

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

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

**Year of the Previous Visit:** 2011  
**Current Term of Accreditation:** Six-Year Term of Accreditation  
Effective January 1, 2011

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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.

7 X V N H J H H 8 Q L Y H U V L W \ K D V E H H Q R Q H R I R X U Q D W L R Q ¶ V P R V W R X W V W  
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 ±7 X V N H J H H ¶ V P L V V L R Q K D V D O Z D \ V E H H Q V H U Y L F H W R D O O S H R S O H

Tuskegee University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS), and has a number of nationally accredit



The types RI GHJUHHV EHVWRZHG E\ WKH 3URJUDP KDYH HYROYHG VLQFH W 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

related activities and working environments. It is based on The Redesign of Studio Culture by the AIAA  
6WXGLR &XOWXUH 7DVN )RUFH 7KH 'HDQ¶V PRQWKO\ PHHWLQJ ZLWK  
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:

- f* 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.
- f* The 7XVNHJHH 8QLYHUVLW\ 36WDUILVK´ HDUO\ ZDUQLQJ V\ VWHP 7KL  
are habitually absent or failing academically so that they receive early interventif



## 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 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, VSULQJ SLFQLFV DQQXDO 6WXGHQWV \$ZDUGV %DQTXH 4XDG &RQIHUHQFH ZLWK \$XEXUQ 8QLYHUVLW\ V \$ \$6 FKDSWHU

In addition, student organization activities, collaboration and leadership opportunities are also afforded

EHWZHHQ LVVXHV VXFK DV EHWZHHQ D EXLOGLQJ¶V VSDWLDO DQG VW











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



invaluable for direct insights into changes and needs in the profession, the strengths, weaknesses, quality

**I.1.6B Curricular Assessment and Development**

Curricular Assessment Chart

Curricular Development





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:** 3.6.3 & % X L O Goals and Assemblies Integration: Evidence exists generally and in particular in Materials Integration: Evidence

**Tuskegee University**  
Architecture Program Report



### **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 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.

The Department of Architecture 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.

#### 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





## 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 A houses the Department of Architecture, 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 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.

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 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) - 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 Building Second Floor Plan



Willcox A Building First Floor Plan



Willcox C Building Floor Plan









### 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 department Q W V S O X V ' H D Q 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 D H D Q V O H Y H O V 7 K H P D M R U V R X U F H V R I X Q G L Q J 7 6 \$ & 6 D U H 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).



## Revenue Categories

Dr. Robert R. Taylor, the Department of Architecture is building target community projects that address historic preservation, environmental conservation, mixed-income affordable housing, mixed-income 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 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





#### **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,





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 -- W K H Z R U O G ¶ V O D U J h t t p : / / w w w . i n f o . p r o . e d . u . n e . n l / e s e / p e r / f r o n t / d o / c / e / a / t / u / 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

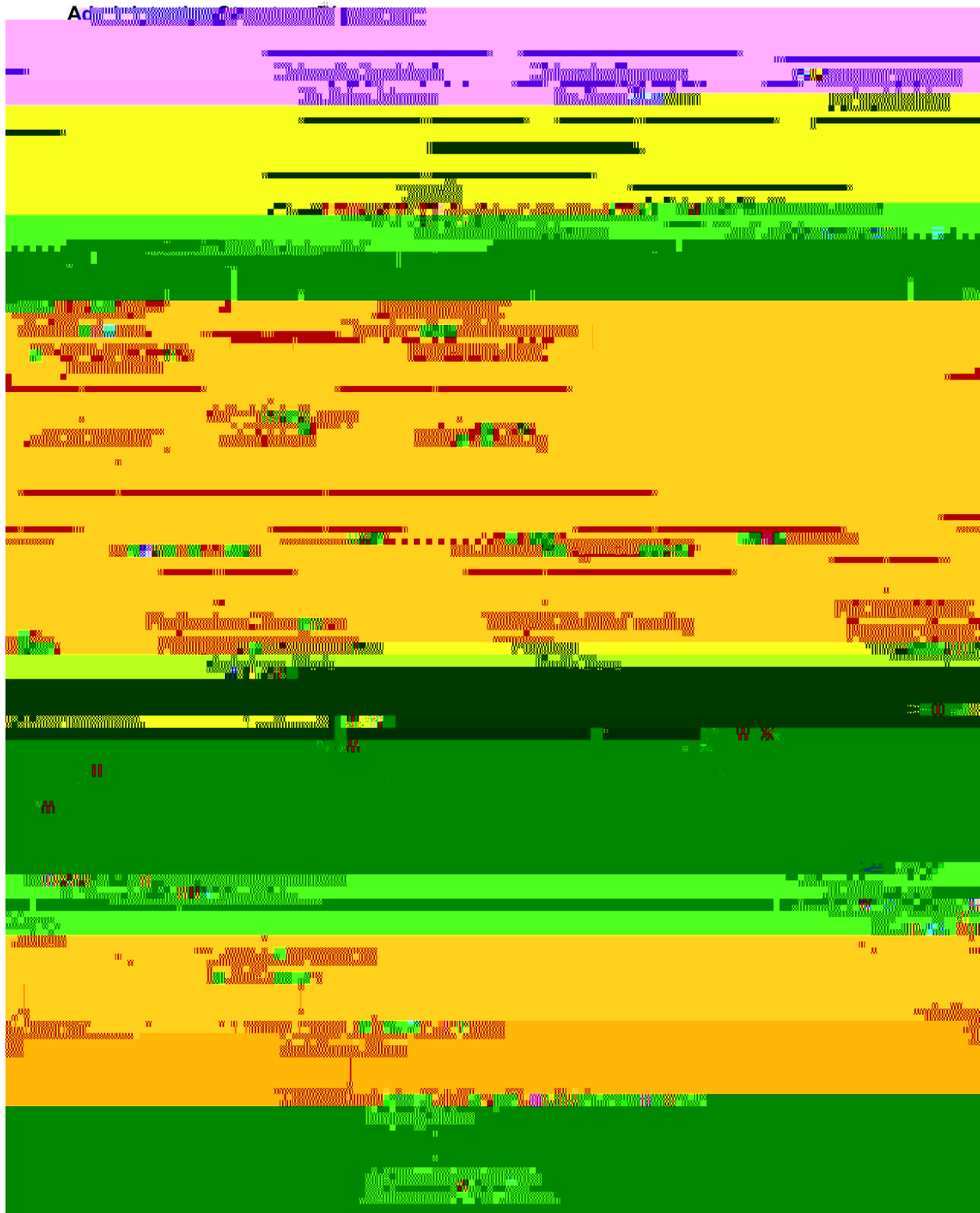
### **I.2.5 Administrative Structure and Governance**

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

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



## II.1.1 Student Performance Criteria

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 of [(oc)-3(um)-20(en)4(t)] TJETQ EMC /P A/CID 4-BDC q0.000009











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-







### Evaluating Student Progress

7KH FXUULFXOXP ZDV GHVLJQHG WR PDNH VXUH WKDW VWXGHQWV¶ 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 PHHW WKH 'HSDUWPHQWµV OHYHO RI VWDQG DUGV DQG 1\$\$%µV SHUIRU Tuskegee University curricula are required to meet CORE requirements and student progress in these FRXUVHV LV PRQLWRUHG E\ WKH DEPTµV ARCHITECTURE. H DV Z

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 GHYHORSPHQW RI FRPSHWHQLHV UHTXLUH E\ WKH SURJUDPµV HGXI 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 apprb4(-)21pB603000seo.9 12 Tf1 0 0 1 72.0rT0 0 0 1 72.0r5q0 ysb4(-)21pB6030

II.4

Public Information



### III.1.1 Annual Statistical Reports



February 20, 2017

NAAB

Notice of Intent to Architectural Accreditation



