

**Florida A&M University
School of Architecture**

Visiting Team Report

Bachelor of Architecture (150 undergraduate credit hours)

Master of Architecture

Track I: (preprofessional degree in architecture plus 55 graduate credit hours)

Track II: (non-preprofessional degree plus 90 graduate credit hours)

The National Architectural Accrediting Board
29 February 2012

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

Table of Contents

<u>Section</u>	<u>Page</u>
I. Summary of Team Findings	1
1. Team Comments	1
2. Conditions Not Met	2
3. Causes of Concern	2
4. Progress Since the Previous Site Visit	3
II. Compliance with the 2009 Conditions for Accreditation	7
1. Institutional Support and Commitment to Continuous Improvement	7
2. Educational Outcomes and Curriculum	19
III. Appendices	35
1. Program Information	35
2. Conditions Met with Distinction	36
3. Visiting Team	37
IV. Report Signatures	38
Confidential Recommendation and Signatures	39

I. Summary of Team Findings

1. Team Comments & Visit Summary

A. Administration

The president and provost are knowledgeable and supportive of the program. They recognize the programs' value to the university and support the alignment of complementary academic programs in the recent university restructuring. They demonstrate recognition of the value of administrators and faculty by actively including them in the leadership of university-wide initiatives.

B. Faculty

The faculty is supportive of the program and of student success. They are actively engaged in teaching and collaborative activities with other programs at the university and with the national and international architecture community. The faculty exhibit demonstrates sustained creative and research endeavors.

C. Students

The student body is diverse on a multitude of levels. Most relevant to NAAB are the range of entry options and the high level of student accomplishment across all programs as exhibited in the work in the team room, in the studios, and in other parts of the building. The student body and the leadership of its associations showed a great level of engagement in the school's operations, planning and efforts to address current and future challenges, indicating a commendable commitment to contribute to the success of the program.

D. Alumni

The alumni are enthusiastic and actively engaged with the program and actively support the students. Several are engaged in the academic program as faculty or as visiting critics.

E. Facilities

The facility provides the full range of physical space requirements for the program. Scheduled use by the greater academic community regularly exposes architecture students to the greater academic community. The shop and the computer facilities could use an infusion of equipment, in order to ensure faculty and students will be able to engage in intellectual inquiry supported by these facilities at current or higher levels over the next few years.

F. Team Room and Web Site

The team room was an outstanding visible record of the strengths of this program and of its contribution to the body of knowledge of the architectural academia and to the profession and discipline of architecture as a whole. Documentation of student process is as important as presentation of the final content of student outcomes and should be included in future team room exhibits. The website prepared by the program to support the visit was an invaluable resource before, during, and after the visit.

2. Conditions Not Met

- I.1.4 Long Range Planning
- I.1.5 Self-Assessment Procedures
- I.2.2 Administrative Structure & Government (Administrative Structure)
- I.2.2 Administrative Structure & Government (Governance)
- I.3.1 Statistical Reports
- II.1.B.2 Accessibility (M. Arch)
- II.1.B.6 Comprehensive Design (B. Arch and M. Arch)
- II.1.B.7 Financial Considerations (B. Arch and M. Arch)
- II.4.1 Statement on NAAB-Accredited Degrees

3. Causes of Concern

- A. Studio Contact Hours in the B. Arch Distance Learning Program

Although non-traditional scheduling within the B. Arch program provides an opportunity for students to manage the time commitment of attending college, there is concern that certain policies associated with this program – including the contact hours for the design studio - may not provide parity with the traditional track for this program, particularly within the design studio experience. (I.1.1)
- B. Degree Parity in the B. Arch Distance Learning Program

The students that take advantage of the non-traditional scheduling within the B. Arch program may not be receiving the appropriate academic credential relative to their level of achievement as the work of these students appears to be of a consistently higher quality than that of other students. (II.2.2)
- C. Inconsistent Student Advising

There appears to be inconsistency in the delivery of student advising, especially as it relates to changes in the evolution of the curriculum. (I.1.3.B)
- D. Inconsistent Communication about IDP to M. Arch Students

There is evidence that an IDP Education Coordinator has been appointed, but their role, position description, and their current training status has not been defined to adequately demonstrate that information about the IDP program is being disseminated to the students. Although the IDP Education Coordinator hosts an annual presentation to the IDP process in the freshman orientation class, the team has no documentation that the same information is presented to the M. Arch 3.5 master students at the beginning of their architectural education. (I.1.3.C)
- E. Financial Resources

Recognizing the financial system within which the university, the school, and the programs function, additional reductions in financial resources may impact the programs' abilities to fulfill their missions particularly in relation to continuing to provide a high quality professional architectural education to this uniquely diverse student body. The school and the university have continued to multiply their efforts to sustain the operations of the programs, but no sufficient evidence was found that future resources could be considered adequate.

Finally, the school does not seem to have in place an aggressive strategy for

development to tap private funding, as a potential increase in faculty grants alone cannot be seen as sufficient to address the current budget deficiencies.

4. Progress Since the Previous Site Visit (2006) and the Focused Evaluation (2009)

NOTE: Focused Evaluation Team Report (2009):

2012 Team Assessment: The team was satisfied with the responses to our Conference Call questioning and the responses to the Causes of Concern which were the focus of this Focused Evaluation. Our satisfaction with the Conference Call responses was reinforced by the NAAB Response to the Florida A&M University 2007 Annual Report and the Florida A&M University 2008 Focused Evaluation and Annual Report.

The team impressed with the quality and completeness of the Florida A&M University 2008 Annual Report

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

Previous Team Report (2006): The information about the School of Architecture's (SOA's) degree programs presented in the *Florida A&M University Catalog, 2004–06*, is not current with the 2004 edition of the *NAAB Conditions*.

Focused Evaluation Team Report (2009): Per the NAAB Response to Florida A&M University 2007 Annual Report, Condition 3: Public Information has been satisfied. The 2008 Annual Report also reinforces the compliance by the University with Condition 3.

2012 Team Assessment: The only NAAB information online is from the *1998 Conditions and Procedures*. The Web site address is www.famusoanet.net/accred/.

The correct text is found on the **School of Architecture webpage**
<http://www.famu.edu/index.cfm?Architecture&NAAB>

The text is incorrect in the **School of Architecture Student Handbook**
<http://www.famu.edu/Architecture/2011Handbook.pdf>

The text is incorrect in the **Accreditation** section of the **FAMU Catalogue**
<http://www.famu.edu/index.cfm?catalog&SchoolofArchitecture#Accreditation>

2004 Condition 10, Financial Resources: *An accredited degree program must have access to sufficient institutional support and financial resources to meet its needs and be comparable in scope to those available to meet the needs of other professional programs within the institution.*

Previous Team Report (2006): The team recognizes that the university has invested in the SOA since its last accreditation through "one-time capital expenditures" that funded a major building renovation and expansion.

A review of the school's financial expenditures relative to those of other professional programs indicates the following (reviewed over the 5-year period since the last NAAB accreditation):

- A decrease in \$/FTE of 20.7 percent and a decrease in \$/student of 43.6 percent (student enrollment has increased during this period from 225 to 282).
- A decrease in the expense budget of 23.3 percent; a decrease in academic support of 70.3 percent; an increase in other personal services of 20.6 percent; and a decrease in other capital outlay of 41.5 percent.
- A decrease in total expenditures of 29.4 percent.

During the same period and compared with the budgets of other professional programs on campus (using \$/FTE data), the SOA has seen decreasing budget allocations along with Journalism, while programs in Allied Health Services, Pharmacy and Pharmaceutical Sciences, Business and Industry, and Nursing have all seen increased budgets per FTE.

Clearly, the financial status of the institution over the past 18 to 24 months has had a significant effect on the SOA, in particular on technology upgrades, faculty and student support and development, and program enhancements. The team notes the impact of the budget freeze in AY 2004 (resulting in a loss of financial resources) and a 15 percent budget reduction in AY 2005. These conditions have resulted in faculty and administrative search and placement freezes and forced the SOA administration to examine its priorities to maintain minimum program standards. Title III funding has become crucial to funding core activities, equipment purchases, and academic support.

The SOA dean has worked hard to increase student financial aid during this period of increasing tuition and fees and, again, Title III funds are essential. Institutional development functions have not provided endowments, sponsored scholarships, and infrastructure capacity coordinated with the SOA administration.

These changes have occurred at a time when the program ought to invest in essential technology needs (computer education and "building information modeling" techniques), support research, and extend its influence and reputation regionally and nationally.

Focused Evaluation Team Report (2009): The Team understands the recent and current state-wide financial constraints due to the global economy. However, the School has been able to direct a significant amount of money to School technology since the last Team Visit. Although mandated cuts have affected the overall School budget, the School has been resourceful to continue hiring and aggressively pursue the necessary tools to try to satisfy the concerns of the 2006 Visiting Team.

Still of concern are the following areas outlined in the 2006 Team Visit: a decrease in \$/FTE and a decrease in \$/student; a decrease in expense budget and academic support; and decrease in capital outlay. There is still a concern relative to comparative budgets with other professional programs.

2012 Team Assessment: This condition remains a cause of concern, as there is no evidence that the resources have been restored to the level documented in 2006, and that an aggressive development strategy is being implemented. See I.2.4. Financial Resources for more details.

2004 Condition 12, Professional Degrees and Curriculum (B. Arch): *The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.*

Previous Team Report (2006): The team can only account for 40 of the required 45 general education requirements for the B. Arch. program. The 4-year core curriculum (B.S.A.S.) has a noted 40 general education credits in the 2004–06 *FAMU General Catalog*. The APR incorrectly states 37 credits.

ARC 1211, The Building Arts, and ARC 2701, Architectural History I, are offered as general-education requirements to the greater university but are required for the architecture curriculum. The state-mandated 120-credit-hour requirement for the undergraduate degree has made meeting this requirement difficult.

Focused Evaluation Team Report (2009) [B. Arch. Only]: This condition has now been met through the reorganization and expansion of general education credits (45). The general education credits NAAB requirement has been met through a revised curriculum which also meets the state's degree requirements

2012 Team Assessment: This condition is now met, as the curriculum has been revised to meet the NAAB requirement. The professional degree programs include professional studies, general studies, and electives and are in alignment with the State of Florida degree requirements. These programs have articulation agreements with numerous feeder institutions and/or individually evaluate applicants at the many access points to the program for conformance with these requirements.

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

Previous Team Report (2006): The B. Arch. program shows numerous examples of work in the fifth-year Design Studios 5.1 and 5.2 student projects that demonstrate the accessibility design skills at the ability level in both site and building scales. The M. Arch. Path A program meets this criterion for the same reasons shown in the sixth-year studio projects available to the team in Design 6.1 and 6.2. The M. Arch. Path B students are not demonstrating a level of ability in their design work.

2012 Team Assessment: Evidence indicates that both the B. Arch and M. Arch programs exhibit numerous examples of documentation with the attempt to demonstrate the ability to comply with accessibility design skills in both site and building space documents. However, M. Arch course ARC 6359: Design 6.2 does not indicate an ability to comply with this criterion, whereas drawings / diagrammatic exhibits posted under ARC 4342: Design 4.2 are also not sufficiently in compliance with this criterion, due to either the small scale of the drawings (not visibly clear); they lack proper annotation /labeling of specific areas; or there are incorrect layouts relative to current ADA accessibility requirements. This evaluation applies to both interior restroom areas as well as exterior site design areas. As such, this SPC remains NOT MET for the M. Arch program, but MET for the B. Arch program.

2004 Criterion 13.16, Program Preparation (M. Arch): *Ability to prepare a comprehensive program for an architectural project, including assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and assessment of their implication for the project, and a definition of site selection and design assessment criteria*

Previous Team Report (2006): The B. Arch. program satisfies this criterion through work completed in the Architectural Research class. The team did not find evidence of work at an ability level for the M. Arch. Path B.

2012 Team Assessment: Evidence was found that the deficiency reported in the 2006 Report has been addressed. See SPC B.1. Pre-Design (previously Program Preparation) for more details.

2004 Criterion 13.23, Building Systems Integration (M. Arch): Ability to assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design

Previous Team Report (2006): The B. Arch. and M. Arch. Path A work depicts a clear ability and recognition of building systems and their integration in a proposed design. The M. Arch. Path B work, however, displays an understanding but *not* a consistent ability.

2012 Team Assessment: This criterion remains not met, as the highlighted deficiency (lack of a consistent “ability” to integrate building systems) has not been addressed. See SPC B.6. Comprehensive Design for more details.

2004 Criterion 13.25, Construction Cost Control: Understanding of *the fundamentals of building cost, life-cycle cost, and construction estimating*

Previous Team Report (2006): There is little or no evidence presented that this subject matter is taught with sufficient detail to the required level of understanding.

2012 Team Assessment: This criterion remains unmet, as the highlighted deficiency (lack of a consistent “ability” to integrate building systems) has not been addressed. See SPC B.7. Financial Consideration for more details.

2004 Criterion 12.28, Comprehensive Design (M. Arch): Ability to produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies, and the principles of sustainability

Previous Team Report (2006): Student evidence provided in the B. Arch. program through ARC 5353, Advanced Architectural Design 5.2, indicates a sufficient synthesis of components required for comprehensive design. The projects demonstrate continuity of learning, conceptual development and realization from design analysis and architectural research of a broad range of project types and professional directions.

Projects at the graduate level in ARC 6358, Graduate Design 6.2, do not demonstrate full integration of research, programming, and conceptual development with architectural resolution that includes technical components. Diagrammatic depictions of code and zoning compliance, along with more technical descriptions (drawn and written) were not evident.

2012 Team Assessment: This criterion remains unmet, as some of the deficiencies highlighted in the 2006 Report have not been resolved (especially synthesis of components and technical documentation). See SPC B.6. Comprehensive Design for more details.

II. Compliance with the Conditions for Accreditation

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

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

[X] The programs have fulfilled this requirement for narrative and evidence

2012 Team Assessment: The APR adequately reflects the history and mission of the University as well as the School of Architecture. The program has shown adequate evidence to convey how the program has benefited the institution and how the institution has benefited the program.

1.1.2 Learning Culture and Social Equity:

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

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

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

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

[X] The programs have demonstrated that they provide a positive and respectful learning environment.

[X] The programs have demonstrated that they provide a culturally rich environment in which in each person is equitably able to learn, teach, and work.

2012 Team Assessment: The program is within a university which recognizes the value of accredited architecture degree programs. Both the university and the school provide students in the Division of Architecture with supportive faculty, administrators and support staff and with the means to sustain an enriched academic program. Student organizations are empowered to enhance the academic and socio-cultural experience. These mutually supportive systems allow each student to pursue an accredited architecture degree in the manner which best suits their personal circumstances and their professional aspirations.

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

- A. Architectural Education and the Academic Community.** That the faculty, staff, and students in the accredited degree program make unique contributions to the institution in the areas of scholarship, community engagement, service, and teaching.¹ In addition, the program must describe its commitment to the holistic, practical and liberal arts-based education of architects and to providing opportunities for all members of the learning community to engage in the development of new knowledge.

[X] The programs are responsive to this perspective.

2012 Team Assessment: The condition is met as evidenced by the APR, and through the several conversations had with the program faculty, staff and students, the university administration, and representatives of the professional community. The program makes unique contributions to FAMU in the areas of:

- Scholarship, through its faculty research and the Institute for Building Sciences;
- Community engagement, especially through the articulation agreements with community colleges, whose student population, typically non-African American, helps also to diversify the student body of the SoA;
- Service, through its students, well engaged across campus, and through its faculty commitment in serving the university in various committees and task forces;
- Teaching, by developing a nurturing and supportive learning environment.

The program is particularly committed to the holistic, practical and liberal arts-based education of architects, as it is well documented by its curriculum and student work. The program provides ample opportunities for all members of the learning community to engage in the development of new knowledge, as it is well documented by the student work and faculty research.

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

[X] The programs are responsive to this perspective.

2012 Team Assessment: The diverse student body is exceptional among architecture programs and students receive exposure to global cultures as indicated in the required coursework. Cooperation and respect is evidenced through the interaction of students of varying ages, genders, and ethnic background. The members of the Dean's Council and the numerous student organizations promote leadership in architecture. The strong student-professor relationship that is formed throughout the education process is clearly significant and central to the student experience within the school.

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

[X] The programs are responsive to this perspective.

2012 Team Assessment: Evidence was found in courses **ARC 1000 Introduction to Architecture**. Evidence was verified through discussions with the faculty and the IDP

¹ See Boyer, Ernest L. *Scholarship Reconsidered: Priorities of the Professoriate*. Carnegie Foundation for the Advancement of Teaching. 1990.

Coordinator and in the meeting with the students. Outside speakers periodically present information on IDP to the students.

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

[X] The programs are responsive to this perspective.

2012 Team Assessment: The program is integrated with the profession through its established relationships with local and state professionals. These professionals are regularly invited by faculty to participate in design juries, school wide lectures, and individual class lectures. The engagement between the profession and students begins with a freshman orientation course, ARC 1000 Orientation to Architecture, and continues through to a series of two professional practice courses, ARC 5286 Professional Practice I and ARC 5288 Professional Practice. These courses provide students with a core perspective of the profession and its roles in practice. The faculty and administration promote the interaction between architectural education and the profession by their own example. A number of faculty are practicing architects and serve as officers and members of professional organizations which provide on-on-one mentorships to students. The school additionally supports its relationship with profession through joint seminars and symposiums with AIA Tallahassee, and a master level studio sponsored project through AIA Jacksonville.

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

[X] The programs are responsive to this perspective.

2012 Team Assessment: The SOA has involved its students and faculty in projects addressing the needs of towns and cities across north Florida. The involvement has come in the form of design studios, service projects, funded research, and design charrettes.

Per the APR, the B. Arch and M. Arch Urban Design studios regularly focus on problems of a multifaceted nature at the urban scale.

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

[X] The programs' processes do not meet the standards as set by the NAAB.

2012 Team Assessment: Professor Chin represented the School of Architecture in the development of the *University Strategic Plan – October 2009* and the *University Restructuring Plan Fall 2011*. The School of Architecture developed a Draft Strategic Plan in the spring of 2010. The plan includes school-wide goals as well as specific goals for the Department of Architecture and for the Department of

Landscape Architecture. The plan has not been ratified. There has been no further activity on the development of the School of Architecture Draft Plan since it was developed in May 2010. This is partly due to the university's reorganization of the School of Architecture to eliminate the Landscape Architecture program and to add an ABET accredited Construction program. The School indicated they plan to revise reassess the draft Strategic Plan to reflect these changes and their impact (if any) on the goals of the architecture program.

I.1.5 Self-Assessment Procedures: *The program must demonstrate that it regularly assesses the following:*

- *How the program is progressing towards its mission.*
- *Progress against its defined multi-year objectives (see above) since the objectives were identified and since the last visit.*
- *Strengths, challenges and opportunities faced by the program while developing learning opportunities in support of its mission and culture, the mission and culture of the institution, and the five perspectives.*
- *Self-assessment procedures shall include, but are not limited to:*
 - *Solicitation of faculty, students', and graduates' views on the teaching, learning and achievement opportunities provided by the curriculum.*
 - *Individual course evaluations.*
 - *Review and assessment of the focus and pedagogy of the program.*
 - *Institutional self-assessment, as determined by the institution.*

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

[X] The programs' processes do not meet the standards as set by the NAAB

2012 Team Assessment:

The APR indicates the program engages the faculty through the committees, task forces and the Undergraduate and Graduate Council for developing short-term goals and long-range planning activities. The program's full-time faculty meet at least once a month during the academic year. If the School needs additional time for long-range planning or special needs, half-day or full-day workshops are held. In addition, the Dean meets weekly with the architecture program director, however no documentation was provided.

There is anecdotal evidence that the program is advancing towards its mission; however, there was no evidence presented summarizing the evaluation of progress toward the goals. As most of the goals in the strategic plan have five and ten year targets, the lack of data at this point in the accreditation cycle does not impact conformance with this criteria.

A significant number of faculty indicate they are not as engaged in the self-assessment process at the level presented in the APR.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources & Human Resource Development:

- *Faculty & Staff:*
 - *An accredited degree program must have appropriate human resources to support student learning and achievement. This includes full and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. Programs are required to document personnel policies which may include but are not limited to faculty and staff position descriptions².*
 - *Accredited programs must document the policies they have in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives.*
 - *An accredited degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement.*
 - *An accredited degree program must demonstrate that an IDP Education Coordinator has been appointed within each accredited degree program, trained in the issues of IDP, and has regular communication with students and is fulfilling the requirements as outlined in the IDP Education Coordinator position description and regularly attends IDP Coordinator training and development programs.*
 - *An accredited degree program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement.*
 - *Accredited programs must document the criteria used for determining rank, reappointment, tenure and promotion as well as eligibility requirements for professional development resources.*

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

2012 Team Assessment: Faculty and staff members clearly demonstrate their passion and investment into the education of their students. The team feels the human resources are adequate to maintain the current level of support for student learning and achievement. The program tries to maintain a teaching load of one studio class and one lecture course or equivalent per semester.

Some of the faculty lines in the past few years were opened through retirements. These positions remained unfilled to accommodate for budget constraints causing some faculty to take on teaching two studio classes in a semester. The program is currently seeking to fill two tenure-track positions which are expected to alleviate teaching overload. The team is concerned that the current faculty teaching loads along with an excess of graduate thesis committee responsibilities, limits time for faculty to pursue research and creative activities and apply them back into the classroom.

The university provides clearly documented information about policies and resources that further employment equity opportunities, compliance with ADA, and the processes and criteria for advancement, reappointment and tenure.

Faculty members in the past have access to sabbaticals, support to attend conferences, and other professional development opportunities. Although, the program has provided 75% of the current full time faculty sabbaticals or other form of paid leave since the last visit to pursue scholarship or creative interests, financial support to attend conferences to present accepted papers has been limited in recent years.

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

² A list of the policies and other documents to be made available in the team room during an accreditation visit is in Appendix 3.

- *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 programs

2012 Team Assessment: The program provided evidence in the team room of the admission policies for incoming students for both first year students along with transfer students. The State of Florida has enacted a statewide policy concerning architectural credits and equivalencies between its community colleges and universities that make the academic advising of transfer students easier to document.

The program's diverse faculty and their associations, with both local and state professionals, provide opportunities for students to work with professionals in both academic and off-campus community service. The program's associations with firms in both Jacksonville and the Caribbean have provided student projects which allow for travel and research for students in those areas. A graduate class was funded to document historic sites in Nassau, Bahamas.

The American Institute of Architecture Students, the National Organization of Minority Students, Alpha Rho Chi, and Tau Sigma Delta have active chapters. These chapters are supported by the program which allow for campus activities and some travel to national conferences. These organizations are to be commended for their coordination and support for each other through reorganization and prioritizing of rules for student organizations by the university administration.

1.2.2 Administrative Structure & Governance:

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

[X] Administrative Structure is inadequate for the programs

2012 Team Assessment: This condition is not met as evidenced by the APR, along with supplemental documentation provided to the team, and through conversations with faculty, students and administrators. The School of Architecture is represented as the "program" throughout the APR represents, except on page 48 where it states

"The Dean (Rodner B. Wright) is the chief executive officer and oversees the administration of all degree programs, research, and service programs of the School. The Director of the Architecture Program (Andrew Chin) is responsible for the oversight of faculty academic activity and program development, with the Division of Architecture."

The chair made this observation to the Dean prior to the visit and requested that the architecture program director represent the architecture program during the visit in order to conform to the 2011 NAAB procedures (page 13). NAAB defines these two separate roles in

SECTION 3.2.c.ii.1.c. Name, address, email, and telephone contact information for the following individuals:

- i. Program administrator
- ii. Head of academic unit in which the program will be located

The visit and the VTR reflect the visiting team's assessment of the Division of Architecture within the School of Architecture.

There appears to be an overlapping of roles between the dean and the director in the administration of the program as evidenced by supplemental documentation provided to the team, and through conversations with faculty, students and administrators. While the current structure provides a certain degree of efficiency in operating the program, and while the great efforts of the current administrators are evident and well-recognized, the administrative autonomy of the program does not seem sufficient to affirm the program's ability to meet the Conditions. In fact, better articulation of administrative responsibilities, with more involvement of the faculty, seems needed to better engage the faculty in strategic planning and vision building, improve communication flows with the faculty and the students, implement program initiatives, such as guest presentations, design reviews, and IDP educational programs, as well as addressing more effectively critical aspects such as advisement and recruitment.

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

[X] Governance opportunities are inadequate for the programs

2012 Team Assessment: This condition is not met as evidenced in interviews and the APR. While students seem to have equitable opportunities to participate in program and institutional governance through the Dean's Student Council, there is no evidence that the faculty have sufficient access to governance. The two councils (for Undergraduate and Graduate Programs respectively) are not sufficiently representative of the architecture program faculty, who can nominate only half of their members. The other half are appointed directly by the Dean. There are no governance documents (faculty handbook) for the program or for the school of which it is part which document the policies and procedures for administering the program described in the APR. In addition, the clear process of decision-making is not evident and the faculty should have more formal opportunities to impact the strategic direction of the program.

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

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

[X] Physical Resources are adequate for the programs

2012 Team Assessment: This condition is met for adequacy of the programs currently provided at the School of Architecture (SOA). Evidence supporting this condition was derived from a formal tour of all public accessible areas; discussions with faculty; staff; and students; as well as a review of the architectural construction drawings of the overall facility on display in the Library.

The students have sufficient studio space with adequate artificial lighting and in some areas; natural lighting supplements a seemingly conducive space for creative and interactive learning. Notwithstanding the established adequacy of the overall facility, there remain issues that might affect the on-going efficiency of the facility's operation and function. Primarily, the apparent lack of properly working computer equipment and IT glitch problems are of major concern.

Additionally, given the recent changes to related degree programs in other disciplines and a proposed merger between the SOA and the Engineering Technology Department, the team is concerned that future needs for physical resources have not yet been addressed by the university.

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

[X] Financial Resources are adequate for the programs

2012 Team Assessment: Even though challenged by current economic conditions, financial resources are adequate to support the architecture program. As a result, this condition remains a cause of concern (see part I.3.F above).

Two new faculty positions are expected to be filled in the coming year and the administration gave no indication of the intent to make cuts to the levels experienced at the time of the last visit.

This assessment is supported by evidence in the APR, in the team room, and through conversations with the faculty, the students and the administration during the course of the visit.

The team observed the need to expand funding for enhanced student learning experiences such as study abroad programs, lecture series and faculty development, visiting faculty, and to update digital technology resources. The program actively seeks external support of these activities although there remains concern for the institution's ability to increase support.

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

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

[X] Information Resources are adequate for the programs

2012 Team Assessment: The Library is conveniently located within the School of Architecture and is available to students and faculty during reasonable hours. The collection present takes into consideration the requests of faculty and enhances the research capabilities of students and faculty alike. The rare books are located in the central library. Means of borrowing books from other libraries is a rapid and convenient way of supplying necessary materials. The library is transitioning its print journals to digital format to support the needs of the students.

The current librarian has been appointed Interim Director for Public and Information Services for the University Libraries. A replacement with a complementary academic and professional background has been hired.

Funding for the library has not been present/sufficient from FAMU for the past few years. Due to the value of enhancing the library's progression, funding has been supplemented by the SOA and faculty/alumni donations. The library is clearly a prized gem of the SOA and offers great benefit to students and faculty.

PART I: SECTION 3 –REPORTS

I.3.1 Statistical Reports³. Programs are required to provide statistical data in support of activities and policies that support social equity in the professional degree and program as well as other data points that demonstrate student success and faculty development.

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

[X] Statistical reports do not provide the appropriate information

2012 Team Assessment: The requested information was provided with the exception of the following:

- Qualifications of students admitted in the fiscal year prior to the last visit.
- Percentage that complete the M. Arch 2 year degree program within 150% of the normal time to completion for each academic year since the previous visit.
- Compare the number of faculty promoted each year since last visit, to the institution during the same period.
- Compare the number of faculty receiving tenure to the number at the institution during the same period.

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

³ In all cases, these statistics should be reported in the same format as they are reported in the Annual Report Submission system.

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

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

[X] Annual Reports and NAAB Responses were provided and provide the appropriate information

2012 Team Assessment: Annual Reports have been provided for 2006-2010. A letter has been provided by the Director of Institutional Research verifying that all data is accurate and true.

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

In addition, the program must provide evidence through a faculty exhibit⁴ that the faculty, taken as a whole, reflects the range of knowledge and experience necessary to promote student achievement as described in Part Two. This exhibit should include highlights of faculty professional development and achievement since the last accreditation visit.

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

2012 Team Assessment: Faculty CVs and the faculty exhibit demonstrate this criterion has been met.

⁴ The faculty exhibit should be set up near or in the team room. To the extent the exhibit is incorporated into the team room, it should not be presented in a manner that interferes with the team's ability to view and evaluate student work.

PART ONE (I): SECTION 4 – POLICY REVIEW

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

[X] The policy documents in the team room met the requirements of Appendix 3

2012 Team Assessment: The team was presented with the required documents.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

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

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

Realm A: Critical Thinking and Representation:

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

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

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

B. Arch
[X] Met

2012 Team Assessment: Evidence of this criterion is found in courses ARC4341 and ARC 6259.

M. Arch
[X] Met

2012 Team Assessment: Evidence of this criterion is found in courses ARC5364 and ARC 6259.

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.*

B. Arch
[X] Met

2012 Team Assessment: Evidence of this criterion is found in course ARC5352.

M. Arch
[X] Met

2012 Team Assessment: Evidence of this criterion is found in courses ARC5364 and ARC6357.

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

B. Arch
[X] Met

2012 Team Assessment: Evidence of this criterion is found in courses ARC4342 and ARC 6259.

M. Arch
[X] Met

2012 Team Assessment: Evidence of this criterion is found in courses ARC4342 and ARC 6259.

- 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.***

B. Arch
[X] Met

M. Arch
[X] Met

2012 Team Assessment: This condition is met in both the B. Arch and M. Arch programs. Evidence of compliance was derived from a review of the specific course documentation (ARC 3463 Materials & Methods II and ARC 6624 New Technology of Buildings), as well as other relative course documentation posted within the NAAB Team Room. Evidence of Outline Specs was found within the course binder for ARC 5288-301 Professional Practice 2.

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

B. Arch
[X] Met

2012 Team Assessment: Evidence of this criterion is found in courses ARC4342 and ARC 6259. Both classes demonstrate an extensive use of investigation skills in relation to project planning, site comparisons, and existing conditions.

M. Arch
[X] Met

2012 Team Assessment: Evidence of this criterion is found in courses ARC6259 and ARC 6357. Both classes demonstrate an extensive use of investigation skills in relation to project planning, site comparisons, and existing conditions.

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

B. Arch
[X] Met

2012 Team Assessment: Evidence of this criterion is found in courses ARC2304 and ARC 3324. Projects within ARC 3324 show an exemplary ability in the use of a conceptual based design process as a base for fundamental development of design skills.

M. Arch
[X] Met

2012 Team Assessment: Evidence of this criterion is found in courses ARC6259 and ARC 6357.

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

B. Arch
[X] Met

2012 Team Assessment: Evidence of the ability to incorporate principles of precedents is apparent throughout the programs, notably in ARC 1302, ARC 2303, and ARC 2304 as well as Design 1 (B. Arch/M. Arch).

M. Arch
[X] Met

2012 Team Assessment: Evidence of the ability to incorporate principles of precedents is apparent throughout the programs, notably in the foundation level design studios.

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

B. Arch
[X] Met

M. Arch
[X] Met

2012 Team Assessment: This criterion is clearly demonstrated in ARC 1302, ARC 2303, and ARC 2304 as well as Design 1 (B. Arch/M. Arch).

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

B. Arch
[X] Met
M. Arch
[X] Met

2012 Team Assessment: Criterion is evident in ARC 3207 Architectural History II and ARC 3703 Architectural History III encompassing a wide range of subject matter.

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

**B. Arch
[X] Met**

**M. Arch
[X] Met**

2012 Team Assessment: ARC 4319 Design Analysis meets the criterion for the B. Arch and M. Arch programs, with supplemental information given in ARC 5206 Advanced Architectural Theory (M. Arch only). Less emphasis is given to the implication of this diversity on the societal roles and responsibilities of architects.

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

**B. Arch
[X] Met**

**M. Arch
[X] Met**

2012 Team Assessment: Through the clever integration of research and advanced media, this criterion is met in ARC 6624 New Technology of Buildings, as well as in many other areas throughout the curriculum. The research demonstrated clearly shows an understanding of its implication on determining function, form, and systems.

Realm A. General Team Commentary: The student work in Realm A: Critical Thinking and Representation: is well presented and demonstrates the strong abilities of the students in critical thinking and visual communications. The team is impressed with the students' efforts in their use of both investigative and fundamental design skills. The team observed a strong ability of students in their use of verbal communication skills through meetings and observations in studio. The use of precedents is demonstrated as a core element in the curriculum as is evident throughout the studio sequence. It is evident that a strong studio environment and a commitment by the faculty to the criteria in this realm are core strengths to the program.

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

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

B. 1. Pre-Design: *Ability to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.*

B. Arch
[X] Met

M. Arch
[X] Met

2012 Team Assessment: This criterion is clearly demonstrated in both the B. Arch and M. Arch programs through work completed in ARC 6259 Programming Theory & Practice.

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

B. Arch
[X] Met

M. Arch
[X] Not Met

2012 Team Assessment: Evidence indicates that both the B. Arch and M. Arch programs exhibit numerous examples of documentation that attempt to demonstrate the ability to comply with accessibility design skills in both site and building space documents. However, M. Arch course ARC 6359: Design 6.2 does not indicate an ability to comply with this criterion, whereas drawings / diagrammatic exhibits posted under ARC 4342: Design 4.2 are also not sufficiently in compliance with this criterion, due to either the small scale of the drawings (not visibly clear); they lack proper annotation /labeling of specific areas; or there are incorrect layouts relative to current ADA accessibility requirements. This evaluation applies to both interior restroom areas as well as exterior site design areas. As such, this SPC is NOT MET for the M. Arch program, but MET for the B. Arch program.

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

**B. Arch
[X] Met**

**M. Arch
[X] Met**

2012 Team Assessment: Evidence was found in support of this condition being Met in both the B. Arch and M. Arch programs, as viewed in course materials under ARC 3325: Design 3.2; and ARC 4342: Design 4.2.

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

**B. Arch
[X] Met**

**M. Arch
[X] Met**

2012 Team Assessment: Evidence was found in support of this condition being Met in both the B. Arch and M. Arch programs, as viewed in course materials under ARC 3325: Design 3.2; and ARC 6357: Design 6.1.

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

**B. Arch
[X] Met**

**M. Arch
[X] Met**

2012 Team Assessment: Evidence was found in support of this condition being Met in both the B. Arch and M. Arch programs, as viewed in course materials under ARC 3325: Design 3.1; and ARC 4342: Design 4.2.

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 | B.2. Accessibility |
| A.4. Technical Documentation | B.3. Sustainability |
| A.5. Investigative Skills | B.4. Site Design |
| A.8. Ordering Systems | B.7. Environmental Systems |
| A.9. Historical Traditions and Global Culture | B.9. Structural Systems |
| B.5. Life Safety | |

B. Arch
[X] Not Met

M. Arch
[X] Not Met

2012 Team Assessment: This criterion is not met in the B. Arch Program. The team did not find sufficient evidence that the other SPC were integrated in the design projects completed by undergraduates. This was especially the case for A.4. Technical Documentation, A.9. Historical Traditions and Global Culture, B.2. Accessibility, B.4. Site Design, B.8. Environmental Systems, and B.9. Structures.

The team did find more of the SPC integrated in the graduate design programs, however this criterion is also not met in the graduate programs, especially because both B.2. Accessibility and A.4. Technical Documentation were absent from most projects.

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

B. Arch
[X] Not Met

M. Arch
[X] Not Met

2012 Team Assessment: The criterion is not met. ARC 5286 addresses the costs associated with starting and running an architecture firm, but do not deal with fundamental building costs, acquisition costs nor construction estimating.

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

B. Arch

[X] Met

M. Arch

[X] Met

2012 Team Assessment: The criterion is met in ARC 4610 Environmental Systems. The course successfully integrates the analysis of the criterion into students' daily life, making students aware of the effects of their surrounding environmental systems. The team did note a lack of information related to the topic of embodied energy.

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

B. Arch

[X] Met

M. Arch

[X] Met

2012 Team Assessment: The basic principles are met in the structures classes (ARC 2501 and 3551), while ARC 6624 New Technology of Buildings investigates precedents to learn about the evolution, range, and appropriate application of contemporary structural systems. Structural systems show consistent incremental progress evidenced throughout the core curriculum.

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

B. Arch

[X] Met

M. Arch

[X] Met

2012 Team Assessment: Evidence demonstrates the understanding of building envelope systems criterion in both ARC 3463 Materials and Methods II and ARC 6624 New Technology of Buildings.

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

B. Arch
[X] Met

M. Arch
[X] Met

2012 Team Assessment: Through the analysis of precedents in ARC 4341 Design 4.1/ARC 5364 Architectural Design 4 and the study of the principles of building service systems in ARC 3463 Materials and Methods II the criterion is met.

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.*

B. Arch
[X] Met

M. Arch
[X] Met

2012 Team Assessment: Evidence was found in support of this condition being Met in both the B. Arch and M. Arch programs, as viewed in course materials under ARC 3325: Design 3.1; and ARC 4341: Design 4.1.

Realm B. General Team Commentary: In summary, the supporting evidence found in the Realm B. components, relating primarily to design comprehension and the resulting technical aspect of the student's work clearly indicated a sufficient achievement level for both programs. The evidence was defined in a manner that allowed for a clear distinction between each realm component. However, the realm's requirement to integrate the design and technical processes in a comprehensive project was found deficient in both programs.

Realm C: Leadership and Practice:

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

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

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

B. Arch
[X] Met

M. Arch
[X] Met

2012 Team Assessment: Collaboration is accomplished through group projects and by the inclusion of various city planners and planning agencies.

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

B. Arch
[X] Met

2012 Team Assessment: Evidence of this criterion is found in course ARC 4319.

M. Arch
[X] Met

2012 Team Assessment: Evidence of this criterion is found in courses ARC5206.

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

B. Arch
[X] Met

M. Arch
[X] Met

2012 Team Assessment: The criterion is sufficiently met in ARC 5286.

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

B. Arch
[X] Met

M. Arch
[X] Met

2012 Team Assessment: The criterion is sufficiently met in ARC 5286. Evidence of compliance was determined through review of the course schedule and PowerPoint presentations of coursework.

C. 5. Practice Management: *Understanding* of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.

**B. Arch
[X] Met**

**M. Arch
[X] Met**

2012 Team Assessment: The criterion is sufficiently met in ARC 5286. Evidence of compliance was determined through review of the course schedule and PowerPoint presentations of coursework.

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

**B. Arch
[X] Met**

**M. Arch
[X] Met**

2012 Team Assessment: The criterion is sufficiently met in ARC 5288. Evidence of compliance was determined through review of the course schedule and PowerPoint presentations of coursework that reflect an understanding of building design and the construction process.

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

**B. Arch
[X] Met**

**M. Arch
[X] Met**

2012 Team Assessment: Evidence is demonstrated in ARC 5288 Professional Practice II of the architect's legal responsibilities. However, no information is given related to the topic of accessibility laws.

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

**B. Arch
[X] Met**

**M. Arch
[X] Met**

2012 Team Assessment: Criterion is met in ARC 5288 Professional Practice II through guest lecturers specializing in Ethics and Professional Judgment.

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

B. Arch
[X] Met

M. Arch
[X] Met

2012 Team Assessment: Criterion is met in ARC 5288 Professional Practice II through a guest panel discussion on architects' social responsibilities.

Realm C. General Team Commentary: Realm C focuses on the architect's responsibilities as a leader, project manager and community advocate. The programs' graduates emerge from these programs with leadership skills and a holistic perspective on practice that serves them well in the profession. The students are encouraged to be very active in community through various studio projects and organizational community service. This allows the students to appreciate the value of architects and how architecture influences a community.

The programs have good internal collaboration but the team would like to see the school engage more design professionals in its projects and activities. Also, the incorporation of the construction programs into the School of Architecture should be embraced as an enhancement to the school culture and a resource for developing SPC's dealing with estimating and construction costs.

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

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

[X] Met

2012 Team Assessment: Florida A&M University is accredited by the Southern Association of Colleges and Schools.

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

[X] Met

2012 Team Assessment: The criterion is met in both the B. Arch and the M. Arch 2 programs as evidenced in the courses of study reported on p. 81 and 82 of the APR.

The criterion is met by definition in the M. Arch 3.5 program, where only students holding a non pre-professional degree are admitted.

Although the team found the program to be in conformance with NAAB requirements for credits awarded and the distribution of courses and subject areas, the team took note of the School's options for students admitted to the B. Arch. The APR defined two points of access for the B. Arch., each with its own admissions policies. The academic differences for these two groups of students were not clear until the visit.

In the first option, undergraduate students with no previous college or professional experience are admitted as traditional, residential students. They generally move through the B. Arch. program in traditional, full-time, day-time, on-campus courses, seminars, and studios.

In the second option, the program admits students to the B. Arch. who are active in the professional work environment and may have some previous college experience. These students move through the B. Arch. program using alternative, non-traditional schedules with the design studio experience compressed into evening and weekend studios held at intervals throughout the semester. The team was not provided with written details on how this schedule is administered.

The team noted distinctions between the work of students in these two groups and discussed the two options with faculty and the administration. Although the number of faculty contact hours with the second group is appears to the team to be less than for traditional, on-campus students, the students' work indicates that all B. Arch. graduates are achieving at the same or similar levels.

II.2.3 Curriculum Review and Development

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

[X] Met

2012 Team Assessment: The curriculum review process is described in the APR as both a formal and informal assessment with faculty and student discussion and feedback. This does not reflect the process as described by the administration and staff. Both entities describe the process as more of a fluid informal process that is more administratively weighted.

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

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

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

[X] Met

2012 Team Assessment: This criterion is met. As noted in the APR p. 84, the State of Florida has facilitated the evaluation of transfer student credits for Florida students by mandating a consistent system of course numbering and contents across the state. The state also requires a common freshman/sophomore academic experience for all architecture majors at 2-year and 4-year programs. In addition, the school has a thorough process in place to evaluate the preparatory or pre-professional education of individuals admitted to the professional programs. The evidence for meeting this criterion was given with additional documentation to the APR made available to the team, which included: SoA Advisement Procedures policies and forms, Transfer Credit Evaluation forms for State [of Florida] Articulated Pre-architecture students, Pre-Architecture Associate of Arts Articulation Agreements, as well as samples of student files.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

II.4.1 Statement on NAAB-Accredited Degrees

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

[X] Not Met

2012 Team Assessment: Public Information has not been satisfied. The NAAB statement is incorrect in the School of Architecture Handbook and in the FAMU Catalogue.

II.4.2 Access to NAAB Conditions and Procedures

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

The 2009 NAAB Conditions for Accreditation

The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2012 Team Assessment: The NAAB Conditions and Procedure are posted on the school's website.

II.4.3 Access to Career Development Information

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

www.ARCHCareers.org

The NCARB Handbook for Interns and Architects

Toward an Evolution of Studio Culture

The Emerging Professional's Companion

www.NCARB.org

www.aia.org

www.aiaa.org

www.acsa-arch.org

[X] Met

2012 Team Assessment: The referenced career and professional organization links are made available through the school's website.

II.4.4 Public Access to APRs and VTRs

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

All Annual Reports, including the narrative

All NAAB responses to the Annual Report

The final decision letter from the NAAB

The most recent APR

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

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

[X] Met

2012 Team Assessment: The APR, previous VTRs and related documents are made available through the school's website.

II.4.5 ARE Pass Rates

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

[X] Met

2012 Team Assessment: Access to the program's ARE pass rates are made available through the program's website.

III. Appendices:

1. Program Information

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

A. History and Mission of the Institution (I.1.1)

Reference Florida A&M University, *APR*, pp 7-8.
(Note: Pg. numbering off in APR submission)

B. History and Mission of the Program (I.1.1)

Reference Florida A&M University, *APR*, pp 7-14.
(Note: Pg. numbering off in APR submission)

C. Long-Range Planning (I.1.4)

Reference Florida A&M University, *APR*, pp. 22.
(Note: Pg. numbering off in APR submission)

D. Self-Assessment (I.1.5)

Reference Florida A&M University, *APR*, pp.23.
(Note: Pg. numbering off in APR submission)

2. Conditions Met with Distinction

- I.1.3.A The dedication of the faculty to providing a consistent foundation in design theory for students in all aspects of the curriculum during the first three years of the B. Arch program and in the early years of the M. Arch programs.
- I.1.3.B A talented, engaged, enthusiastic student body.
- I.2.5 An exceptional Library facility and collection and resourceful Library staff.

- A.11 Research and systematic documentation of intellectual inquiry is central to the curriculum and that this discipline is consistent throughout the design studio work and in other courses. This is particularly commendable in an undergraduate architecture program.

- A.9 Using the study of new (building) **technologies** to evolve student exposure to new digital documentation and digital presentation software and techniques

- II.2.2 The multitude of entry routes into the B. Arch and M. Arch program for Florida and other students from the region.

3. The Visiting Team

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IV. Report Signatures

Respectfully Submitted,



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Representing the NCARB



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Team member

Representing the ACSA



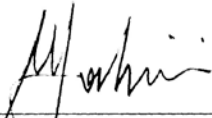
Angie M. Tabrizi
Team member

Representing the AIAS



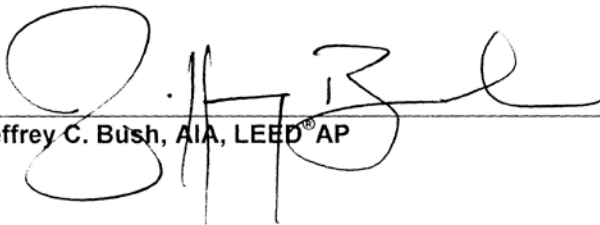
Kwendeche, AIA
Team member

Representing the AIA



Maurizio Sabini, Ph.D., RA
Team member

Representing the ACSA



Jeffrey C. Bush, AIA, LEED® AP

Non-voting member

Program Response to the Final Draft Visiting Team Report

I.1.4 Long-Range Planning:

[X] The programs' processes do not meet the standards as set by the NAAB.

2012 Team Assessment:

Professor Chin represented the School of Architecture in the development of the *University Strategic Plan – October 2009* and the *University Restructuring Plan Fall 2011*. The School of Architecture developed a Draft Strategic Plan in the spring of 2010. The plan includes school-wide goals as well as specific goals for the Department of Architecture and for the Department of Landscape Architecture. The plan has not been ratified. There has been no further activity on the development of the School of Architecture Draft Plan since it was developed in May 2010. This is partly due to the university's reorganization of the School of Architecture to eliminate the Landscape Architecture program and to add an ABET accredited Construction program. The School indicated they plan to revise reassess the draft Strategic Plan to reflect these changes and their impact (if any) on the goals of the architecture program.

FAMU SOA Comments:

The 2012 Team Assessment states, "*The plan has not been ratified. There has been no further activity on the development of the School of Architecture Draft Plan since it was developed in May 2010.*" The FAMU SOA would like to clarify that there has been further activity since its May 2010 submission.

- In Spring 2010, the SOA Faculty reviewed the draft submission (see Attachment 01).
- In Summer 2010, the SOA plan was reviewed and accepted by the University.
- In Summer 2011, the SOA plan was included in the University's 2010-2020 Strategic Plan as part of its Appendix A: Institutional Work Plan Excerpt (see Attachment 02)
- In Summer 2011, the SOA evaluated its progress toward its goals in the 2010-2011 Strategic Plan Initiatives: Annual Report Form (see Attachment 03)
- In Summer 2011, degree programs were terminated and others incorporated into the School of Architecture as part of the University's reorganization (see Attachment 04).
- In Fall 2011, the Dean used a Pre-Semester Planning meeting to provide an update to the faculty of the two Divisions. The Dean explained that all programs would comply with the existing operational procedures of the School of Architecture and the long-range goals of each program, while beginning to examine ways in which their strategic plans needed to be modified. At this same time, the Florida Board of Governors was finalizing its own Strategic Plan.
- In Spring 2012 (February 26th) the new Florida Board of Governors Strategic Plan Indicators were provided to the School, and the SOA Director Meetings began addressing the plan in relation to the recent reorganization.
- In Spring 2012, the SOA set faculty retreat dates for August 13-14 and 20-21 to focus on the evolution of the plan within the context of the Reorganization.

I.1.5 Self-Assessment Procedures:

[X] The programs' processes do not meet the standards as set by the NAAB

2012 Team Assessment:

The APR indicates the program engages the faculty through the committees, task forces and the Undergraduate and Graduate Council for developing short-term goals and long-range planning activities. The program's full-time faculty meet at least once a month during the academic year. If the School needs additional time for long-range planning or special needs, half-day or full-day workshops are held. In addition, the Dean meets weekly with the architecture program director, however no documentation was provided.

There is anecdotal evidence that the program is advancing towards its mission; however, there was no evidence presented summarizing the evaluation of progress toward the goals. As most of the goals in the strategic plan have five and ten year targets, the lack of data at this point in the accreditation cycle does not impact conformance with this criteria.

A significant number of faculty indicate they are not as engaged in the self-assessment process at the level presented in the APR.

FAMU SOA Comments:

The 2012 Team Assessment states that the

- *"the Dean meets weekly with the architecture program director, however no documentation was provided."* Sample copies of the agendas from Fall 2011, Spring 2012 and Summer 2012 Program Director Meetings are included as Attachment 05. If requested, the documentation would have been presented to the Visiting Team.
- *"there was no evidence presented summarizing the evaluation of progress toward the goals."* The SOA's 2010-2011 Strategic Plan Initiatives: Annual Report (see Attachment 03) evaluated the SOA's progress toward its goals.

I.2.2 Administrative Structure & Governance:
[X] Administrative Structure is inadequate for the programs

2012 Team Assessment:

The visit and the VTR reflect the visiting team's assessment of the Division of Architecture within the School of Architecture.

There appears to be an overlapping of roles between the dean and the director in the administration of the program as evidenced by supplemental documentation provided to the team, and through conversations with faculty, students and administrators. While the current structure provides a certain degree of efficiency in operating the program, and while the great efforts of the current administrators are evident and well-recognized, the administrative autonomy of the program does not seem sufficient to affirm the program's ability to meet the Conditions. In fact, better articulation of administrative responsibilities, with more involvement of the faculty, seems needed to better engage the faculty in strategic planning and vision building, improve communication flows with the faculty and the students, implement program initiatives, such as guest presentations, design reviews, and IDP educational programs, as well as addressing more effectively critical aspects such as advisement and recruitment.

FAMU SOA Comments:

It is important to note that the SOA was reorganized six months prior to the visit, as part of the university wide restructuring. On June 30, 2011, the SOA had 300 students and 95% architecture majors. Subsequently, as a result of the university wide restructuring, the SOA gained a division. By the visit, the SOA had 450 students, 65% architecture majors and two Divisions, namely architecture and engineering technology. A number of activities have occurred and continue to occur in supporting the new structure (see page 2 of Attachment 04). During the past year, the SOA Dean, the Director of Architecture and the Director of Engineering Technology discussed a new Administrative Structure which will more clearly define the roles of the directors and other administrators as well as other enhancements to continue adapting to the addition of the new division. The recommendations ensuing from these discussions will be presented to the faculty at the pre-fall semester retreat, for faculty consideration, before they are forwarded to the Provost.

I.2.2 Administrative Structure & Governance:

[X] Governance opportunities are inadequate for the programs

2012 Team Assessment: This condition is not met as evidenced in interviews and the APR. While students seem to have equitable opportunities to participate in program and institutional governance through the Dean's Student Council, there is no evidence that the faculty have sufficient access to governance. The two councils (for Undergraduate and Graduate Programs respectively) are not sufficiently representative of the architecture program faculty, who can nominate only half of their members. The other half are appointed directly by the Dean. There are no governance documents (faculty handbook) for the program or for the school of which it is part, which document the policies and procedures for administering the program described in the APR. In addition clear process of decision-making is not evident and the faculty should have more formal opportunities to impact the strategic direction of the program.

FAMU SOA Comments:

The 2012 Team Assessment states that "*no evidence that the faculty have sufficient access to governance*". SOA Faculty access to governance is evident in two sources: a faculty member's Assignment of Responsibility (AOR) Form and the SOA Committee & Task Force list. The AOR Forms document that 10-15 percent of every full time faculty member's time will be on Committees. In addition, an SOA Committee & Task Force list is developed each Fall semester (see Attachment 06) that documents the governance role of each full time faculty member.

The 2012 Team Assessment states, "*the two councils (for Undergraduate and Graduate Programs respectively) are not sufficiently representative of the architecture program faculty*". The Assessment does not clarify that the 100% of the council members are SOA faculty and that the Dean's appointments are designed to provide diversity. Since their inception, the council's have had Female, African American, Latino and junior faculty participation. The council membership also reflects the program areas in which faculty teach.

Undergraduate Council Members

Enn Ots, Chair	Registered Architect	White	Male
Craig Huffman	Registered Architect	White	Male
Ronald Lumpkin		Black	Male
Gretchen Miller	Registered Architect	White	Female
Valerie Goodwin	Registered Architect	Black	Female

Graduate Council Members

Mike Alfano, Chair	Registered Architect	White	Male
Andrew Chin		Black	Male
Robert Goodwin	Registered Architect	Black	Male
Arleen Pabon		White/ Latino	Female
Matt Powers		White	Male

Florida A&M University School of Architecture

LIST OF ATTACHMENTS

Attachment 01	SOA "Draft" 2010-2020 Strategic Plan	p. 01
Attachment 02	2010-2020 Strategic Plan: Appendix "A" Institutional Work Plan	p. 05
Attachment 03	2010-2011 Strategic Plan Initiatives: Annual Report	p. 11
Attachment 04	Transfer of Division of Engineering Technology Memo	p. 15
Attachment 05	SOA Director's Meeting Minutes (4)	p. 13
Attachment 06	2010 - 2011 SOA Committee & Task Force List	p. 19

Florida Agricultural and Mechanical University
School of Architecture
DRAFT
2010-2020 Strategic Plan

May 18, 2010

The School of Architecture (SOA) has developed a strategic plan that supports the strategic initiatives identified in Florida Agricultural and Mechanical University's 2020 Vision with Courage.

These initiatives are:

- Initiative 1: Create a 21st century living and learning collegiate community
- Initiative 2: Enabling Excellence in University Processes and Procedures
- Initiative 3: Develop, enhance, and retain appropriate fiscal, human, technological, research and physical resources to achieve the University's mission
- Initiative 4: Enabling Excellence in University Relations and Development
- Initiative 5: Enhance and sustain an academic and social environment promoting internationalization, diversity and inclusiveness.

The SOA believes showing productivity and progress with these initiatives will allow it to achieve greater success in preparing its students for careers in architecture and landscape architecture. In addition, the SOA will review its current program to determine the effectiveness of the program in meeting its goals and objectives. The School is committed to maintaining its accredited programs, while preparing students for careers in academia and practice.

The School has embraced the University's strategic initiatives and has identified the following goals and strategies.

Strategic Initiative 1: Create a 21st century living and learning collegiate community .
--

Goal 1.1: Enhance Access to the University

Strategy 1.1.1: Enhance and implement effective and targeted recruitment strategies

Performance measure(s):

- 1.1.1.1 Increase the number of first-time-in-college students interested in earning degrees in Architecture by 10 percent in 5 years and 20 percent in 10 years.
- 1.1.1.2 Increase the number of community college (AA degree) students interested in earning degrees in Architecture by 10 percent in 5 years and 20 percent in 10 years.
- 1.1.1.3 Increase the number of international students interested in earning degrees in Architecture by 10 percent in 5 years and 20 percent in 10 years.
- 1.1.1.4 Increase the number of students interested in earning a Bachelor of Landscape Design and Management by 50 percent in 5 years and 100 percent in 10 years.
- 1.1.1.5 Increase the number of students interested in earning a Bachelor of Architecture degree by 10 percent in 5 years and 20 percent in 10 years.
- 1.1.1.6 Increase the number of students interested in earning a Master of Architecture degree by 25 percent in 5 years and 50 percent in 10 years.
- 1.1.1.7 Increase the number of students interested in earning a Master of Landscape Architecture degree by 25 percent in 5 years and 50 percent in 10 years.

Strategy 1.1.2: Develop and Implement Comprehensive Distant Learning Programs

Performance measure(s):

1.1.2.1 Implement Blackboard.com in 100% of the SOA courses in 5 years.

1.1.2.2 Implement a Distance Learning classroom (with a dedicated high bandwidth real time AV remote communication) that is used by five (5) SOA classes in 5 years and ten (10) classes in 10 years.

Goal 1.2: Continuous enhancement and assessment of the student experience

Strategy 1.2.3: Enhance critical thinking skills of undergraduate students

Performance measure(s):

1.2.3.1 Increase the exposure of graduating students to licensed professionals by 25% in 5 years.

Goal 1.3: Improve academic progression, performance, and graduation rates

Strategy 1.3.1: Continuous Assessment and Improvement of student Retention, Academic Progression, and Graduate Rates

Performance measure:

1.3.3.1 Achieve a six-year Bachelor of Science graduation rate of 50 percent in 5 years.

Goal 1.4: Assess and enhance current degree programs

Strategy 1.4.1: Enhance current academic programs

Performance measure:

1.4.1.1 Maintain NAAB accreditation.

1.4.1.2 Maintain LAAB accreditation.

1.4.1.3 Increase the exposure of graduating students to licensed professionals by 25% in 5 years.

Strategic Initiative 2: Enable excellence in University processes and procedures.

Goal 2.1: Improve Administrative Processes throughout the University

Strategy 2.1.1: Enhance and improve the assessment and evaluation system, which permits continuous improvement of administrative workflow processes.

Performance measure:

2.1.1.1 Fill 100% of the vacant positions.

2.1.1.2 Develop assessment activities that combine the requirements of Professional Accreditation with 100% of the University's requirements by 2020.

Goal 2.3: Enhance and Improve Accountability and Communication Processes

Strategy 2.3.2: Enhance and improve communication and information systems.

Performance measure:

2.3.2.1 Increase the distribution of SOA News by 50% in the next 5 years.

2.3.2.2 Implement five (5) SOA faculty meetings every semester.

- 2.3.2.3 Implement ten (10) SOA Administration news emails each semester.
- 2.3.2.4 Implement four (4) Undergraduate Council meetings each year
- 2.3.2.5 Implement four (4) Graduate Council meetings each year .
- 2.3.2.6 Implement four SOA Committees and/ or Tasks Forces each semester.
- 2.3.2.7 Implement a real time “electronic bulletin” information system by 2011.

Strategy 2.3.3: Improve customer relations in serving students.

Performance measure:

- 2.3.3.1 Implement six (6) meetings of the SOA Administration with student representatives each year.
- 2.3.3.2 Implement two (2) School wide meetings of the SOA Administration with all students each year.
- 2.3.3.3 Implement famu.edu based email distribution list by 2011.
- 2.3.3.4 Increase the catalog of potential SOA donors and employers of students by 25% n 5 years.

Strategic Initiative 3: Develop, enhance, and retain appropriate fiscal, human, technological, research, and physical resources to achieve the University’s mission.

Goal 3.2: Retain and recruit excellent and diverse faculty, staff and students.

Strategy 3.2.2: Provide professional development opportunities for faculty and staff

Performance measure:

- 3.1.2.1 Increase faculty participation at conferences, seminars and training sessions for professional development by 10% in 5 years.
- 3.1.2.2 Maintain faculty participation in sabbatical program and professional development.

Goal 3.3: Strengthen the institutions cyberinfrastructure and provide cost effective technology resources that enable high usability and efficiency

Strategy 3.3.2: Develop strategies that support the acquisition of state-of-the-art Information Technology (IT) resources for the University community.

Performance measure(s):

- 3.3.2.1 Increase use of digital resources in lecture rooms to 75% of faculty in 5 years and 100% in 10 years..
- 3.3.2.2 Upgrade 20% of the SOA’s digital resources every year for the next 5 years.
- 3.3.2.3 Implement a “laptop centric” computer lab system in the next 5 years.
- 3.3.2.3 Implement a “smart card” pay system in the next 5 years.

Goal 3.4: Enhance visibility and productivity as a Doctoral/Research University.

Strategy 3.4.1: Establish a comprehensive research strategy identifying areas of critical importance to the University.

Performance Measure(s):

- 3.4.1.1 Develop five (5) whitepapers that define the SOA faculty research interests in support of the University’s comprehensive research strategy and areas of critical importance in 5 years and ten (10) papers in 10 years.

- 3.4.1.2 Publish faculty research profiles and research collaborations on the SOA website for 50% of the faculty by 2012 and for 100% of the faculty by 2015.
- 3.4.1.3 Increase submission of research proposals with International activity by 25% in 5 years and 50% in 10 years.

Strategic Initiative 4: Enabling Excellence in University Relations and Development.

Goal 4.1: Enhance Institutional Fundraising

Strategy 4.1.2: Enhance the relationships and involvement with the Industry Cluster Partners.

Performance measure(s):

4.1.2.1 Increase the participation of firms in SOA events (e.g. Job Fairs, juries, lectures) by 25% in 5 years.

Strategy 4.1.3: Enhance the University relations with and the donations from trustees, alumni, faculty, staff and other university constituents.

Performance measure:

4.1.3.1 Increase support for the SOA to raise \$500,000 over the next five years.

Strategic Initiative 5: Enhance and sustain an academic and social environment that promotes internationalism, diversity, and inclusiveness.

Goal 5.1: Produce diverse and culturally astute graduates for the global workforce.

Strategy 5.1.3: Promote diversity and inclusion among faculty, staff and students.

Performance measure:

5.1.3.1 Become the top producer in Florida of African Americans with a professional degree in architecture, in the next five years.

5.1.3.2 Become the top producer in Florida of African Americans with a professional degree in landscape architecture, in the next five years.

5.1.3.3 Maintain the diversity of the SOA student body.

**Florida A&M University
2010-2020 Strategic Plan
Appendix A: Institutional Work Plan Excerpt
2011 Presidential Strategies/Points of View**

School/College: Architecture

Strategic Initiative/Goal/Strategy/Performance Measure	Person(s) Responsible	Baseline Data 2008-09	2009-10	2010-11	2011-12 Projected	Actions to be Taken
Research						
<i>Goals 1.4, 1.5 and 5.1 (Strategy 5.1 and parts of Strategy 5.2) were listed under the Research section of the BOT Retreat 2011 Document but have been moved to the Academic Excellence Section</i>						
Strategic Initiative 1: Create a 21st century living and learning collegiate community						
Goal 1.4: Assess and enhance current degree programs	<i>See Academic Excellence Section</i>					
Goal 1.5: Develop and implement new degree programs based on University priorities	<i>See Academic Excellence Section</i>					
Strategic Initiative 3: <i>Develop, enhance, and retain appropriate fiscal, human, technological, research and physical resources to achieve the University's mission</i>						
Goal 3.4: Enhance visibility and productivity as a Doctoral/Research University.						
Strategy 3.4.1: Establish a comprehensive research strategy identifying areas of critical importance to the University.						
Performance Measure(s):						
3.4.1.1 Strengthen the University's expertise and reputation in areas critical to our mission and land-grant status.	Tom Pugh	7	8	9	12	Increase the number of faculty publications and presentations to 16 per year within the next 5 years.
3.4.1.2 Increase research and development expenditures to \$100 million by 2020.	Tom Pugh	\$24,900	\$287,520	\$24,952	\$129,942	Increase annual research revenues to \$200,000 per year over the next 5 years.
3.4.1.3 Increase the number of research proposals that support undergraduate and graduate students' research in areas critical to our mission including the agricultural and food sciences disciplines.	Tom Pugh	3	5	6	6	Increase the number of research proposals that support undergraduate and graduate students' research in areas critical to our mission including the agricultural and food sciences disciplines.
3.4.1.4 Increase the number of research proposals to federal and private agencies that support the areas critical to our mission and the land-grant mission.	Tom Pugh	2	3	3	5	Increase the number of research proposals to federal and private agencies that support the areas critical to our mission and the land grant mission to 10 within the next 5 years.
3.4.1.5 Increase the number of research, education and extension activities between the University and local small farms, African American farmers and agricultural entrepreneurs.						
3.4.1.6 Increase the number of research, education, and out-reach activities with the private sector with particular emphasis on small and disadvantaged businesses.						
3.4.1.7 Increase the number of patents, licenses and royalties from faculty, staff and student research efforts.						
Strategy 3.4.2: Provide incentives for faculty, staff and students to be aggressively engaged in research and other creative activities and to pursue federal, state and private funding.						
Performance Measure(s):						
3.4.2.1 Align faculty teaching loads with research productivity expectations.						
Strategic Initiative 5: <i>Enhance and sustain an academic and social environment that promotes internationalism, diversity, and inclusiveness.</i>						

**Florida A&M University
2010-2020 Strategic Plan
Appendix A: Institutional Work Plan Excerpt
2011 Presidential Strategies/Points of View**

School/College: Architecture

Strategic Initiative/Goal/Strategy/Performance Measure	Person(s) Responsible	Baseline Data 2008-09	2009-10	2010-11	2011-12 Projected	Actions to be Taken
Goal 5.1: Produce diverse and culturally astute graduates for the global workforce.						
Strategy 5.1.1: Maintain FAMU's position as a top producer of African American baccalaureate degree recipients.	Andrew Chin	N/A	N/A	N/A	N/A	Begin the process for establishing the Master of Science degree, with a M.S. concentration in Construction Management and an M.S. concentration in Facilities Management.
Strategy 5.1.2: Become a top producer of African Americans with graduate and professional degrees in the Science, Technology, Engineering and Mathematics (STEM), law and health disciplines during the next ten (10) years.	Yves Anglade/ Andrew Chin	N/A	N/A	N/A	N/A	Begin the process for establishing the Master of Science degree, with a M.S. concentration in Construction Management and an M.S. concentration in Facilities Management.
Performance Measure(s):						
5.1.2.3 Provide international study and research experiences related to the above areas.						

PRESIDENTIAL POINTS OF VIEW

1. Continue work toward "Center of Excellence" Concept (Ph.D. programs)						
1.1 Enhance efforts to support "Center of Excellence" concept						
2. Increase extramural funding by ___% over current expenditures						
2.1 Increase number of research proposals submitted	<i>Also see performance measure 3.4.1.3 and 3.4.1.4</i>					
2.2 New Contracts or Grants (C&G) awards received						
2.3 Increase research and development expenditures (includes all research related expenditures)	<i>Also see performance measure 3.4.1.2</i>					

Academic Excellence

Strategic Initiative 1: Create a 21st century living and learning collegiate community						
Goal 1.1: Enhance Access to the University						
Strategy 1.1.1: Enhance and implement effective and targeted recruitment strategies.						
Performance Measure(s):		Fall 2008	Fall 2009	Fall 2010	Fall 2011 Projected	
1.1.1.1 Increase headcount enrollment to 15,000 or more.	Ronald Lumpkin	303	291	278	400 *	Document that the significant increase represents the addition of two technology programs.
1.1.1.2 Increase graduate/professional students to at least 20% of total enrollment.	Ronald Lumpkin	23%	21%	22%	14% *	Document that the reduction represents the addition of two technology programs, with undergraduate students.
1.1.1.3 Increase the percentage of veterans to at least 5% of the total enrollment.						
1.1.1.4 Increase the percentage of community college and other university transfer students to at least 20% of the total enrollment.	Ronald Lumpkin	28%	30%	33%	25%	Document that the reduction represents the addition of two technology programs.

**Florida A&M University
2010-2020 Strategic Plan
Appendix A: Institutional Work Plan Excerpt
2011 Presidential Strategies/Points of View**

School/College: Architecture

Strategic Initiative/Goal/Strategy/Performance Measure	Person(s) Responsible	Baseline Data 2008-09	2009-10	2010-11	2011-12 Projected	Actions to be Taken
Goal 1.4: Assess and enhance current degree programs						
Strategy 1.4.1: Enhance current academic degree programs.						
Performance Measure(s):						
1.4.1.1 Attain and maintain specialized accreditation.	Yves Anglade/ Andrew Chin	ABET, LAAB & NAAB Accreditation	ABET, LAAB & NAAB Accreditation	ABET, LAAB & NAAB Accreditation	ABET, LAAB & NAAB Accreditation	The SOA is preparing for a Spring 2012 NAAB visit.
1.4.1.2 Maintain compliance with SACS-COC standards.						
1.4.1.3 Passage Rates on Licensure Exams – all programs in which licensure or certification is critical to employment will achieve the minimum pass rate required for accreditation or at least 70%, whichever is greater.						
Goal 1.5: Develop and implement new degree programs based on University priorities						
Strategy 1.5.1: Develop new programs as outlined in Appendix B that meet market and student demands.						
Performance Measure(s):						
1.5.1.1 Develop at least 10 new degree programs that are related to the University's priorities and initiatives and Board of Governors(BOG) areas of strategic emphasis.	Yves Anglade/ Andrew Chin	N/A	N/A	N/A	N/A	Begin the process for establishing the Master of Science degree, with a M.S. concentration in Construction Management and an M.S. concentration in Facilities Management.
Strategic Initiative 3: <i>Develop, enhance, and retain appropriate fiscal, human, technological, research and physical resources to achieve the University's mission</i>						
Goal 3.2: Retain and recruit excellent and diverse faculty and staff.						
Strategy 3.2.3: Attract, support, and retain eminent scholars, distinguished professors and others of national and international prominence.						
Performance Measure(s):						
3.2.3.1 Develop and implement innovative methods to attract, support, and retain eminent scholars, distinguished professors, and others of national and international prominence.						
3.2.3.2 Publicize names of current and past eminent scholars, distinguished professors, and others of national and international prominence.						
Strategic Initiative 5: <i>Enhance and sustain an academic and social environment that promotes internationalism, diversity, and inclusiveness.</i>						
Goal 5.1: Produce diverse and culturally astute graduates for the global workforce.						
Strategy 5.1.1: Maintain FAMU's position as a top producer of African American baccalaureate degree recipients.						
Performance Measure(s):						
5.1.1.1 Be amongst the highest producers of African American graduates in the nation.	Ronald Lumpkin	38	33	40	50	Document that the significant increase represents the addition of two technology programs.
5.1.1.2 Recruit, retain, and graduate high achieving African American and minority students.	Ronald Lumpkin	N/A	N/A	210	300	Become the top producer, in Florida, of African Americans enrolled in a 4 year degree, B.Arch degree or M.Arch degree

**Florida A&M University
2010-2020 Strategic Plan
Appendix A: Institutional Work Plan Excerpt
2011 Presidential Strategies/Points of View**

School/College: Architecture

Strategic Initiative/Goal/Strategy/Performance Measure	Person(s) Responsible	Baseline Data 2008-09	2009-10	2010-11	2011-12 Projected	Actions to be Taken
Strategy 5.1.2: Become a top producer of African Americans with graduate and professional degrees in the Science, Technology, Engineering and Mathematics (STEM), law and health disciplines during the next ten (10) years.						
Performance Measure(s):						
5.1.2.1 Increase the number of African Americans and underrepresented minorities awarded graduate and professional degrees.	Andrew Chin	15	28	14	24	Become the top producer, in Florida, of African Americans with a B.Arch degree or M.Arch degree in architecture
5.1.2.2 Incentivize and increase the number of FAMU students enrolling in FAMU graduate programs in the STEM, law and health disciplines.	Yves Anglade/ Andrew Chin	N/A	N/A	N/A	N/A	Begin the process for establishing the Master of Science degree, with a M.S. concentration in Construction Management and an M.S. concentration in Facilities Management.
PRESIDENTIAL POINTS OF VIEW						
1. Continue work toward "Center of Excellence" Concept (Ph.D. programs)	<i>See Research Section, Presidential Points of View #1 (enter data there)</i>					
1.1 Enhance efforts to support "Center of Excellence" concept						
3. Increase graduation of doctoral research students (10% increase over three (3) years)						
3.1 Track all graduate progression - research degrees awarded						
3.2 Track all graduate progression - number admitted						
3.3 Track all graduate progression - number enrolled (Advanced Graduate Classification)						
4. Increase licensure passage rates						
4.1 Nursing						
4.2 Pharmacy						
4.3 Allied Health Sciences						
4.3.1 Cardiopulmonary Science						
4.3.2 Occupational Therapy (First-time takers)						
4.3.3 Physical Therapy						
4.4 Law						
5. Meet the accreditation standards for select disciplines						
Selected Disciplines:						
5.1 Architecture	Rodner Wright				NAAB Visit	NAAB Self Study Report for Spring 2012 Visit
5.2 College of Agriculture						
5.2.1 Biological and Agricultural Systems Engineering (BASE)						
5.3 Education						
5.4 Allied Health Sciences						
5.4.1 Occupational Therapy						
5.5 School of Journalism and Graphic Communication						
5.5.1 Journalism and Public Relations (BS)						
5.6 Law						
5.7 Pharmacy						
Communication to Provost						
5.8 Notify Provost of existing and/or imminent concerns						
6. Filled Eminent Scholar/ Endowed chairs	To be completed by Provost					
7. Achieve goals for Distance Education						
7.1 Number of students enrolled in distance education courses	Rodner Wright	N/A	N/A	N/A	N/A	Begin the process for developing a Master of Science degree concentration that uses distance learning resources
7.2 Number of distance education programs approved						
7.3 Number of active distance education programs						

**Florida A&M University
2010-2020 Strategic Plan
Appendix A: Institutional Work Plan Excerpt
2011 Presidential Strategies/Points of View**

School/College: Architecture

Strategic Initiative/Goal/Strategy/Performance Measure	Person(s) Responsible	Baseline Data 2008-09	2009-10	2010-11	2011-12 Projected	Actions to be Taken
Operations & Services						
<i>Strategic Initiative 2: Enable Excellence in University Processes and Procedures</i>						
<i>Goal 2.3: Enhance and Improve Accountability and Communication Processes</i>						
<i>Strategy 2.3.3</i> Improve Customer Relations in Serving Students.	Rodner Wright	N/A	N/A	N/A	N/A	Development and implementation of the electronic "grapevine" messaging system, across the SOA's two divisions.
Performance Measure(s):						
2.3.3.1 Utilize a customer service survey analysis to enhance student services.						
PRESIDENTIAL POINTS OF VIEW						
8. Customer Service						
8.1 Student Experience Ratings						
8.1.1 Student major program satisfaction rating						
Retention/Recruitment/Graduation (Enrollment Management)						
Goal 1.3: Improve academic progression, performance, and graduation rates						
Strategy 1.3.1: Continuous Assessment and Improvement of Student Retention, Academic Progression, and Graduate Rates.						
Performance Measure(s):						
1.3.1.1 Increase the student retention and graduation rates by at least five (5) percentage points in each five-year interval.	Yves Anglade/ Ronald Lumpkin	46	47	48	49	Increase the role of the freshman/ sophomore Academic Advisement Specialist
PRESIDENTIAL POINTS OF VIEW						
9. Enrollment Management						
9.1 Maintain solid FTIC enrollment	Yves Anglade/ Ronald Lumpkin	39	48	38	50	Review University Major Code classifications
<i>See performance measure 1.1.1.4</i>						
9.2 Increase transfer students by 20%						
9.3 Increase FTIC student retention rates by one percentage point annually over the next three (3) years	Yves Anglade/ Ronald Lumpkin	30	31	32	33	Increase the role of the freshman/ sophomore Academic Advisement Specialist
<i>See performance measure 1.3.1.1</i>						
9.4 FTIC Retention Rates						
9.5 FTIC Graduation Rates						
<i>See performance measure 1.3.1.1</i>						
University Work Plan/Annual Report Goals submitted to the Board of Governors						
<i>Strategic Initiative 4: Enable Excellence in University Relations and Development</i>						
<i>Goal 4.3: Enhance the services provided to the local, state, and national communities</i>						

**Florida A&M University
2010-2020 Strategic Plan
Appendix A: Institutional Work Plan Excerpt
2011 Presidential Strategies/Points of View**

School/College: Architecture

Strategic Initiative/Goal/Strategy/Performance Measure	Person(s) Responsible	Baseline Data 2008-09	2009-10	2010-11	2011-12 Projected	Actions to be Taken
Strategy 4.3.1: Engage the University in economic development in Tallahassee and throughout the state of Florida.						
Performance Measure(s):						
4.3.1.1 Establish a Center for Health Care Disparities.						
GOAL SUBMITTED TO BOARD OF GOVERNORS						
10. Increase University activities to address healthcare disparities among underserved populations						
10.2 Number of health care services provided						
10.3 Health Care research funding						
Strategic Initiative 5: Enhance and sustain an academic and social environment that promotes internationalism, diversity, and inclusiveness.						
Goal 5.2: Enhance International Initiatives and Programs						
Strategy 5.2.1: Enhance the international dimension of academic and research programs at FAMU.						
Performance Measure(s):						
5.2.1.1 Increase the number and dollar amounts of international research and development projects.						
Strategy 5.2.2: Keep FAMU's brand highly visible throughout the international community.						
Performance Measure(s):						
5.2.2.1 Increase and publicize the number of faculty and staff awarded prestigious international fellowships and scholarships.						
5.2.2.2 Increase and publicize the number of students participating in study abroad programs.						
5.2.2.3 Increase and publicize the number of prestigious international affairs-related scholarships and fellowships awards to FAMU students.						
GOAL SUBMITTED TO BOARD OF GOVERNORS						
11. Increase international opportunities for faculty and students						
11.2 Number of faculty/student international experiences						

Note: Preliminary data; continuing to collect and verify data



Florida A&M University

Annual Reporting Period: 2010-2011

School/College/Area:

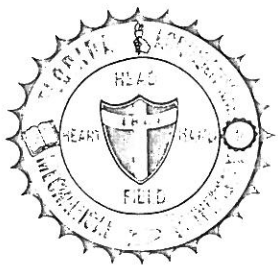
Summary of significant activities, initiatives and/or events. List all major activities that the Office is engaged in or plans to engage in over the course of academic year to support the 2010-2020 Strategic Plan and to promote institutional effectiveness at the University.

Link to Strategic Plan	Initiatives/Activities/Events	Action(s) Taken	Baseline/Benchmark Data	Targeted Measure(s) of Success	Success/Improvements	Date Initiated	Date Completed	Staff Responsible
1 Goals 1.2 and 1.3	Increase the persistence/retention rate of undergraduate students, leading to increased graduation rates	<p><i>Use Graduate Teaching Assistants in the freshmen and sophomore classes.</i></p> <p><i>Use Graduate Teaching Assistants to introduce the use of digital communication skills.</i></p>	3 Graduate Teaching Assistants are typically used in the design studio classes.	<p>85% of the targeted audience will interact with Graduate Assistants</p> <p>75% will rate the interaction as satisfactory</p>	100% of the Freshmen and Sophomore classes have Graduate Teaching Assistants	September 1, 2010	June 1, 2011	Assistant Dean, SOA Faculty
2 Goal 2.3	Improve customer relations in serving students	<p><i>Implement a SOA Student Resource Module in Blackboard.com to provide students with convenient access to policies (e.g. the SOA Student Handbook, Studio Culture document), resources (e.g. Internship and Scholarship Information) and enrichment activities (lecture series guests)</i></p>	The system did not exist prior to Spring 2011. Therefore, 0% of targeted audience used the system prior to Spring 2011	<p>85% of the targeted audience will use the system</p> <p>75% will rate workshop as satisfactory</p>	100% of the SOA Student resource Module is operational.	September 1, 2010	June 1, 2011	Dean, Assistant Dean, Undergraduate Advisor
3 Goals 5.1 and 5.2	Increase international opportunities for faculty and students	<i>The SOA has initiated a student exchange with the College of the Bahamas (COB).</i>	0 students previously participated in an exchange	5 COB students will enroll at FAMU	The exchange is planned, but has not been completed.	October 1, 2011	June 1, 2011	Dean, Assistant Dean, Undergraduate Advisor
4 Goal 3.4	Enhance visibility and productivity consistent with a Doctoral/Research University (if applicable)	<i>The SOA has organized a "Green Schools" symposium.</i>	25 students and professionals attended the 2010 Symposium	50% of the SOA students will attend the symposium.	The symposium is planned, but has not been completed.	January 1, 2011	May 1, 2011	Assistant Dean and SOA faculty
5 Goals 1.1, 1.4 and 1.5	Initiate online academic degree programs (if applicable)	<i>The SOA installed a Video Conferencing classroom.</i>	The SOA does not have online programs	80% of targeted audience will rate the space as satisfactory	100% of the Video Conferencing equipment is operational.	November 1, 2011	June 1, 2011	Dean, IT Supervisor

6	Link to Strategic Plan	Initiatives/Activities/Events	Action(s) Taken	Baseline/ Benchmark Data	Targeted Measure(s) of Success	Success/ Improvements	Date Initiated	Date Completed	Staff Responsible
6	Goal 4.3	Increase University activities to address healthcare disparities among underserved populations (if applicable)							
7	Goal 1.4	Increase passage rates on licensure exams – all programs in which licensure or certification is critical to employment will achieve the minimum pass rate required for accreditation or at least 70%, whichever is greater (if applicable)							

Note: Items 1 and 2 are to be completed by each area.

Visit the Institutional Effectiveness website for 2010 Board of Governors Annual Report. http://www.famu.edu/OfficeofInstitutionalEffectiveness/UserFiles/File/2010UniversityWorkPlan_FAMU.pdf



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Florida Agricultural and Mechanical University

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OFFICE OF THE PROVOST AND
VICE PRESIDENT FOR ACADEMIC AFFAIRS

MEMORANDUM

DATE: June 13, 2011

TO: Rodner Wright
Dean, School of Architecture

FROM: Cindy Hughes Harris, Ph.D. *C. Hughes Harris*
Provost and Vice President, Academic Affairs

SUBJECT: Transfer of Division of Engineering Technology

Effective July 1, 2011, the Division of Engineering Technology, comprising of the baccalaureate programs in Electronic Engineering Technology, Construction Engineering Technology and Civil Engineering Technology, will be established as a unit within the School of Architecture. This organizational change from the current location of the Division in the College of Engineering Sciences, Technology and Agriculture to the School of Architecture, was approved by the University's Board of Trustees on April 7, 2011, as part of the university restructuring plan. The BS in Civil Engineering Technology was terminated as part of the plan and will be taught out within the School of Architecture.

Please undertake the appropriate actions outlined in the attached checklist in order to effect the change in a timely, systematic and comprehensive manner. Contact me if we need to discuss any of the necessary actions and ensure that the Office of Academic Affairs receives copies of all correspondence and paperwork relating to the changes. I trust you will work with appropriate staff to ensure that the School's website reflects the organizational change effective July 1, 2011.

I am confident that this change will be mutually beneficial to the Division of Engineering Technology and the School of Architecture.

Attachment

Cc: Dr. Sam Donald, Interim Dean, College of Engineering Sciences, Technology and Agriculture

CHANGE OF ACADEMIC LOCATION CHECKLIST

- **Space/office Location**
 - Assess current and future space needs, if applicable
 - Notify Space Committee of changes and needs, if applicable
 - Assess off-site locations, activities, needs, if applicable

- **Budget**
 - Establish new departments (account numbers)
 - Transfer salary funds
 - Transfer expense funds

- **Personnel Reassignment**
 - Communicate, verbally and in writing, of changed reporting status
 - Confirm that changes are compliant with collective bargaining
 - Identify positions, vacant and filled, that are to be reassigned
 - Confirm rate report accuracy
 - Transfer personnel
 - Reissue employment contracts
 - **Faculty**
 - Review tenure criteria
 - Review tenure status and adjust as needed

- **Assets**
 - Audit current equipment, including vehicles
 - Transfer equipment to new location and administration

- **Accreditation (if applicable)**
 - Communicate and inform accrediting agencies

- **Goals and Strategic Planning Assessment**
 - Meet with constituency groups (directors/chairs; faculty; staff; students; alumni)

- **Exchange of records**
 - Student files
 - Personnel files
 - Accreditation communications
 - Relevant historical communications

Director's Meeting
August 24, 2011 @ 2:00pm

- Announcements
- First Week of Class
 - Critical Needs
 - School Wide Meeting Agendas
- Teach-Out Monitor Report – (7/14/2001)
 - Civil Engineering Tech – Teach Out-Update (Strategy for beginning of School)
 - MLA Program – Teach Out-Update (Strategy for beginning of School)
- New Computers (Update)
- Technology Fee Proposal due by July 14, 2011 (Completed by July 17, 2011)
- Accreditation
 - NAAB-Resume Update/Annual Report (Meeting Schedule 8/26/11)
 - LAAB- Updated Letter to Ron Leighton(July 26, 2011) – Response sent via email on 8/12/2011- Letter expected this week)
 - Division of Engineering Technology
 - ABET Civil Engineering Technology Termination (Letter sent 7/27/2011) – Response from ABET on 8/15/2011- School of Architecture Responded to email from ABET on 8/19/2011)
 - Contracts & Grants (Preliminary Report Received)
 - Property & Equipment Audit (Not Completed)
 - Summary Report from Dr. Anglade (Not Completed)
 - Summary Report on Distance Learning from Dr. Anglade for SACS (Not Completed)
 - Staff Record Review (Received From Permanent Employees)
 - Student Record Review (Not Completed)
 - Faculty/Staff Listing (Revised August 16, 2011)

- Faculty Meetings

Division of Architecture
Aug 30th @ 12:30pm-2pm
Sep 6th @ 12:30pm-2pm
Sept 13th @ 12:30pm-2pm
Oct 4th @ 12:30pm-2pm
Oct 11th @ 12:30pm-2pm
Oct 25th @ 12:30pm-2pm
Nov. 8th @ 12:30pm-2pm
Dec 15th @ 12:30pm-2pm
Dec 19th @ 12:30pm-2pm

Division of Engineering Technology
Sep 8th @ 11am – 12pm
Sep 22nd @ 11am – 12pm
Oct 6th @ 11am – 12pm
Oct 20th @ 11am – 12pm
Nov 3rd @ 11am – 12pm
Nov 17th @ 11am – 12pm
Dec 1st @ 11am – 12pm
Dec 15th @ 11am – 12pm
Dec 20th – 21st Retreat

Events & Significant Dates

Fall Career Expo – September 28, 2011
Entertainment Career Forum – October 11, 2011
NOMA Convention: Graduate Panel – October 21, 2011

Director's Meeting
December 14, 2011 @ 1:30 pm

- Announcements
 - Graphic Designers from the School of Journalism and Graphic Communications
 - Prof. Brandan Craft (<http://www.brandancraft.com>)
 - Prof. Robert Robinson
 - Room 231 remodeling update
- Inventory and billing issues
 - Property transfer update
 - Sonitrol (Eng Tech/ BASE) invoice
 - ABET fee
- Teach-out Revision update letter
- Faculty/Staff photographs retake January 5th
- Furniture upgrades (Steelcase Rep. Anna Osborne proposal)
- Technology fee proposal (update)
- Autodesk update (installations and order update)
- Spring classes and budgeting (discussion)
- Christmas Celebration at the University Club December 19 at 1:30-3:30 p.m.
 - Gifts for toy drive and staff

-
- *Fall Course Review and Purge (Email sent to Ve'Lori by Ms. Cloud) (Completed)*
 - *Spring 2011 Exit Survey*
 - *Computer Software Update*
 - *Teach-Out Monitor Report – (7/14/2011)*
 - *Civil Engineering Tech – Teach Out-Update (Strategy for beginning of School)*
 - *MLA Program – Teach Out-Update (Strategy for beginning of School)*
 - Accreditation
 - *NAAB-Resume Update/Annual Report (Meeting Schedule 8/26/11)*
 - *LAAB- Updated Letter to Ron Leighton(July 26, 2011) – Response sent via email on 8/12/2011- Letter expected this week)*
 - Division of Engineering Technology
 - *Contracts & Grants (Preliminary Report Received)*
 - *Property & Equipment Audit (Not Completed)*
 - *Summary Report from Dr. Anglade (Not Completed)*
 - *Summary Report on Distance Learning from Dr. Anglade for SACS (Not Completed)*
 - *Staff Record Review (Received From Permanent Employees)*
 - *Student Record Review (Not Completed)*
 - *Faculty/Staff Listing (Revised August 16, 2011)*

- Faculty Meetings

School of Architecture
Dec 15th @ 12:30pm-2pm
Dec 19th @ 12:30pm-2pm

Division of Engineering Technology
Dec 15th @ 11am – 12pm
Dec 20th – 21st Retreat

Director's Meeting
April 25 2012 @ 2:00 pm

- Announcements
 - School-wide issues
 - Graduate Reception April 20, 5:30-7:30 p.m. (Recap)
 - Graduation Certification (May 4,2012)
 - Commencement Faculty Representation for SOA
 - Summer Orientation
 - End of the year faculty meetings
 - Division of Engineering Technology
 - Fall classes for the Div. of Eng. Tech.
 - Use of SOA Teaching Lab
 - Reclassification of Benbow's vacant line
 - Construction Eng. Tech. Industry Day April 18-20. (Recap)
 - Funds for the event
- Hold dates for meetings/retreats:
 - End of the year Div. of Arch. faculty meeting April 30, 1-5 pm
 - Div. of Eng. Tech. retreat May 1-2 all day
 - Last day of 9-month contract May 8
 - Directors Retreat May 23, June 20, July 11, Aug. 8 (all 1-4p.m.)
 - School-wide retreat August 13-14 all day.

Director's Meeting

March 28, 2012 @ 3:00 pm

- Announcements
 - HBCU Architecture Spring Forum, Friday and Saturday March 30-31 (see attached agenda)
 - Meeting with Dr. Thomas Haynes, VP of Development
 - Construction Eng. Tech. Industry Day April 18-20.
 - Use of Ad Agency for promotional material
 - Prof. Brandan Craft (<http://www.brandancraft.com>) for web development
 - Meeting w/ Sharon Saunders FAMU website and off-site use
- SACS Visit Preparations
 - Deans, Directors and Chairs meeting Friday, 3/30/12 @ 8:30 a.m. Teleconference Center
 - On campus site visit on Thursday, 3/29/12 @ 11:30 a.m.
 - Update on Course Database
- Budget Hearings (Data gathering by 4/5/12)
 - Projected Personnel Needs for your College or School (2012-2013)
 - Number of Classes taught by Regular Faculty (past 3 years)
 - Number of Classes taught by Regular Faculty as overloads
 - Number of Classes taught by Adjuncts in your College or School
 - Number of Students enrolled in your programs (full-time, part-time, In-state, and Out-of-State)
 - Number of Upper Level Courses offered in School or College
 - Technology needs of your School or College
 - Strategic Plan
 - Accreditation Issues(s) in your College or School
 - Professional Development needs and what benefit to your Program or the University?
- Graduate Reception?
- Hold dates for meetings/retreats:
 - End of the year Div. of Arch. faculty meeting April 30, 1-5 pm
 - Div. of Eng. Tech. retreat May 1-2 all day
 - Last day of 9-month contract May 8
 - Directors Retreat May 23, June 20, July 11, Aug. 8 (all 1-4p.m.)
 - School-wide retreat August 13-14 all day.

FAMU School of Architecture Service

Committees/ Task Forces

Fall 2010 + Spring 2011

During the 2010-2011 year, Committees/ Task Forces make recommendations for various issues.

- Finalize the dates for your late February, early March and late March meetings.
- Submit the meeting schedule and locations to Tina.
- The meeting times will be posted in the SOA website.

STUDIO CULTURE (Thursday, Feb 10, 1:00)

- Ronald Lumpkin, Chair
- Beth Lewis
- Roy Knight
- SOA Student
- SOA Student
- SOA Student

- Review the NAAB Studio Culture requirement
- Meet with the Student Council Representatives to develop schedule
- Review + evaluate the existing SOA Studio Culture statement (with students)
- If needed, revise the SOA Studio Culture statement (with students)

PORTFOLIO REVIEW (Tuesday, Feb 15, 12:30)

- Andrew Chin, Chair
- Mike Alfano
- Robert Goodwin
- Matt Powers
- Enn Ots
- Valerie Goodwin
- Ronald Lumpkin

- Review portfolios and provide an admission/ placement recommendation.

UNDERGRADUATE COUNCIL + ACADEMIC APPEALS (Tuesday, Feb 15, 1:00)

- Enn Ots, Chair
- Craig Huffman
- Ronald Lumpkin
- Gretchen Miller
- Valerie Goodwin (replaces Tim White)

Develop a recommendation/ response related to

- changing the Architecture History I course number so it complies with State requirements,
- requiring LAA Intro to Urban Design vs. LAA Elective as a 4 year degree requirement,
- offering a B.Arch Elective called Internship,
- requiring a B.Arch class called Internship,
- requiring a IDP file as a B.Arch Admission Requirement and
- unique academic appeals, if needed.

GRADUATE COUNCIL (Tuesday, Feb 15, 1:00)

- Mike Alfano, Chair
- Andrew Chin
- Robert Goodwin
- Arleen Pabon
- Matt Powers

Develop a recommendation/ response related to

- offering a Graduate Elective called Teaching practicum.
- requiring a Graduate Elective called Internship.
- requiring an IDP file as an Admission Requirement.
- requiring the Spring M.Arch Thesis Project class to a Studio for 3.5 Year Students

STRATEGIC PLAN + ENRICHMENT (Thursday, Feb 17, 12:30)

- Tom Pugh, Chair
- Andrew Chin
- Eduardo Robles
- Roy Knight
- Laverne Wells Bowie (replaces Deborah LaGrasse)

Strategic Plan

- Review + Evaluate the SOA Faculty Strategic Plan comments
- Identify the SOA Five Strategic Initiatives (Areas of Concentration)
- Clarify the relationship of these areas to the University's Strategic Plan
- Develop the measurable objectives for the SOA Five Strategic Plan Initiatives

Enrichment

- Identify Lecture Series Guests for the Spr 2011, Fall 2011 and Spr 2012, related to Strategic Plan.
- Develop a proposal for the Fall 2010 "End of the Semester" Review guests.
- Develop a proposal for the Spring 2011 Lecture Series Guests.
- Identify + Coordinate classes that will host the Fall 2010 and Spring 2011 Lecture Series Guests.
- Develop communication/ marketing for the Spring 2011 Lecture Series Guests.
- Identify + Invite local critics for the Fall 2010 and Spring 2011 "End of the Semester" Reviews

NAAB + LAAB (Thursday, Feb 17, 1:00)

- Andrew Chin, Chair
- Robert Goodwin
- Beth Lewis
- Gretchen Miller
- Matt Powers
- Gary Purdum

NAAB

- Develop course descriptions as per the new NAAB requirements
- Develop an exhibit that clarifies how the SOA will demonstrate each SPC
- Develop SOA SPCs based on the NAAB Exhibit
- Incorporate the deliverables into SOA Course Evaluations

LAAB

- Develop an LAAB matrix
- Develop an exhibit that clarifies how the SOA will meet the LAAB requirements
- Develop SOA SPCs based on the LAAB Exhibit
- Incorporate the deliverables into SOA Course Evaluations