as well as several 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. Total university physical facilities include 155 buildings and structures on 5,000 acres of land.

Architecture education at the Tuskegee University began in 1893. Booker T. Washington appreciated the intellectual rigor required and need to produce mechanical drawings for the buildings that were being built on campus. In 1892, Washington brought Robert R. Taylor, a recent graduate of the Massachusetts Institute of Technology School of Architecture and first known black architecture school graduate, to Tuskegee Normal and Industrial Institute to offer the first architecture classes. The architecture and construction programs continued to involve students, faculty, and alumni in significant campus projects through the 1960s. Noted architect Paul Rudolph developed a master plan for the campus during the 1960s, 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 architecture 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

architecture degree at Howard University while Fry, a Prairie View graduate, completed the Master of Architecture degree at Harvard University under Walter Gropius.

In 1974 the six-year B. Arch. undergraduate degree was restructured into a six-year (4+2) 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.

Mission - 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. The Architecture and Construction Science and Management (CSM) programs prepare professionals who are capable of playing an active role in rebuilding our cities, towns and rural communities so that they may become meaningful places for all people to work and live.

I.1.2 Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments, both traditional and non-traditional.

- The program must have adopted a written studio culture policy that also includes a plan for its implementation, including dissemination to all members of the learning community, regular evaluation, and continuous improvement or revision. In addition to the matters identified above, the plan must address the values of time management, general health and well-being, work-school-life balance, and professional conduct.

- The program must describe the ways in which students and faculty are encouraged to learn both inside and outside the classroom through individual and collective learning opportunities that include, but are not limited to, participation in field trips, professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

[X] Demonstrated

2017 Analysis/Review: Staying true to Booker T. Washington's goal of educating the whole person, the Robert R. Taylor School of Architecture and Construction Science (TSACS) embodies his aspirations in the form of an academic unit. Students in the school have a plethora of resources and supportive faculty. Students are expected to form personal, meaningful, and long-term relationships with faculty members that extend well beyond graduation.

The TSACS has a studio culture policy in place that clearly establishes the expectations of students and faculty in the studio environment and addresses issues of work-life balance and time management. Faculty and administration support extracurricular commitments.

In addition, student groups such as the National Organization of Minority Architecture Students (NOMAS), the American Institute of Architecture Students (AIAS), and Tau Sigma Delta Honor Society frequently incorporate activities into the curriculum. The school's participation in the NOMAS competition is notable not only because of the success in recent years, but also because it has been incorporated into the architecture curriculum—which furthers the school's commitment to student engagement and diversity in design. The work of these student groups also has created an annual fundraising event on campus, the Haunted House that not only provides valuable event management skills, but also stays true to Booker T. Washington's philosophy of "learning by doing." Community-centered activities such as the Preview Architecture and Construction at Tuskegee (PACT) program and the Tiny House have allowed the

program to make a physical presence in the community in addition to preparing the next generation of architects.

I.1.3 Social Equity: The program must have a policy on diversity and inclusion that is communicated to current and prospective faculty, students, and staff and is reflected in the distribution of the program's human, physical, and financial resources.

- The program must describe its plan for maintaining or increasing the diversity of its faculty, staff, and students as compared with the diversity of the faculty, staff, and students of the institution during the next two accreditation cycles.
- The program must document that institutional-, college-, or program-level policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other diversity initiatives at the program, college, or institutional level.

2017 Analysis/Review*:* The school's policy is well documented in the last APR and it is published in its faculty handbook and on the university website. It has had a longstanding history in maintaining diversity among its faculty and staff. This is also the case within the department in the Tuskegee University "Academic Regulations and Procedures for Undergraduates" (https://www.tuskegee.edu/Content/Uploads/Tuskegee/files/Academics/academic-rules-regulations.pdf). The school attracts a national and international contingent of students from various backgrounds. A point of distinction for the program is the dean's efforts in recruiting and her research in the area of culture and architecture.

I.1.4 Defining Perspectives: The program must describe how it is responsive to the following perspectives or forces that impact the education and development of professional architects. Each program is expected to address these perspectives consistently and to further identify, as part of its long-range planning activities, how these perspectives will continue to be addressed in the future.

- A. **Collaboration and Leadership.** The program must describe its culture for successful individual and team dynamics, collaborative experiences, and opportunities for leadership roles. Architects serve clients and the public, engage allied disciplines and professional colleagues, and rely on a spectrum of collaborative skills to work successfully across diverse groups and stakeholders.
- B. **Design.** The program must describe its approach for developing graduates with an understanding of design as a multi-dimensional protocol for both problem resolution and the discovery of new opportunities that will create value. Graduates should be prepared to engage in design activity as a multi-stage process aimed at addressing increasingly complex problems, engaging a diverse constituency, and providing value and an improved future.
- C. **Professional Opportunity.** The program must describe its approach for educating students on the breadth of professional opportunity and career paths for architects in both traditional and non-traditional settings, and in local and global communities.
- D. **Stewardship of the Environment.** The program must describe its approach for developing graduates who are prepared to both understand and take responsibility for stewardship of the environment and the natural resources that are significantly compromised by the act of building and by constructed human settlements.
- E. **Community and Social Responsibility.** The program must describe its approach for developing graduates who are prepared to be active, engaged citizens that are able to understand what it means to be a professional member of society and to act on that understanding. The social responsibility of architect lies, in part, in the belief that architects can create better places, and

that architectural design can create a civilized place by making communities more livable. A program's response to social responsibility must include nurturing a calling to civic engagement to positively influence the development of, conservation of, or changes to the built and natural environment

[X] Described

2017 Analysis/Review:

COLLABORATION AND LEADERSHIP*:* This perspective was well described in the APR and displayed by team projects exhibited in the team room and in the team meeting with students. Though students are not required to be members of student organizations (AIAS, NOMAS, and Tau Sigma Delta), meetings with the students during the visit revealed a high level of participation by the total student body in these organizations and their projects. Projects include the annual Career Focus Week, NOMAS design competitions, fundraising projects to raise money for attendance at national NOMAS and AIAS meetings. A high level of coordination and cooperation between these groups demonstrated that this perspective is met. Collaboration and leadership opportunities are also available through team projects executed in the 4th and 5th year studios. Projects exhibited in the team room required teamwork from the research and analysis phases through design development and presentation.

DESIGN: Tuskegee University was founded with a goal of not only providing academic instruction but also to train students in practical skills of in-demand fields in order to be productive leaders within the community. This has led to a particular interest in the program to prepare students to become "Citizen Architects," community leaders who provide a vision of a better built environment. As described in the APR, these lessons are fundamentally addressed through the sequence of ten design studios. The studio sequence works cumulatively in conjunction with the other professional program support courses to prepare students to address increasingly complex problems with an understanding of the significant impact the built environment has on broader societal issues. There is also a strong focus on community engagement projects, stemming from the Center for Design and from initiatives such as the Tiny House, that provide students real-world opportunities to explore design problems at multiple stages of investigation. The faculty's relationships with other departments on campus such as agriculture and the Department of History offer a cross-disciplinary context for education that appears to be strengthening under the new school leadership.

PROFESSIONAL OPPORTUNITY: This perspective is adequately described in the APR and demonstrated through the regular support from the Alabama state board to establish NCARB records for all students, typically in the third year; the robust lineup of national firm leaders and emerging professionals across multiple disciplines in the annual lecture series; the NOMAS chapter's support for student travel to the annual student design competition; formal and informal support from alumni who mentor and hire many graduates; and the week-long Career Focus event that includes lectures, interview opportunities for students with architecture firms, professional development workshops, and alumni engagement. Of particular note is the newly formed partnership with Perkins + Will, which includes the establishment of an annual Visiting Scholar program. The first visiting scholar, Nick Seierup, FAIA, principal at Perkins + Will, visited the campus for two weeks in September 2017 to work directly with upper-division studios and help fifth-year students strengthen their final studio thesis work in ARCH 503, Thesis Seminar.

STEWARDSHIP OF THE ENVIRONMENT: This perspective is adequately described in the APR and demonstrated in the program's prescribed courses and elective courses. The program has substantial

support from the state of Alabama's U.S. Green Building Council (USGBC), as well as the recent faculty addition who was the former head of the Alabama USGBC. In addition, the Arch 366 Sustainable Design (LEED Lab) has enabled students to not only learn about the Leadership in Energy and Environmental Design (LEED) standards but also to achieve their LEED GA credential before graduation.

COMMUNITY AND SOCIAL RESPONSIBILITY: This perspective is adequately described in the APR. Examples of student exposure to these values were prevalent throughout the schools list of courses such as ARCH 221, "People and the Built Environment," and studio project assignments. A supplemental document included in the APR, "Section 4 - Outreach Projects Table," presented an admirable list of outreach projects completed over the years. Students and faculty are well-versed in the university's long history and historic legacy in community and social justice.

I.1.5 Long-Range Planning: The program must demonstrate that it has identified multi-year objectives for continuous improvement with a ratified planning document and/or planning process. In addition, the program must demonstrate that data is collected routinely, and from multiple sources, to identify patterns and trends so as to inform its future planning and strategic decision making. The program must describe how planning at the program level is part of larger strategic plans for the unit, college, and university.

[X] Demonstrated

2017 Analysis/Review: The interim president and the provost informed the NAAB team during its entrance visit that they are continuing to implement their strategic plan, which started its planning effort at the university level in 2013 with the hiring of the university's seventh president. Currently, they are updating their comprehensive plan to be submitted to SACSCOC for their visit in 2018. As part of their long-range planning, they conducted Workshop 1 and are getting ready to do Workshop 2 for faculty and staff to train them on measuring and documenting student performance outcomes.

The new dean, hired in 2016 to lead the TSACS, has embarked on the development of a long-range planning process with faculty, students, alumni, advisory board members, and faculty at peer institutions. The school began its long-range plan by identifying strategies that are essential parts of the university's strategic plan. One of the goals of the school is to recruit and retain students by applying strategies that incorporate mentoring, advising, and career placement. Another goal is to strengthen academic initiatives by revitalizing multiculturalism and global understanding to enhance the curriculum and student learning and development. The school is developing seminars that engage cultural perspectives and critical thinking skills, and promote practical hands-on learning opportunities. The school established five perspectives for long-range planning in the areas of student-led social events, design activity consisting of ten design studios, environmental issues and sustainability, community revitalization and the African-American architectural heritage, architectural registration, and architects as civic leaders. There are ongoing efforts to develop funds for faculty continuing education and training program stipends.

In term of resources, the school is building relationships with alumni, corporations, and faculty at peer institutions as part of fundraising.

To assist in the long-range planning, several programs of assessment within both the school and the university have been established. 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 processes involve the dean, faculty, students, upper administration, members of the architecture advisory board, and the Tuskegee University Board of Trustees. The self-assessment process deals with curriculum development, teaching effectiveness, faculty and student development, administration, outreach and service, facilities and

equipment, and financial resources and support. The main objective of the assessment process is to outline strategies for ongoing and future implementation.

I.1.6 Assessment:

    A. Program Self-Assessment Procedures: The program must demonstrate that it regularly assesses the following:

- How well the program is progressing toward its mission and stated objectives.
- Progress against its defined multi-year objectives.
- Progress in addressing deficiencies and causes of concern identified at the time of the last visit.
- Strengths, challenges, and opportunities faced by the program while continuously improving learning opportunities.

The program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success.

    B. Curricular Assessment and Development: The program must demonstrate a well-reasoned process for curricular assessment and adjustments, and must identify the roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

    [X] Demonstrated

2017 Analysis/Review:

A. Program Self-Assessment: The APR reports several regularly scheduled assessment procedures for evaluating the school's progress toward accomplishing curriculum, teaching effectiveness, faculty and student development, and facilities goals. Participants in the process include faculty, school administration, alumni, the newly formed advisory board for the school, and the appropriate university officials. Examples of faculty self-evaluation forms for each course were found in the course notebooks. Other examples of evaluation types include student evaluations of each course required by the university's Office of Institutional Analysis. The dean also meets with the department head and faculty each month to review progress in course offerings, departmental outreach, and student activities.

Since the last accreditation visit in 2011, there have been several changes in leadership in the school's administration. This appears to have contributed to a lack of consistent mentorship and advisement for tenure-track faculty in achieving successful promotion and tenure according to the university's promotion and tenure guidelines (found in Faculty Handbook Part III, "Faculty Evaluation, Promotion and Tenure" https://www.tuskegee.edu/Content/Uploads/Tuskegee/files/Academics/Faculty%20Senate/Faculty-Handbook.pdf), approved for implementation October, 2013.

Though the new dean and department head have only recently assumed their administrative roles, both are already demonstrating strong and effective leadership. The new dean instituted a formal annual review process for faculty on tenure-track in the college (in relation to the university requirement for annual faculty performance reviews) and held a series of four workshops on tenure and promotion during her first year to ensure tenure-track faculty were aware of the university requirements and help mentor them toward success. This marks a positive trajectory for current and future tenure-track faculty success in achieving promotion and tenure.

B. Curricular Assessment and Development:

A department curriculum committee is appointed at the beginning of each academic year. The committee comprises faculty, preprofessional, and professional program coordinators and is chaired by department heads and the dean. The committee responsibilities are to review, modify, and approve courses. The committee identifies curricular issues and brings them to the rest of the faculty for discussion. After appropriate review and deliberation, the committee submits proposed new courses or course changes to the university Faculty Senate for approval. The dean then recommends new curricular changes to the provost and president and finally to the university Board of Trustees for endorsement.

Peer review of student work at the end of each semester by faculty and invited colleagues, along with visiting scholars and several members of the Architecture Advisory Board (AAB) professionals, provides valuable feedback and recommendations that are incorporated into improvements in the architecture courses and design studios.

In addition, the dean, department head, and program coordinators meet annually to review and discuss the program's 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 curriculum coordinators and faculty as necessary.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources and Human Resource Development:

The program must demonstrate that it has appropriate human resources to support student learning and achievement. This includes full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff.

- The program must demonstrate that it balances the workloads of all faculty to support a tutorial exchange between the student and the teacher that promotes student achievement.

- The program must demonstrate that an Architecture Licensing Advisor (ALA) has been appointed, is trained in the issues of the Architect Experience Program (AXP), has regular communication with students, is fulfilling the requirements as outlined in the ALA position description, and regularly attends ALA training and development programs.

- The program must demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.

- The program must describe the support services available to students in the program, including, but not limited to, academic and personal advising, career guidance, and internship or job placement.

[X] Demonstrated

2017 Team Assessment: Faculty typically teach nine credit hours per semester (which equates to a studio and seminar), though the university full-time teaching load is up to 12 hours. Some faculty, particularly full-time non-tenure-track, teach 10-12 hours in various semesters, though the dean has attempted and will continue to attempt to balance this with the expectation that tenured and tenure-track faculty spend 25% of their time focusing on research and scholarship. Faculty indicated a high service load, which may be expected in a small department. The dean has reduced the school's standing committees by more than half.

Faculty salaries have been frozen in recent years due to the university's two-year accreditation warning status from the SACS (which was lifted in June 2017) that required all colleges to significantly reduce their budgets to bring the overall university budget in line. The dean indicated that moving forward, the university will be evaluating programs for enrollment and merit, while distributing additional funds to support programs and faculty. She also noted that the college is pursuing fundraising efforts to allow for merit-based raises for faculty. Each tenure-track faculty receives roughly $1,500 annually to support professional development travel and certification.

Faculty resources appear adequate for the program. There are seven full-time faculty including the new department head and one CSM faculty. The CSM faculty is counted among the architecture faculty because he teaches a number of required architecture courses. Total faculty in the program is down by only one position since the last visit. The course handled by that lost position is covered now by adjunct faculty. The new dean is encouraging scholarly endeavors through faculty development training seminars and attendance at continuing education workshops. Much of this has been funded by a grant from the Alabama Council AIA, contributions from alumni, national Title III funds, and other sources. The addition of the new dean and architecture department head to the faculty ranks also adds research capability to the faculty resource, via their advanced academic training and experience.

Regarding increasing the number of tenured professors, the dean has led internal workshops to ensure that faculty members are well informed of requirements for tenure, and is meeting with each non-tenured faculty person to explore scholarly activity opportunities that may align with their interest.

Assistant professor Roderick Fluker, AIA, LEED AP, serves as the Architect Licensing Advisor (ALA) and has done so for several years. He attends the ALA training seminars regularly. Students in all levels of the program indicated they were aware of his role as ALA, and many in the upper-division courses indicated that they had already begun NCARB records. The Alabama board of licensure pays for students' initial registration and continuing record fees while they are in the architecture program.

Students have assigned advisors (assigned by class-year), and an architecture career fair, Career Focus, is held annually.

I.2.2 Physical Resources: The program must describe the physical resources available and how they support the pedagogical approach and student achievement.

Physical resources include, but are not limited, to the following:

- Space to support and encourage studio-based learning.
- Space to support and encourage didactic and interactive learning, including labs, shops, and equipment.
- Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
- Information resources to support all learning formats and pedagogies in use by the program.

If the program's pedagogy does not require some or all of the above physical resources, for example, if online course delivery is employed to complement or supplement onsite learning, then the program must describe the effect (if any) that online, onsite, or hybrid formats have on digital and physical resources.

[x] Described

2017 Team Assessment: The program has described the physical resources available and how they support the pedagogical approach in the APR as well as through tours of the school's facilities. The TSACS complex of buildings are intimately tied to the university's founding policy of "learning to do by doing," being originally built by students and faculty. The complex continues to function as a laboratory for exploration and education in issues related to historic preservation, materials and methods of construction, and issues of sustainability, among others. The renovated Wilcox A and C buildings provide adequate accommodations for the current student body. The school has identified plans for future growth opportunities in the renovation of Wilcox B and Wilcox E which will align with teaching goals for expanded educational opportunities in digital fabrication, historic preservation, sustainability, and design-build. The broader university has begun to actively encourage online course delivery. While this has not yet been introduced at the school level, TSACS faculty and administration are thinking about how this delivery method can be introduced in the future.

I.2.3 Financial Resources: The program must demonstrate that it has appropriate financial resources to support student learning and achievement.

[X] Demonstrated

2017 Team Assessment: *The school's financial resources are divided into three budgets, one for each department and a third one for dean's office. All three are administered by the dean. General university funding of operations is allocated annually by the Budget Office and distributed to the units through funding formulas based on enrollment and tuition collections. Funding resources are a combination of tuition and fees, external grants, and gifts. The unrestricted expenses are used for salaries of staff and full-time, adjunct, and visiting faculty. Operating and maintenance expenses include departmental operations, supplies for labs, faculty and staff professional development and membership, printing, and*

office supplies. Capital expenses are used for repair, maintenance, and professional services. Major renovations are funded from external funding resources with approval of the university president and the Board of Trustees. The vice president for facilities manages the deferred maintenance budget. Additionally, the architecture program uses Title III funds to support academic and student resources.

In April 2011, the granddaughter of architect Robert Taylor and other family members established the Robert R. Taylor Fund (RRT), which is used primarily to increase enrollment and provide scholarships for students. It also supplements travel and supports visiting faculty and scholarly activities. Funds from the Board of Alabama Architects (BOA) have been used to support other activities, such as lecture series, seminars, field trips, community workshops and student/faculty development initiatives. The architecture program financial resources are adequate for the current number of faculty and students. As the architecture enrollment increases, additional resources will be needed.

I.2.4 Information Resources: The program must demonstrate that all students, faculty, and staff have convenient, equitable access to literature and information, as well as appropriate visual and digital resources that support professional education in the field of architecture.

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

[X] Demonstrated

2017 Team Assessment: The school thoroughly documented available informational resources in the APR. The library within the school is pleasant and appealing for study and research. It is housed in Willcox C, conveniently located to all faculty and students. The facility is staffed by a former history professor of the school who has a good working relationship with the head librarian of the university and with students. The supervisor of the architecture library is assisted by four work-study students. The head librarian for the university is very supportive of the architecture library and is sensitive to its special professional needs. The APR provides a detailed description of the informational resources, which include approximately 14,000 books and over 100 journals. Resources not available in the library can be obtained through inter-library loan.

I.2.5 Administrative Structure and Governance:

- ▪ **Administrative Structure:** The program must describe its administrative structure and identify key personnel within the context of the program and the school, college, and institution.
- ▪ **Governance:** The program must describe the role of faculty, staff, and students in both program and institutional governance structures. The program must describe the relationship of these structures to the governance structures of the academic unit and the institution.

[X] Described

2017 Team Assessment: Administrative Structure - Tuskegee University is a private and state-related institution of higher learning. The governing board is part private (75%) 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.

In 2010, the department of architecture transformed to the Robert R. Taylor School of Architecture and Construction Science (TSACS) to become an independent unit of the university. This transformation provides greater autonomy to the architecture program than previously. TSACS contains two academic units: the Department of Architecture and the Department of Construction Science and Management. 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 new 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 matters related to the school.

Governance - The new dean led the development of the school mission and the strategic plan model. She 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. 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. The new interim department head coordinates peer reviews, shares results with faculty, and reports at monthly school-wide faculty meetings to discuss curriculum. Both department heads of the architecture and CSM programs have two-thirds of their time allocated to administration and one-third to teaching. They are responsible for day-to-day administrative matters, management of the departments' budgets, development of academic programs, and overall management of student advising. They are also the key spokespeople for the departments to the professional community.

CONDITIONS FOR ACCREDITATION

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

This part has four sections that address the following:

- **STUDENT PERFORMANCE.** This section includes the Student Performance Criteria (SPC). Programs must demonstrate that graduates are learning at the level of achievement defined for each of the SPC listed in this section. Compliance will be evaluated through the review of student work.

- **CURRICULAR FRAMEWORK.** This section addresses the program and institution relative to regional accreditation, degree nomenclature, credit hour requirements, general education, and access to optional studies.

- **EVALUATION OF PREPARATORY EDUCATION.** The NAAB recognizes that students entering an accredited program from a pr-eprofessional program and those entering an accredited program from a non-pr-eprofessional degree program have different needs, aptitudes, and knowledge bases. In this section, programs will be required to demonstrate the process by which incoming students are evaluated and to document that the SPC expected to have been met in educational experiences in non-accredited programs have indeed been met.

- **PUBLIC INFORMATION.** The NAAB expects accredited degree programs to provide information to the public regarding accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information concerning the accredited and non-accredited architecture programs.

Programs demonstrate their compliance with Part Two in four ways:

- A narrative report that briefly responds to each request to "describe, document, or demonstrate."

- A review of evidence and artifacts by the visiting team, as well as through interviews and observations conducted during the visit.

- A review of student work that demonstrates student achievement of the SPC at the required level of learning.

- A review of websites, links, and other materials.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

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

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

Realm A: Critical Thinking and Representation: Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas based on the research and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. This includes using a diverse range of media to think about and convey architectural ideas, including writing, investigative skills, speaking, drawing, and model making.

Student learning aspirations for this realm include:

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

A.1 **Professional Communication Skills:** *Ability* to write and speak effectively and use appropriate representational media both with peers and with the general public.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 345 - Computer Applications, ARCH 423 - Theory of Architecture, and ARCH 503 - Thesis Seminar.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in the student work for ARCH 102 - Architecture Design Studio 2 and studios located at the 2nd through 5th years. Students are introduced to abstract organizational concepts through exploring form alternatives and development of parti. Use of graphics in exploring these design principles was well demonstrated.

A.3 **Investigative Skills:** *Ability* to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 502 - Architecture Design, and ARCH 503 - Thesis Seminar.

A.4   **Architectural Design Skills:** *Ability* to effectively use basic formal, organizational, and environmental principles and the capacity of each to inform two- and three-dimensional design.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 202- Architecture Design Studio 4 and ARCH 301 - Architecture Design Studio 5.

A.5   **Ordering Systems:** *Ability* to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

[X] Met

2017 Team Assessment*:* Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 101 - Architecture Design Studio 1.

A.6   **Use of Precedents:** *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices regarding the incorporation of such principles into architecture and urban design projects.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 402 - Architecture Design Studio 8 and ARCH 502 - Architecture Design Studio 10.

A.7   **History and Culture:** *Understanding* of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings in terms of their political, economic, social, and technological factors.

[X] Met

2017 Team Assessment*:* Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 252 - Architecture History I, ARCH 352 - Architecture History II, and ARCH 423 - Theory of Architecture.

A.8   **Cultural Diversity and Social Equity:** *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different

cultures and individuals and the responsibility of the architect to ensure equity of access to buildings and structures.

[X] Met

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2017 Team Assessment*:* Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 221 - People & the Built Environment, particularly as it relates to gender and race. Evidence of understanding of social and spatial patterns was found at the prescribed level in ARCH 521 - Urban Planning. Evidence of student understanding of issues related to the special needs of populations with physical disabilities and other unique sets of needs and values was found in ARCH 202 - Architecture Design Studio 4. Taken as a whole, these three courses produced evidence that this criterion was met at the prescribed level.

Realm A. General Team Commentary: Evidence, in both course materials and in student work, demonstrated the curriculum's ability to provide students with the necessary abstract thinking skills, ability to balance the input of multiple ideas, and the skills to use precedence, history, and tradition in design.

Realm B: Building Practices, Technical Skills and Knowledge: Graduates from NAAB-accredited programs must be able to comprehend the technical aspects of design, systems, and materials, and be able to apply that comprehension to architectural solutions. Additionally, the impact of such decisions on the environment must be well considered.

Student learning aspirations for this realm include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Integrating the principles of environmental stewardship.
- Conveying technical information accurately.

B.1   **Pre-Design:** *Ability* to prepare a comprehensive program for an architectural project, which must include an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.

 [X] Not Met

2017 Team Assessment: While there is evidence of a high level of engagement with (and benefit to) clients in many upper-level studio projects, there was not sufficient evidence found of the ability to identify, assess, and develop client needs and site conditions (including existing physical and environmental conditions as well as sustainability requirements) in order to assess their implications for the project within a comprehensive program document. The sequence of ARCH 503 - Thesis Seminar and ARCH 502 - Architecture Design Studio 10, which was taught for the first time in the 2016-17 academic year, shows great promise to fulfill this requirement in future iterations.

B.2   **Site Design:** *Ability* to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation in the development of a project design.

[x] Met

2017 Team Assessment*:* Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 402 - Architecture Design Studio 8. In addition, evidence of basic ability to respond to site design was found in the architecture design studios beginning in the second year through more advanced ability in the 5th year design studios.

B.3   **Codes and Regulations:** *Ability* to design sites, facilities, and systems consistent with the principles of life-safety standards, accessibility standards, and other codes and regulations.

[X] Met

2017 Team Assessment*:* Evidence of student achievement at the prescribed level was primarily found in student work prepared for ARCH 301 - Architecture Design Studio 5 and reinforced in subsequent studios (ARCH 302 - Architecture Design Studio 6, ARCH 401 - Architecture Design Studio 7, ARCH 402 - Architecture Design Studio 8, ARCH 501 - Architecture Design Studio 9, and ARCH 502 - Architecture Design Studio 10). Demonstration of this ability in more complex projects consisting of multiple stories could be strengthened.

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

[X] Met

2017 Team Assessment*:* Evidence of student achievement at the prescribed level was found in seminar assignments and studio projects in ARCH 414 - Construction Documents, ARCH 302 - Architecture Design Studio 6, and ARCH 401 - Architecture Design Studio 7.

B.5   **Structural Systems:** *Ability* to demonstrate the basic principles of structural systems and their ability to withstand gravity, seismic, and lateral forces, as well as the selection and application of the appropriate structural system.

[X] Met

2017 Team Assessment: Evidence of student ability to perform structural analysis and calculations was found in ARCH 343 - Structures I, ARCH 344 - Structures II, and ARCH 443 - Structures III. Evidence of student ability to evaluate, select, and apply basic principles of structural systems was found most prominently in ARCH 302 - Architecture Design Studio 6.

B.6   **Environmental Systems:** *Understanding* of the principles of environmental systems' design, how systems can vary by geographic region, and the tools used for performance assessment. This must include active and passive heating and cooling, indoor air quality, solar systems, lighting systems, and acoustics.

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[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in ARCH 341 - Environmental Control Systems 1 and ARCH 342 - Environmental Control Systems 2.

B.7   **Building Envelope Systems and Assemblies:** *Understanding* of the basic principles involved in the appropriate selection and application of building envelope systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was primarily found in student work prepared for ARCH 401 - Architecture Design Studio 7 and reinforced in ARCH 402 - Architecture Studio 8, ARCH 501 - Architecture Studio 9, and ARCH 502 - Architecture Studio 10.

B.8   **Building Materials and Assemblies:** *Understanding* of the basic principles utilized in the appropriate selection of interior and exterior construction materials, finishes, products, components, and assemblies based on their inherent performance, including environmental impact and reuse.

[X] Not Met

2017 Team Assessment: Although evidence of students' understanding of basic principles of materials, products, components, and assemblies is present in the work, achievement of the understanding of how to utilize this knowledge in the appropriate selection of interior and exterior materials based on their inherent performance, including environmental impact and reuse, is not shown.

B.9   **Building Service Systems:** *Understanding* of the basic principles and appropriate application and performance of building service systems, including mechanical, plumbing, electrical, communication, vertical transportation, security, and fire protection systems.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level for most systems was found in student work prepared for ARCH 341 - Environmental Control Systems 1 and ARCH 342 - Environmental Control Systems 2 demonstrated through various assignments and exam questions.

B.10   **Financial Considerations:** *Understanding* of the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared primarily in ARCH 534 - Building Economics in student assignments and exams.

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Realm B. General Team Commentary: Evidence, in both course materials and in student work, demonstrated the curriculum's capacity to educate students in the necessary technical skills required to integrate complex systems in a project. In the areas of Pre-Design (SPC B.1) and Building Materials and Assemblies (SPC B.8), there was not sufficient evidence to meet the requirements. After analyzing the two-course sequence of ARCH 503 - Thesis Seminar/ARCH 502 - Architecture Studio 10, it was determined that the course has great potential to fulfill the SPC B.1 requirement in the future. For the SPC B.8 - Building Materials and Assemblies, it was determined that there was not enough sufficient evidence to understand students' decisions in the selection of building materials (performance, benefits, and limitations), and to demonstrate an ability to select interior building materials and assemblies. Assessment of students' ability to meet the requirement for B.3 was deemed to be met in first-year professional program studios but was not demonstrated sufficiently in complex projects.

Realm C: Integrated Architectural Solutions: Graduates from NAAB-accredited programs must be able to synthesize a wide range of variables into an integrated design solution. This realm demonstrates the integrative thinking that shapes complex design and technical solutions.

Student learning aspirations in this realm include:

- Synthesizing variables from diverse and complex systems into an integrated architectural solution.
- Responding to environmental stewardship goals across multiple systems for an integrated solution.
- Evaluating options and reconciling the implications of design decisions across systems and scales.

C.1 **Research:** *Understanding* of the theoretical and applied research methodologies and practices used during the design process.

[X] Met

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2017 Team Assessment: Evidence of student achievement at the prescribed level was found in ARCH 503 - Thesis Seminar, and introduced in ARCH 221 - People & the Built Environment. A wide range of theoretical subject matter in architecture is covered in in the first half of ARCH 503 as well as in ARCH 221. The latter half of ARCH 503 guides the student through the process of selecting a thesis subject, developing the thesis statement, and covering the research process.

C.2 **Evaluation and Decision Making:** *Ability* to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was clearly found in student work prepared for ARCH 502 - Architecture Design Studio 10 and ARCH 503 - Thesis Seminar, where students are charged with identifying their own project focus and directing the course of exploration from beginning to end of the project with faculty guidance.

C.3 **Integrative Design:** *Ability* to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship,

technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found cumulatively in student work prepared for ARCH 401 - Architecture Design Studio 7 and reinforced in ARCH 402 - Architecture Studio 8, ARCH 501 - Architecture Studio 9, and ARCH 502 - Architecture Studio 10.

> **Realm C. General Team Commentary:** Beginning with the lower-level studio courses, students are introduced to the many factors that guide and shape architectural design solutions from exterior factors to human needs and aspirations. The upper-level courses, especially studios at the 4th and 5th years, provide adequate coverage of C.1 and C.2 SPC. The team found adequate coverage for the integration of most factors outlined in C.3 in upper-level studios. Upper-level studio courses would benefit from more thorough coverage and integration of accessibility and life safety requirements into project solutions.

Realm D: Professional Practice: Graduates from NAAB-accredited programs must understand business principles for the practice of architecture, including management, advocacy, and acting legally, ethically, and critically for the good of the client, society, and the public.

Student learning aspirations for this realm include:

- Comprehending the business of architecture and construction.
- Discerning the valuable roles and key players in related disciplines.
- Understanding a professional code of ethics, as well as legal and professional responsibilities.

D.1 **Stakeholder Roles in Architecture:** *Understanding* of the relationship between the client, contractor, architect, and other key stakeholders, such as user groups and the community, in the design of the built environment, and understanding the responsibilities of the architect to reconcile the needs of those stakeholders.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 523 - Professional Practice and ARCH 401 - Architecture Design Studio 7. Students also get first-hand experience in applying stakeholder roles in projects undertaken by the Center for Design and various community outreach initiatives.

D.2 **Project Management:** *Understanding* of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 523 - Professional Practice in lecture slides, exams, and student assignments.

D.3	**Business Practices:** *Understanding* of the basic principles of business practices within the firm, including financial management and business planning, marketing, business organization, and entrepreneurialism.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 523 - Professional Practice in lecture slides, exams, and student assignments.

D.4	**Legal Responsibilities:** *Understanding* of the architect's responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 523 - Professional Practice in lecture slides, exams, and student assignments.

D.5	**Professional Ethics:** *Understanding* of the ethical issues involved in the exercise of professional judgment in architectural design and practice, and understanding the role of the AIA Code of Ethics in defining professional conduct.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 523 - Professional Practice in lecture slides, exams, and student assignments.

Realm D. General Team Commentary: The criteria in Realm D are covered thoroughly in the ARCH 523 - Professional Practice course. This class is taught by a full-time practicing architect who is able to supplement the curriculum to include student visits to an architecture firm, shadowing of project meetings, and site visits. In addition to the understanding they gain in their lecture course, students also apply this criterion directly in their studio projects. For example, D.1 Stakeholder Roles is applied through several instances of community-engaged and client-based studio projects.

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Institutional Accreditation:

In order for a professional degree program in architecture to be accredited by the NAAB, the institution must meet one of the following criteria:

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

2. Institutions located outside the U.S. and not accredited by a U.S. regional accrediting agency may request NAAB accreditation of a professional degree program in architecture only with explicit written permission from all applicable national education authorities in that program's country or region. Such agencies must have a system of institutional quality assurance and review. Any institution in this category that is interested in seeking NAAB accreditation of a professional degree program in architecture must contact the NAAB for additional information.

[X] Met

2017 Team Assessment: The team verified from the university website that on June 15, 2017, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) announced that it has lifted the warning status previously placed on Tuskegee University. This announcement reverses and fully lifts SACSCOC warning imposed on the university for the last two years. Despite having a warning status, the university had remained accredited throughout the entire monitoring period. The provost stated that the administration has already submitted its comprehensive plan to SACSCOC and that the next reaffirmation visit is scheduled for March 2018.

II.2.2 Professional Degrees and Curriculum: The NAAB accredits the following professional degree programs with the following titles: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and optional studies.

The B. Arch., M. Arch., and/or D. Arch. are titles used exclusively with NAAB-accredited professional degree programs.

Any institution that uses the degree title B. Arch., M. Arch., or D. Arch. for a non-accredited degree program must change the title. Programs must initiate the appropriate institutional processes for changing the titles of these non-accredited programs by June 30, 2018.

The number of credit hours for each degree is specified in the NAAB Conditions for Accreditation. Every accredited program must conform to the minimum credit hour requirements.

[X] Met

2017 Team Assessment: The only professional degree offered in the School of Architecture is the Bachelor of Architecture degree with a total of 170 credit hours of which 104 are professional studies (required architecture courses). The remaining 66 semester hours are general studies (non-architecture), of which 39 hours comprise the core curriculum (a university requirement established by the provost). The curriculum includes 21 semester hours of electives in six categories: art/history, humanities, business,

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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.

PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY EDUCATION

The program must demonstrate that it has a thorough and equitable process to evaluate the preparatory or pre professional education of individuals admitted to the NAAB-accredited degree program.

- Programs must document their processes for evaluating a student's prior academic coursework related to satisfying NAAB Student Performance Criteria when a student is admitted to the professional degree program.

- In the event that a program relies on the preparatory educational experience to ensure that admitted students have met certain SPC, the program must demonstrate that it has established standards for ensuring these SPC are met and for determining whether any gaps exist.

- The program must demonstrate that the evaluation of baccalaureate degree or associate degree content is clearly articulated in the admissions process, and that the evaluation process and its implications for the length of a professional degree program can be understood by a candidate prior to accepting the offer of admission. See also, Condition II.4.6.

[X] Met

2017 Team Assessment: The program demonstrated that it has a thorough and equitable process for evaluating the preparatory or pre-professional education of individuals seeking admission into the professional degree program.

The team reviewed the departmental file for professional program admissions and student advising over a three-year period and confirmed the admission policies and procedures for the school. The file included for each of the years, a professional program student evaluation compilation form. This form documented the admission decision, course work not completed, cumulative grade-point average (GPA), professional GPA, and other minimum requirements for admission into the professional programt. Records of admissions for three years included curriculum review forms for each applicant, admission acceptance form letters showing admission decisions, and conditions of admission, if accepted.

The Department of Architecture section of the Tuskegee University 2017–2018 catalog documents the requirements for a transfer student admission into the professional program. It states that in order to receive credit for a required architecture course, the transfer course must be from a NAAB-accredited architecture program.

The file also included a curriculum matriculation form for each student documenting a course completion schedule and transfer credit received, which is completed each semester along with the student's advisor.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the general public. As a result, the following seven conditions require all NAAB-accredited programs to make certain information publicly available online.

II.4.1 Statement on NAAB-Accredited Degrees:

All institutions offering a NAAB-accredited degree program or any candidacy program must include the *exact language* found in the *NAAB Conditions for Accreditation*, Appendix 1, in catalogs and promotional media.

[X] Met

2017 Team Assessment: The statement on NAAB-accredited degrees is accessible on the school website and in the school catalog.

II.4.2 Access to NAAB Conditions and Procedures:

The program must make the following documents electronically available to all students, faculty, and the public:

> *The 2014 NAAB Conditions for Accreditation*

> *The Conditions for Accreditation* in effect at the time of the last visit (2009 or 2004, depending on the date of the last visit)

> *The NAAB Procedures for Accreditation* (edition currently in effect)

[X] Met

2017 Team Assessment: The 2014 NAAB Conditions for Accreditation and the 2015 NAAB Procedures are accessible on the school website.

II.4.3 Access to Career Development Information:

The program must demonstrate that students and graduates have access to career development and placement services that assist them in developing, evaluating, and implementing career, education, and employment plans.

[X] Met

2017 Team Assessment: The AIAS chapter and the NOMAS chapter jointly run the Career Focus Week each spring. The Career Focus Week provides students with portfolio, résumé, and interview workshops. Architecture firms also held interviews with students. Students learn about résumés, portfolios, business cards, and interviews in ARCH 211 - Architecture Presentation (evident in ARCH 211 course syllabus and provided course work). Additionally, students have access to the program's ALA for AXP and licensure advising.

All students have access to the Office of Career Development & Placement, the goal of which is to "facilitate the professional and personal aspirations of students for internship, cooperative education, full-

time employment or admission to graduate/professional schools." (https://www.tuskegee.edu/programs-courses/career-development-placement)

II.4.4 Public Access to APRs and VTRs:

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

- All Interim Progress Reports (and narrative Annual Reports submitted 2009-2012).
- All NAAB Responses to Interim Progress Reports (and NAAB Responses to narrative Annual Reports submitted 2009-2012).
- The most recent decision letter from the NAAB.
- The most recent APR.[2]
- The final edition of the most recent Visiting Team Report, including attachments and addenda.

[X] Met

2017 Team Assessment: The last APR and VTR from 2011 are posted on the school's website. Interim progress reports and NAAB responses to them are available in the Robert R. Taylor School of Architecture Library in Wilcox C Room 100.

II.4.5 ARE Pass Rates:

NCARB publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered useful to prospective students as part of their planning for higher/post-secondary education in architecture. Therefore, programs are required to make this information available to current and prospective students and the public by linking their websites to the results.

[X] Met

2017 Team Assessment: The Department of Architecture website (https://www.tuskegee.edu/programs-courses/colleges-schools/tsacs/department-of-architecture) includes a link under the "Accreditation" section to "Pass Rates," which directs visitors to the NCARB website where pass rates for ARE 4.0 and ARE 5.0 exams can be found. Tuskegee University's pass rates are evidenced in the ARE 4.0 section (https://www.ncarb.org/pass-the-are).

II.4.6 Admissions and Advising:

The program must publicly document all policies and procedures that govern how applicants to the accredited program are evaluated for admission. These procedures must include first-time, first-year students as well as transfers within and outside the institution.

This documentation must include the following:

- Application forms and instructions.
- Admissions requirements, admissions decision procedures, including policies and processes for

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[2] This is understood to be the APR from the previous visit, not the APR for the visit currently in process.

evaluation of transcripts and portfolios (where required), and decisions regarding remediation and advanced standing.

- Forms and process for the evaluation of pre-professional degree content.

- Requirements and forms for applying for financial aid and scholarships.

- Student diversity initiatives.

[X] Met

2017 Team Assessment: The university's admissions webpage (https://www.tuskegee.edu/admissions) lists the procedures and admission requirements for entry into the university as well as the link to the admission application (Common Application). The Department of Architecture's webpage (https://www.tuskegee.edu/programs-courses/colleges-schools/tsacs/department-of-architecture) describes the process and requirements for admission into the professional portion of the program as well as the curriculum of the pre-professional program. The department's page also includes the process and requirements of students who wish to transfer into the program. Financial aid forms and requirements are accessible on the university's webpage for financial aid (https://www.tuskegee.edu/admissions-aid/financial-aid). Scholarship information is available on the university's webpage for scholarships (https://www.tuskegee.edu/programs-courses/scholarships). The department's student diversity initiatives are listed on the dean's webpage (https://www.tuskegee.edu/programs-courses/colleges-schools/tsacs/office-of-the-dean-tsacs).

II.4.7 Student Financial Information:

- The program must demonstrate that students have access to information and advice for making decisions regarding financial aid.

- The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.

[X] Met

2017 Team Assessment: Financial aid forms and requirements are accessible on the university's webpage for financial aid (https://www.tuskegee.edu/admissions-aid/financial-aid). Scholarship information is available on the university's webpage for scholarships (https://www.tuskegee.edu/programs-courses/scholarships). Meetings with students of the professional and pre-professional program demonstrated that they had information about and estimates of the financial cost of the program prior to entry into the program.

PART THREE (III): ANNUAL AND INTERIM REPORTS

III.1 Annual Statistical Reports: The program is required to submit Annual Statistical Reports in the format required by the *NAAB Procedures for Accreditation.*

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

[X] Met

2017 Team Assessment: Annual Statistical Reports submitted to the NAAB office for 2011–2016 have been verified by a signed letter from the chief information officer and the director of institutional research of the university. It states that they were accurate and consistent with reports sent to other national and regional agencies.

III.2 Interim Progress Reports: The program must submit Interim Progress Reports to the NAAB (see Section 10, *NAAB Procedures for Accreditation,* 2015 Edition)*.*
[X] Met

2017 Team Assessment: Interim Progress Reports are located in the library.

IV.   Appendices:

Appendix 1. Conditions Met with Distinction

I.1.4 Defining Perspectives - Community and Social Responsibility

Appendix 2. Team SPC Matrix

The team is required to complete an SPC matrix that identifies the course(s) in which student work was found that demonstrated the program's compliance with Part II, Section 1.

The program is required to provide the team with a blank matrix that identifies courses by number and title on the y axis and the NAAB SPC on the x axis. This matrix is to be completed in Excel and converted to Adobe PDF and then added to the final VTR.

Robert R. Taylor School of Architecture and Construction Science — Department of Architecture

NAAB Student Performance Criteria Matrix

SPC Matrix 2017 — Ability | Understanding Level

Course		Cr.	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
			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
			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
ARCH 101	Architecture Design Studio 1	3					X																					
ARCH 102	Architecture Design Studio 2	3		X																								
ARCH 201	Architecture Design Studio 3	3																										
ARCH 202	Architecture Design Studio 4	6				X				X																		
ARCH 211	Architecture Presentation	3																										
ARCH 221	People & the Built Environment	3								X											X							
ARCH 252	Architecture History I	3							X																			
ARCH 301	Architecture Design Studio 5	6				X							X															
ARCH 302	Architecture Design Studio 6	6													X	X												
ARCH 331	Materials of Construction I	3																										
ARCH 332	Materials of Construction II	3																										
ARCH 341	Environmental Control Systems I	3														X		X										
ARCH 342	Environmental Control Systems II	3														X		X										
ARCH 343	Structures I	3													X													
ARCH 344	Structures II	3													X													
ARCH 345	Computer Applications	3	X																									
ARCH 352	Architecture History II	3							X																			
ARCH 401	Architecture Design Studio 7	6														X	X						X	X				
ARCH 402	Architecture Design Studio 8	6					X					X					X											
ARCH 414	Construction Documents	3													X													
ARCH 423	Theory of Architecture	3	X						X																			
ARCH 443	Structures III	3														X												
ARCH 501	Architecture Design Studio 9	6															X											
ARCH 502	Architecture Design Studio 10	6			X		X										X					X						
ARCH 503	Thesis Seminar	2	X		X																X	X						
ARCH 521	Urban Planning	3								X																		
ARCH 523	Professional Practice	3																						X	X	X	X	X
ARCH 534	Building Economics	3																		X								
	Credit Hrs.	104																										

SPC's Met in NAAB-Accredited Program

Appendix 3. The Visiting Team

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V.   Report Signatures

Respectfully Submitted,

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Team Chair

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Rebecca Talbert, AIA NCARB LEED BD+C
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_____

Thomas Leonard, AIAS
Team Member

_____

Erin Carraher, AIA, NCARB, LEED®AP
Team Member

_____

Charles Raine, AIA
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