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.

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. udeg16(,)-1.ul tĺ0hhe team

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 ill ustrating 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,

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 au

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,

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

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

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 oiabol h fgog yl904.2(r)-6.3(e)-12.3(s)-8(ea)-12.3(9)-13.2(12.3(l)3.2(he)-12.2)-12.2(d -12.3ed9(l)3.1(o1(l)-8.l)3.2(he)-12.2)T

B.2 Site Design: Ability to respond to site characteristics, including urban context and

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:

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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

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.

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/col Td (1.96 529.92 576.84 Tm ())Tj ET 362.64 575.04 167.28 0.72 re f BT -

PART THREE (III): ANNUAL AND INTERIM REPORTS

III.1 Annual Statistical Reports: m2(A)27.2Tm (RE)Tu p226.44

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.

Tuskegee University
Visiting Team Report
September 30

Report Signatures

Respectfully Submitted

Dr. Ikhlas Sabouni
Team Chair

Thomas Leonard, AIAS
Team Member

Team Member