

# ***2023 Visiting Team Report***

Hampton University  
Department of Architecture

M.Arch.

Continuing Accreditation Visit  
March 22-24, 2023

# **NAAB**

National  
Architectural  
Accrediting  
Board, Inc.

## Contents

<u>Section</u>	<u>Page</u>
<b>I. Summary of Visit</b>	<b>3</b>
<b>II. Progress Since the Previous Site Visit</b>	<b>5</b>
<b>III. Program Changes</b>	<b>6</b>
<b>IV. Compliance with the 2020 Conditions for Accreditation</b>	<b>7</b>
1. Context and Mission	
2. Shared Values of the Discipline and Profession	
3. Program and Student Criteria	
4. Curricular Framework	
5. Resources	
6. Public Information	
<b>V. Appendices</b>	<b>29</b>
1. Conditions Met with Distinction	
2. Team SPC Matrix	
3. The Visiting Team	
<b>VI. Report Signatures</b>	<b>33</b>

## I. Summary of Visit

### a. Acknowledgments and Observations

The word that perhaps best describes the program offered in the Department of Architecture within the School of Engineering and Technology at Hampton University is - Resilient.

Throughout the preparation for and during the team's virtual site visit, the team experienced a clear sense of a program that has struggled to obtain the resources it needs to deliver quality architectural education. Despite these challenges, the team's review indicates that significant progress has been made since the last site visit; and the students, faculty, and staff continue to find a way to succeed. Many of the team's observations show this resilient approach to making do with less and still delivering a quality experience.

In many ways, this program and Hampton University as a whole are at an inflection point in turning to fully commit to providing an exceptional student experience. This was most evident in discussions with the leaders that are driving this positive change. The new University President, Darrell K. Williams, has a clear vision and authentic and enthusiastic support for the department. In less than a year, he has made short-term improvements, or "quick-wins," in improving the interior of the Bemis Laboratories that house the architecture program, replacing an aging I.T. infrastructure with the best currently available, and supporting the hiring of additional faculty. He is also launching a strategic plan to continue seeking long-term enhancements to the student experience.

The program administrator, Robert L. Easter, NOMAC, FAIA, seems to have formed a successful bond with the new president and is now getting what he needs to move the program forward. This would not be possible without the support of the Dean of the School of Engineering, Dr. Joyce Shirazi.

A key issue that spurred lively conversation with the leadership was the overall identity of the Hampton University Department of Architecture (HUDA) itself. The team observed that the department is embedded or partially hidden within the Engineering and Technology School. From the name of the building that houses the department (Bemis Laboratories) to the university website, the architecture program is not as evident as perhaps it should be. Given that this department has been at Hampton since 1940, is often described as the crown jewel in the school and is the only graduate degree offered within the School of Engineering and Technology, the leadership expressed that adding architecture to the name of the school may be considered during this planning process. If this takes place, it will elevate the program's status.

The unique program focuses on the resilient design approaches increasingly necessary to respond to sea level rise is also an exceptional department focus. Resiliency, in all its meanings, is a continuing effort. The program will need to be vigilant as it seeks full resources, an improved teaching and learning environment, and its identity within the school and university as the department continues to evolve and grow. The department appears healthy and ambitious, with the most diverse student body seeking to become licensed architects.

The NAAB Visiting Team has found the integration of resiliency considerations into HUDA design studios, coursework, and research initiatives to be at a distinct level, leading in the practice of applying and implementing findings, thus demonstrating a level of command beyond mere familiarity and understanding.

Design research has been noted to be a unique strength of the HUDA program in the past two NAAB Visiting Team Reports, where Applied Research was listed as a Condition Met with

Distinction. Following this pattern, the Concentration on Adaptation to Sea Level Rise resourcefully capitalizes on given conditions and a forward-looking perspective, capturing the opportunity to be the authoritative leader in resiliency education, research, and design, training students in conceptual strategies and practical application.

The HUDA has capitalized on both location and the current evolving conditions, focusing on climate change and the pending requirement for resilient responses, and is in a unique position, emerging as a leader in resiliency research and design with the local context serving as an environmental research-design lab.

While the overall program is clearly on a trajectory of continual improvement, our team observed that there is room for more design rigor, increased inquiry into advanced history and theory, and synthesis of design, materials, and presentation skills to elevate the effectiveness of graduates as they enter the profession.

The program is committed to quality architectural education to provide future generations of diverse architects and use the power of design to address one of the most pervasive effects of climate change. There could not be two more critical issues for the future of the relevancy of the profession.

The NAAB visiting team found the integration of resiliency considerations into HUDA design studios, coursework, and research initiatives to be at a distinct level, leading in the practice of applying and implementing findings, thus demonstrating a level of command beyond mere familiarity, and understanding.

The HUDA has capitalized on both location and the current evolving conditions, focusing on climate change and the pending requirement for resilient responses, and is in a unique position, emerging as a leader in resiliency research and design with the local context serving as an environmental research-design lab.

The team saw evidence of this focus in the program syllabus, discussion with faculty and students, and in studio and coursework products. More specifically:

- Studio class ARC 405 employs a semester-long analysis of building systems and site design with projects in communities with flooding and other terrain challenges.
- Architectural Identification (second year) builds on various issues, including environmental sustainability (developed in ARC 201/202), empowering students to achieve synthesis in their design by a thoughtful and iterative process across these various issues.
- Building analysis and modeling, and simulation tools such as Climate Consultant, Sefaira, DesignFlow, Opaque, and PVwatts that are provided with training for use and application within studio design work.
- ARC 315 – Environmental Systems is an introductory course, followed by ARC 516 – Building Systems Integration, teaching students about the responsibility of architects to understand multiple methods of delivering human environmental comfort to buildings, the need to reduce carbon emissions through design solutions, and the critical challenges created by global climate change.
- The HUDA has been named one of six programs nationally to form the National Resilience Initiative, created by the Clinton Global Initiative and the Rockefeller Foundation's 100 Resilient Cities program and overseen by the American Institute of Architects (AIA).

As one of the first collegiate programs devoted to design solutions adapting coastal urban communities to the challenges posed by coastal flooding due to sea level rise, a knowledge base with this concentration should provide an advantage to graduates seeking employment. Further, as the program is rooted in an active collaborative process with policymakers, area professionals,

and engineering students from other state universities, potential employers will recognize the experience and expertise this focus makes available.

Design research has been noted to be a unique strength of the HUDA program in the past two NAAB Visiting Team Reports, where Applied Research was listed as a Condition Met with Distinction. Following this pattern, the Concentration on Adaptation to Sea Level Rise resourcefully capitalizes on given conditions and a forward-looking perspective, capturing the opportunity to be the authoritative leader in resiliency education, research, and design, training students in conceptual strategies and practical application.

b. Conditions with a Team Recommendation to the Board as Not Achieved (*list number and title*)

None.

## II. Progress Since the Previous Site Visit

### 2009 Conditions Not Met

**I.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.

**Previous Team Report (2015):** Evidence was found—through the APR, a building inspection, and interviews with students, faculty, and staff—indicating that the existing physical resources are deficient due to rainwater infiltration, a poorly functioning HVAC system, and poor student access to learning tools and equipment. The capital fundraising campaign is expected to alleviate these deficiencies, either through the renovation or the replacement of the Bemis Laboratories. The provost called the architecture program a "crown jewel" of the university, and the capital fundraising campaign could, if successful, help provide the physical resources that the School needs.

**2023 Team Analysis:** As of the NAAB 2020 review of the program's 5-year Interim report, the program demonstrated satisfactory progress toward addressing deficiencies previously identified.

**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.5. Life Safety           |
| A.9. Historical Traditions and Global Culture | B.7. Environmental Systems |
|   | B.9. Structural Systems    |

**Previous Team Report (2015):** Insufficient evidence was found for integrating A.9. Historical Traditions and Global Culture and B.4. Site Design into design decisions. While the building designs demonstrated a high level of integrating the other SPCs, the team did not find sufficient evidence of site analysis, site response, or site design, including, but not limited to, landscaping, topography, soil conditions, and overall context.

**2021 IPR Board Review:** After reviewing the 5-year Interim Progress Report (IPR) submitted by Hampton University, the National Architectural Accrediting Board (NAAB) has rejected the IPR as not having demonstrated sufficient Progress toward addressing deficiencies identified in the most recent visiting team report. Specifically, the program did not provide evidence of site analysis and its Integration at the Ability level for SPC B.6 Comprehensive Design, which was Not Met for two consecutive visits. Consistent with the 2015 Procedures, Section 10.1.d.ii Interim Progress Reports, pages 81-82, the next accreditation visit is advanced by one calendar year and is now scheduled for spring 2023.

**2023 Team Analysis:** As of the NAAB 2020 review of the program's 5-year Interim report, the program demonstrated satisfactory Progress toward addressing deficiencies in providing evidence of site analysis and its integration at the ability level for SPC B.6.

The team saw evidence of this focus in the program syllabus, discussion with faculty and students, and in studio and coursework products. More specifically: Studio class ARC 405 employs a semester-long analysis of building systems and site design with projects in communities with flooding and other terrain challenges.

**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.

**Previous Team Report (2015):** No evidence was found of work showing that all students understand their responsibility to reconcile the client, owner, user group, public, and community domains. The team did find a program in ARC 405: Advanced Architectural Design Studio VIII that illustrates an understanding of client needs, owner needs, and user groups.

**2023 Team Analysis:** As of the NAAB 2020 review of the program's 5-year Interim report, the program demonstrated satisfactory Progress toward addressing deficiencies previously identified.

### III. Program Changes

If the Accreditation Conditions have changed since the previous visit, a brief description of changes made to the program because of changes in the Conditions is required.

**2023 Team Analysis:** The team identified three core program changes through its observations - physical resources, comprehensive design, and client role in architecture.

Significant building renovations and interior updates have been conducted for physical resources since the prior visit. Repairs to the roof were made during the summer of 2022 though occasional leaks were noted during the visit. Additionally, interior finishes were repaired, and the internet connection throughout the building was improved. The HVAC system has been renovated with a new chiller and new FCU, and additional repairs to fan units for one studio and one classroom are completed. No concerns were made regarding student or staff/faculty comfort during the NAAB visit. The students have access to computers, printing, laser cutters, 3D printers, and a model shop with regulated access by department staff or entrusted students. Access regulation ensures the longevity of these resources while providing ample hours throughout the week for student use. Students also have library access with extended hours through graduate student engagement. New Promethean Panels were installed in four classrooms in light of the pandemic, and additional digital fabrication and representation equipment is shared with the School of Engineering & Technology. For the digital fabrication facilities, there is an ongoing improvement with the expansion of equipment, training, and efforts made to maximize hours of accessibility for high utilization by students, with digital fabrication both a skill set and a design implementation tool. A capital fundraising campaign was initiated for larger building renovations and new construction but has since been discontinued. However, HUDA has received money through the Title III budget, and the Department Head noted that the school had not been turned down for any request they have made in the past nine months due to the newest leadership in the university.

For comprehensive design, courses ARC 200, ARC 405, and ARC 406 content have been adjusted to address lacking site design requirements. ARC 317 demonstrates requirement A.9 historical traditions and global culture, and ARC 305 and ARC 306 reinforce student understanding through the international urban design study and travel studio sequence. Following travel, the students return to develop a design for a site in a foreign study location. Many of the projects developed are then shared with the country's representatives where the work emanated, bringing continuity and additional learning from design engagement in another country, addressing issues and opportunities in that context, and getting feedback and response from the 'foreign client.' ARC 405 and 406 integrated requirement B.2 Site Design through analyses of topography and soil conditions, design for landscape design and parking considerations, and community and contextual inclusion. They are graded on responses that include site development of parking, landscaping, and design within the context of the surrounding community. They collaborate with the architectural firm Smith Group in D.C. to design addressing local zoning challenges and receive community input from past community charrette processes.

Lastly, for Client Role in Architecture, ARC 303-304 has outside mentor groups acting as the client group to share community concerns when applicable, and final projects are reviewed by community groups, user groups, and owners. ARC 405-406 students work directly with client groups and community organizations represented by local city agencies and architectural firms, consistent for the past five years. The department is seeking additional opportunities, such as with Smith Group (as previously mentioned) or with the Hampton University Office in University Chaplain. Design studio courses are centered around community projects focused on client engagement, with real client experience at the forefront of the program. During meetings with faculty, they could clearly describe how students interacted with real projects with real clients. The requirement to work within the client's constraints and develop opportunities seems evident during the visit.

#### IV. Compliance with the 2020 Conditions for Accreditation

##### 1—Context and Mission (*Guidelines, p. 5*)

To help the NAAB and the visiting team understand the specific circumstances of the School, the program must describe the following:

- The institutional context and geographic setting (public or private, urban or rural, size, etc.), and how the program's mission and culture influence its architecture pedagogy and impact its development. Programs that exist within a larger educational institution must also describe the mission of the college or university and how that shapes or influences the program.
- The program's role in and relationship to its academic context and university community, including how the program benefits—and benefits from—its institutional setting and how the program as a unit and/or its individual faculty members participate in university-wide initiatives and the university's academic plan. Also describe how the program, as a unit, develops multidisciplinary relationships and leverages unique opportunities in the institution and the community.
- The ways in which the program encourages students and faculty to learn both inside and outside the classroom through individual and collective opportunities (e.g., field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities).

Described

##### 2023 Team Analysis:

Hampton University, founded in 1868, is a multicultural, historically black, privately endowed university located on 314 acres of Virginia's Peninsula at the mouth of the Chesapeake Bay. Hampton University ranks high compared with institutions in the South and Southeast due to its selectivity in admissions, high standards of teaching, rigorous curricula, and the professional activities of the faculty. Hampton University



offers exemplary programs and opportunities that enable students, faculty, and staff to grow, develop, and contribute to society in a productive, helpful manner. Its curricular emphasis is scientific and professional, with a strong liberal arts undergirding. Research and public service are integral parts of Hampton's mission. The faculty is engaged in writing, research, and grantsmanship to enhance scholarship and discovery. There are nearly 4,000 undergraduates and almost 900 graduate and professional students. Approximately 90% of the students are African American, 7% are Caucasian, and 3% are from other ethnic groups. 37% of the student population is a Virginia resident. The average freshman who enrolls at Hampton University has a cumulative grade point average (CGPA) of 3.2 and scores 1015 on the SAT (Math and Critical Reading only) or a 21 composite score on the ACT.

The Department of Architecture is the only architecture program in the Hampton Roads area within a 150 to 200-mile radius. It is situated in a student focused HBCU (Historically Black College and University). It offers a professional degree program that supports students' education and preparation for professional positions in environmental design practice, leadership, and service. The architecture program is the only graduate program within the School of Engineering and Technology. The other engineering and aviation programs are all undergraduate, as stated by the dean. The department collaborates with other programs across the university, such as Aviation, Engineering, Marine Sciences, and Performing Arts. The department provides significant benefits to the university. Most important is the public relations activities of faculty and students. Examples are first, Architecture Barbie: the student organization planned and implemented a program to introduce the practice of architecture to young girls between the ages of 5 and 12. AIAS awarded it honors for Community Service Programs. Second, in 2019, the Hampton University team received "Outstanding Undergraduate Achievement in the Urban Single-Family Housing Division" in the Solar Decathlon Design Challenge; and finally, the Department of Energy 2019 JUMP into STEM competition- where the Hampton University team was selected as finalist.

The architecture program provides opportunities for students to be involved in external learning activities. They have strong affiliations with AIA and NOMA. Two faculty served as past NOMA Presidents. The students are required to participate in the annual conference of AIA Virginia (Architecture-Exchange East) each year. They also attend NOMA, AIA conferences, and AIAS Grassroots. The program-focused mission is to prepare students to enter professional practice or related fields of architecture as critical and creative thinkers and problem solvers.

## 2—Shared Values of the Discipline and Profession (Guidelines, p. 6)

The program must report on how it responds to the following values, all of which affect the education and development of architects. The response to each value must also identify how the program will continue to address these values as part of its long-range planning. These values are foundational, not exhaustive.

**Design:** Architects design better, safer, more equitable, resilient, and sustainable built environments. Design thinking and integrated design solutions are hallmarks of architecture education, the discipline, and the profession. (p.7)

**Environmental Stewardship and Professional Responsibility:** Architects are responsible for the impact of their work on the natural world and on public health, safety, and welfare. As professionals and designers of the built environment, we embrace these responsibilities and act ethically to accomplish them. (p.7)

**Equity, Diversity, and Inclusion:** Architects commit to equity and Inclusion in the environments we design, the policies we adopt, the words we speak, the actions we take, and the respectful learning, teaching, and working environments we create. Architects seek fairness, diversity, and social justice in the profession and in society and support a range of pathways for students seeking access to an architecture education. (p.7)



**Knowledge and Innovation:** Architects create and disseminate knowledge focused on design and the built environment in response to ever-changing conditions. New knowledge advances architecture as a cultural force, drives innovation, and prompts the continuous improvement of the discipline. (p.8)

**Leadership, Collaboration, and Community Engagement:** Architects practice design as a collaborative, inclusive, creative, and empathetic enterprise with other disciplines, the communities we serve, and the clients for whom we work. (p.8)

**Lifelong Learning:** Architects value educational breadth and depth, including a thorough understanding of the discipline's body of knowledge, histories and theories, and architecture's role in cultural, social, environmental, economic, and built contexts. The practice of architecture demands lifelong learning, which is a shared responsibility between academic and practice settings. (p.8)

**Described**

**2023 Team Analysis:**

Design thinking at Hampton University is integral to the Department of Architecture. This is evident in the syllabus of each design studio from ARC 101/102 Introduction to Communication and Design through the 5 ½ year program to ARC 601/602 Graduate Design Research Design. Course assignments at each level promote the holistic investigation of the built and natural environment. Students learn about environmental stewardship and professional responsibility in ARC 200 Architectural Ecology, ARC 315 Building Environmental Systems, ARC 617 Advanced Building Technology, and ARC 517/518 Professional Practice 1 and 2.

Like other HBUs in America, equity, diversity, and inclusion are self-stated hallmarks of Hampton University and its architecture department. The Hampton University Code of Conduct stresses respect for self and others, professionalism, integrity, and community to promote Inclusion, ethics, and responsibility. Knowledge and innovation are shared in the studio and in lectures. Knowledge is the focus of ARC 200 Architectural Ecology, ARC 207/208 Architecture History 1 & 2, ARC 315 Building Environmental Systems, ARC 411 Contemporary Architecture Theory, ARC 516 Building Systems Integration, and ARC 517/518 Professional Practice. Innovation is evident in all studios, as found in the student work in ARC 405/406 design competition and ARC 601/602 Graduate Design Thesis.

Architecture students at Hampton University learn the importance of collaboration and leadership in design studios. Student projects are executed by groups, and there is a methodology for group members to be held accountable. The Department Lecture Series exposes leaders from AIA, NOMA, and local firms. Department Chair Easter is a member of the AIA's LFRT and has been influential in scheduling national leaders to present at the school. Leadership skills are further developed in the larger Hampton and Virginia communities through the AIA VA Emerging Leaders in Architecture program. A semester-long assignment in ARC 518 (pro-practice) has students promote, organize, and host a town hall on professional ethics among the design and construction industry, including regulators, developers, and community members.

The importance of lifelong learning is evident in each course syllabus and was observed during the team members' attendance at three lecture courses, ARC 315, ARC 317, and ARC 411. Faculty are required to write and publish regularly.

**3—Program and Student Criteria** (Guidelines, p. 9)

These criteria seek to evaluate the outcomes of architecture programs and student work within their unique institutional, regional, national, international, and professional contexts, while encouraging innovative approaches to architecture education and professional preparation.

**3.1 Program Criteria (P.C.)** (Guidelines, p. 9)

A program must demonstrate how its curriculum, structure, and other experiences address the following criteria.

**PC.1 Career Paths**—How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge. (p.9)

☒ Met

**2023 Team Analysis:**

The ALA advisor attends NCARB training with Prof. Battaglia as the primary advisor and Prof. Easter as a backup. Since Prof. Battaglia left, Prof. Stanford Britt took over. The ALA advisor also organizes the Career Fair Plus, attracting 40+ firms. During the team meeting with staff, Bessie Willis from Career Development discussed the career fair and internships.

The department lecture series covers licensure, delivered by the State AXP Advisor and department AXP advisor. Bessie conducts an alumni survey to track career growth as well. The internal mentorship program also assigns students to professional mentors from AIA, NOMA, and the AIA Large Firm Roundtable, which meets weekly. Courses UNV 101, ARC 101/102, ARC 305-306/ARC 317, ARC 517/518, and ARC 618 also cover architectural practice, licensure, the NCARB process, and specific career paths. Students evaluate faculty and course performance online in anonymity.

Students are assessed through grading rubrics and student work reviews at the end of each academic year. The courses are also evaluated with quizzes and a pass/fail grade at the end. During the visit, students demonstrated ample NCARB knowledge through their responses regarding the AXP and licensure process in our meeting with students and student representatives.

**PC.2 Design**—How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities. (p.9)

☒ Met

**2023 Team Analysis:**

PC.2 Design has been met by the curriculum, structure, and other experiences of the program. The student is taught design process and methodology with increasing depth and complexity through their series of 11 required design studios, namely ARC 101/102, ARC 201/202, ARC 303/304, ARC 305/306, ARC 405/406, and ARC 601/602. They begin with design fundamentals, spatial awareness, and basic representation skills and then move onto a range of exposure in scale and detail, ranging from smaller community collaborative projects (ARC 201/202) to large-scale urban design projects (ARC 303/304, 305/306). This culminates in the final studios, where the students develop their own thesis research, applying their knowledge from previous studios and fully exploring a new focus area.

Students are assessed through grading rubrics and faculty review, and the faculty makes annual adjustments based on overall student performance in that year. The course rubrics provide evidence of the scale range in the curriculum, from cohousing projects to covid personal space design, which was further validated by the student work shown. However, there was limited proof of urban design exposure for students beyond site analyses and research conducted during their international studio (ARC 305/306) and the ARC 200 site analysis course.

**PC.3 Ecological Knowledge and Responsibility**—How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities. (p.9)

☒ Met

### 2023 Team Analysis:

HUDA demonstrates a strong focus on ecological integration within its curriculum, beginning with ARC 200, which focuses on basic environmental concepts such as climate, topography, sun path, and some basic passive design strategies. Topics of thermal comfort, circulation, and hydrology are introduced as well. These ideas are further expanded during the ARC 303/304 studios with a large climate focus on sea level rise. Then more detailed systems thinking is introduced in ARC 315, where mechanical systems, controls, and evaluation are taught. Their understanding and absorption of these technical topics are evaluated during the ARC 516 course, which combines design and systems understanding. The design is evaluated for its architectural and spatial qualities, environmental performance, and greater climate context. Lastly, ARC 617 and 618 expand this topic to more significant environmental justice and social/economic issues and introduces students to advanced technology in structure, materials, etc.

Evidence was provided during the visit to validate the evaluation of student knowledge on a recurring basis in the form of examinations within the specified elective courses above and through design assignments evaluated in their ARC 303/304 studios. Additionally, the course observation for class ARC 315 showed that the students absorbed course content thoroughly.

**PC.4 History and Theory**—How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally. (p.9)

**Met**

### 2023 Team Analysis:

Students have to complete courses ARC 207/208 which are architectural history 1 and 2. In addition, students are provided urban design contexts in different cultural and political settings through ARC 301, ARC 317, ARC 411, ARC 617, and ARC 618, with topics ranging from global theories on urban design to international travel and exploration to issues of race, gender, and ethics within architecture.

The students are assessed through grading rubrics and faculty review, and the faculty makes annual adjustments based on overall student performance in that year. Assessment has been enhanced due to the review of student work, especially after the most recent NAAB team visit. The course presentations and syllabi demonstrate great depth in architectural history and theories, centered around the book of Richard Ingersoll in how it breaks down architecture through theoretical categorizations. Through student work in courses such as ARC 411, it is evident that students have great comprehension and critical thinking around architectural history and urbanism, with references to historical texts and architecture and more recent works and current events.

**PC.5 Research and Innovation**—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field. (p.9)

**Met**

### 2023 Team Analysis:

Design research is a unique strength of the HUDA program. As noted in the two past NAAB Visiting Team Reports, where SPC A.11, Applied Research was listed as a Condition Met with Distinction, *"The team found this SPC to be met at a level of ability to apply research rather than just at a level of understanding."*

Interviews with students informed the 2023 NAAB Team of individual exploration and research, such as writing code to allow advanced use of standard modeling (Rhino and similar parametric modeling programs) and virtual reality programs. The Department of Architecture recently received a grant to fund virtual reality research. Assessment of faculty success in research and innovation is measured by the number of grants they applied to, the papers and lectures they present, and the articles and books they

publish. The Chair conducts an annual assessment of faculty performance, and research and innovation are part of this evaluation.

A review of selected thesis projects revealed overall competency in exploring a topic in detail from both a research and design point of view. In addition to assessing student design and thesis projects, students' success in engaging and participating in architectural research in their coursework is assessed by grading design rubrics. All design products are evaluated against predefined criteria.

The program research and innovation are evidenced in several courses: ARC 516 – Building Systems Integration - a co-requisite with the fourth-Year design studio (ARC 405/406) teaches building performance evaluation using multiple programs; ARC 405 annually participates in a state-wide design competition challenging students to explore design solutions incorporating innovative techniques in PreK-12 academic facility planning and design; ARC 601/602 - Design Studios (Grad Design Research Thesis); ARC 601, exploration is guided by a humanistic research approach based on documentation, analysis, and interpretation to form an argument; ARC 602 shifts to an experimental hands-on mode requiring direct engagement with physical materials and is a series of focused design investigations planned by each student; ARC 617 – Seminar – Advanced Building Technology Issues and examination of emerging technology in architecture, focusing on materials, construction, and building systems with a global perspective provided by extensive reading, speculative and critical writing, and research.

**PC.6 Leadership and Collaboration**—How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems. (p.9)

**Met**

### 2023 Team Analysis:

Nurturing future leaders is a hallmark of Hampton University, exhibited through student involvement in AIAS, AIA, NOMAS, and Tau Sigma Delta. Students compete for leadership opportunities within these organizations. Additionally, design professionals in leadership positions - within firms or national and local professional organizations - participate in the HUDA Lecture Series and professional practice courses.

The HUDA participates in the AIA-VA Emerging Leaders in Architecture program (ELA). ELA is a selective, intensive program of educational sessions structured around presentations, discussions, team exploration, analysis, consensus-building, collaboration, and case study activities undertaken over a year by a small cadre of participants (16) selected for their potential to be outstanding contributors to the profession and the community. This program identifies young leaders in education and practice who are teamed for one year, devoted to addressing challenges or opportunities within the Commonwealth. The HUDA ELA representative regularly presents the student body with ongoing ELA progress.

Group learning components - often research, programming, and site analysis - are a regular part of studio assignments, allowing students to develop and display leadership skills. Students also often work with civic and corporate leaders to establish studio design projects, including representatives from government, civic organizations, social and health service delivery agencies, and professional organizations. In these collaborative settings, students learn how to engage stakeholders and balance needs, desires, and priorities. Students also develop collaborative skills in the production of their work and the development of programmatic requirements.

AIAS and NOMAS are combined as a single entity, increasing participation and providing students with opportunities to develop leadership skills in practical ways. In addition to the organization's leadership positions, each studio level has a representative on the Student Board.

Assessment: Each of these programs is assessed by participants. Student leadership opportunities in classroom project assignments are assessed through the grading rubrics.

The students prepared a video for presentation at a gathering of the HBCU architecture programs, further demonstrating their participation and involvement with their peers.

**PC.7 Learning and Teaching Culture**—How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff. (p.9)

**Met**

**2023 Team Analysis:**

The objective of the architecture program is to be a community of enthusiastic learners who are encouraging, respectful, and innovative, with these characteristics present in all aspects of the program.

A Studio Culture Handbook, initially crafted by a committee of faculty and students in 2007, was updated in 2017 by a committee of students and faculty. This handbook is considered an appendix to the university's student handbook, with specific requirements for architecture students. It is now a formal requirement of the HUDA program and is distributed to all students electronically through Blackboard. Faculty and student leaders review the content annually and discuss applications and implications with the HUDA student body. Within the Handbook, expectations regarding professional behavior, mutual respect, and respect of self are identified as essentials for maintaining a high quality of education.

These conditions characterize HUDA instructional offerings as well. The first year provides a pre-professional foundation for the professional component and the beginning of the H.U. General Education core courses. The curriculum requirements escalate in complexity over five years, culminating with a design research thesis in the final year.

A benefit of the HUDA program's relatively small size is the sense of community, with a clear hierarchy of leadership tempered by a nurturing, compassionate, and respectful relationship between students, faculty, and staff. The "Studio Culture" (from the Handbook) sets the foundation for the interrelationships between all parties within the program with shared objectives to learn to communicate ideas effectively, respectfully, and ethically. Students are reminded of the high ethical and moral standards established by the university and expected of those in the architectural profession, including the requirement that the work they submit must be their own.

These policies are reviewed by students and faculty. The university mandates some. If there are violations, these policies provide equitable remedies ranging from reprimand to dismissal.

**PC.8 Social Equity and Inclusion**—How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities. (p.9)

**Met**

**2023 Team Analysis:**

The program's success is measured by the level of its diversity and the projects' outreach. The program is an HBCU serving predominantly marginalized communities, HUDA is remarkably in tune with diversity and Inclusion as an institution. The school engages in strong community outreach efforts. It embeds socially pertinent projects such as the National Museum of American Slavery, and other project focuses that carry a profound cultural and social value. The department is also very diverse in makeup, both racially and in gender. To provide additional diversity, the School also includes an international summer studio where students travel abroad (Italy, France, Ghana) to gain cultural and architectural exposure that is different from their own. Lastly, the school lecture series provide professionals with diverse cultures and backgrounds to enrich student exposure outside the curriculum.

ARC 411 and ARC and ARC 618 focus on cultural and social issues with effective evaluations in the form of quizzes. Additionally, the international summer studio evaluates each student's final report submission. Ghana is also the newest travel abroad destination, diversifying students' cultural exposures beyond Europe-centric architecture. This allows students to gain an extensive breadth of cultural exposure.

**3.2 Student Criteria (S.C.): Student Learning Objectives and Outcomes** (*Guidelines p. 10*)

A program must demonstrate how it addresses the following criteria through program curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment.

**SC.1 Health, Safety, and Welfare in the Built Environment**—How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities. (*p.10*)

**Met**

**2023 Team Analysis:**

Students become aware of HSW requirements early in their curriculum through the 2<sup>nd</sup> year studio, ARC 200 Ecology Class. They receive instruction. For each project assignment, the program and project requirements, and rubrics (where applicable) are attached in the Assignment folder.

Within Curriculum Required Coursework: Courses where this work is most evident are ARC 517 and ARC 518, and in the design studios, ARC 405 and ARC 406. The syllabi and course material are contained in the Course Folder. The assessments are made using assignments, projects, and presentations in those folders. The evidence is found in the following courses that stress the HSW responsibilities of architects in the built environment include: ARC 200, ARC 201/202, ARC 303/304, ARC 305/306, ARC 405/406, ARC 517/18, and ARC 601/602

**SC.2 Professional Practice**—How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects. (*p.10*)

**Met**

**2023 Team Analysis:**

The core mission of the HUDA is to prepare students to enter professional practice or related fields of architecture as critical and creative thinkers and problem solvers, prepared to apply for mentorships, internships, and full-time employment opportunities. Student understanding of professional ethics, regulatory requirements, and business processes are evident in ARC 303/304, ARC 405/406, and ARC 517/518 and enhanced by participation in their Firm Pop-Up (job fair). In addition to a mid-term and final examinations, multiple assignments are given in ARC 517/518, such as worksheets to complete zoning analysis, code assessment, and LEED strategy for their projects.

**SC.3 Regulatory Context**—How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project. (*p.10*)

**Met**

**2023 Team Analysis:**

Student understanding of fundamental principles of life safety, land use, and laws and regulations is evident in design studios ARC 303/304 and ARC 405/406, and in Professional Practice 517/518. Studio projects focus on real projects in natural urban settings. In professional practice 1 and 2, which are co-requisite with the design studios, students prepare and present zoning worksheets and code analysis worksheets for the design studio projects. They also prepare life safety plans and design accessible



spaces meeting accessibility standards. Student projects are reviewed using rubrics detailing code requirements.

**SC.4 Technical Knowledge**—How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects. (p.10)

**Met**

**2023 Team Analysis:**

Student understanding of technical knowledge is evident in ARC 203/204, ARC 315, ARC 309/310/414 (Structures), ARC 516, ARC 518, and ARC 617 (Advanced Building Technology Issues. Assignments in these courses required students to develop a set of construction documents to include specifications, which is graded according to completion and level of understanding. ARC 617 Advanced Building Technology is a forum to research, analyze and discuss contemporary issues in architecture, including new types of construction, materials, assemblies, building systems (structure, environment, and life safety), approaches to site, improved performance, and ecological design worldwide. The issues considered are water, energy and waste, net zero design, carbon and ecological footprint, and green building rating systems such as LEED, Green Globes, and Living Building Challenge.

Rubrics and comments are used to review and assess analytical and technical diagrams, drawings, models, research reports, graphics, and oral presentations.

**SC.5 Design Synthesis**—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions. (p. 12)

**Met**

**2023 Team Analysis:**

Students develop the ability to synthesize and make design decisions through ARC 101/102, ARC 201/202, ARC 303/304, ARC 405/406, and ARC 516. ARC 405 utilizes a semester-long analysis of building systems and site design with projects in communities with flooding and other terrain challenges. Architectural Identification (second year) builds on various issues, including environmental sustainability (developed in ARC 201/202), empowering students to achieve synthesis in their design by a thoughtful and iterative process across these various issues. Building analysis and modeling, and simulation tools are used such as Climate Consultant, Sefaira, DesignFlow, Opaque, and PVwatts that are provided with training for use and application within studio design work. Students design work is assessed using rubrics and desk critiques.

The program assessed student work based on a compliance with project assignment narrative and the grading rubric that included responses to student required work. The work that was submitted and reviewed by the team did reflect that requirement. The program also submitted student progress work to provide evidence of the student design process.

**SC.6 Building Integration**— the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating Integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance. (p. 12)

**Met**

**2023 Team Analysis:**



Students develop the ability to integrate building systems in their designs through ARC 303/304, ARC 315, ARC 405/406, ARC 414, and ARC 516. In ARC 414 Structure 3, students demonstrate their understanding of how to develop and apply structure in their design projects, through model making, tests, quizzes, and lectures. ARC 315 Environmental Systems is an introductory course, followed by ARC 516 – Building Systems Integration, teaching students about the responsibility of architects to understand multiple methods of delivering human environmental comfort to buildings, the need to reduce carbon emissions through design solutions, and the critical challenges created by global climate change. This advanced level course is taught concurrently with the fourth-year design studio. Students use their design studio to conduct analysis on the performance of their buildings. They use software to record their assessment which include site analysis, environmental factors, structural systems, building envelope systems, mechanical systems, life safety systems, renewable energy systems, automation systems, and other sustainability considerations.

Student work integrated site design, mechanical, electrical systems design, and environmental responses. The program assessed the work based on a scored rubric that defined expectations. The program assessed the student work based on a scored rubric that defines expectations and grades the work based on compliance with the project requirements. Mechanical and structural engineers are involved in this process.

#### **4—Curricular Framework** *(Guidelines, p. 13)*

This condition addresses the institution's regional Accreditation and the program's degree nomenclature, credit-hour and curricular requirements, and the process used to evaluate student preparatory work.

##### **4.1 Institutional Accreditation** *(Guidelines, p. 13)*

For the NAAB to accredit a professional degree program in architecture, the program must be, or be part of, an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education:

- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
- Middle States Commission on Higher Education (MSCHE)
- New England Commission of Higher Education (NECHE)
- Higher Learning Commission (HLC)
- Northwest Commission on Colleges and Universities (NWCCU)
- WASC Senior College and University Commission (WSCUC)

**Met**

##### **2023 Team Analysis:**

Hampton University is accredited by the [Southern Association of Colleges and Schools Commission on Colleges \(SACSCOC\)](#) to award baccalaureate, Master's, specialist, and doctoral degrees. A letter of affirmation of Accreditation from SACSCOC dated January 15, 2019, is posted on the website and signed by the President. It certifies that the university was last reviewed in 2018, and the next reaffirmation of Accreditation will be in 2028.

##### **4.2 Professional Degrees and Curriculum** *(Guidelines, p. 13)*

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

- 4.2.1 **Professional Studies.** Courses with architectural content required of all students in the NAAB-accredited program are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3—Program and Student Criteria. The degree program has the flexibility to add additional professional studies courses to address its mission or institutional context. In its documentation, the program must clearly indicate which professional courses are required for all students. (p.13)
- 4.2.2 **General Studies.** An important component of architecture education, general studies provide basic knowledge and methodologies of the humanities, fine arts, mathematics, natural sciences, and social sciences. Programs must document how students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge. In most cases, the general studies requirement can be satisfied by the general education program of an institution's baccalaureate degree. Graduate programs must describe and document the criteria and process used to evaluate applicants' prior academic experience relative to this requirement. Programs accepting transfers from other institutions must document the criteria and process used to ensure that the general education requirement was covered at another institution. (p.14)
- 4.2.3 **Optional Studies.** All professional degree programs must provide sufficient flexibility in the curriculum to allow students to develop additional expertise, either by taking additional courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the required professional studies curriculum. These courses may be configured in a variety of curricular structures, including elective offerings, concentrations, certificate programs, and minors. (p.14)

NAAB-accredited professional degree programs have the exclusive right to use the B. Arch., M. Arch., and/or D. Arch. titles, which are recognized by the public as accredited degrees and therefore may not be used by non-accredited programs.

The number of credit hours for each degree is outlined below. All accredited programs must conform to minimum credit-hour requirements established by the institution's regional accreditor.

- 4.2.4 **Bachelor of Architecture.** The B. Arch. degree consists of a minimum of 150 semester credit hours, or the quarter-hour equivalent, in academic coursework in general studies, professional studies, and optional studies, all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. Programs must document the required professional studies courses (course numbers, titles, and credits), the elective professional studies courses (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.
- 4.2.5 **Master of Architecture.** The M. Arch. degree consists of a minimum of 168 semester credit hours, or the quarter-hour equivalent, of combined undergraduate coursework and a minimum of 30 semester credits of graduate coursework. Programs must document the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for both the undergraduate and graduate degrees.
- 4.2.6 **Doctor of Architecture.** The D. Arch. degree consists of a minimum of 210 credits, or the quarter-hour equivalent, of combined undergraduate and graduate coursework. The D. Arch. requires a minimum of 90 graduate-level semester credit hours, or the graduate-level 135 quarter-hour equivalent, in academic coursework in professional studies and optional studies. Programs must document, for both undergraduate and graduate degrees, the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

Met

**2023 Team Analysis:**

4.2.1 The Department of Architecture offers the Master of Architecture degree, the only graduate program in the School of Engineering and Technology. The program includes 168 credits, of which 123 are major courses, nine (9) are open elective courses, and 36 are general education courses. Six (6) of the major credits are elective credits. These are advanced-level electives offered to fourth-year and graduate professional students. Other electives are offered as open electives and made available to lower-level students. This information is available in the university academic catalog. It can be accessed at the following link. <https://www.hamptonu.edu/academics/catalog/>

4.2.2 Each student is required to earn 36 credits in General Education courses and nine (9) credits of open electives. Those General Education courses are developed across disciplines based on internal department-required and university-mandated courses. The 45 General Education credits for the Master's degree are undergraduate-level courses. These courses are listed in the university catalog and the APR.

4.2.3 The program curriculum requires students to take nine (9) credit hours of open electives and six (6) credit hours of Architecturally related electives. During the fifth and final year, students are required to take twelve (12) credit hours. The program offers a degree concentration, "Adaptation to Sea Level Rise." This program is a part of the Coastal Community Design Collaborative, Hampton University, and Old Dominion University, "cross-disciplinary program in Adaptation to Sea Level Rise. It used green infrastructure combined with other natural solutions to protect coastal communities in Hampton Roads.

4.2.4 Not applicable.

4.2.5 The Master of Architecture curriculum has 168-semester credits that include 33 semester credits of graduate coursework. The APR and the catalog list each course's numbers, titles, and credits.

4.2.5 Not Applicable.

**4.3 Evaluation of Preparatory Education** *(Guidelines, p. 16)*

The NAAB recognizes that students transferring to an undergraduate accredited program or entering a graduate accredited program come from different types of programs and have different needs, aptitudes, and knowledge bases. In this condition, a program must demonstrate that it utilizes a thorough and equitable process to evaluate incoming students and that it documents the accreditation criteria it expects students to have met in their education experiences in non-accredited programs.

- 4.3.1 A program must document its process for evaluating a student's prior academic coursework related to satisfying NAAB accreditation criteria when it admits a student to the professional degree program.
- 4.3.2 In the event a program relies on the preparatory education experience to ensure that admitted students have met certain accreditation criteria, the program must demonstrate it has established standards for ensuring these accreditation criteria are met and for determining whether any gaps exist.
- 4.3.3 A program must demonstrate that it has clearly articulated the evaluation of baccalaureate-degree or associate-degree content in the admissions process and that a candidate understands the evaluation process and its implications for the length of a professional degree program before accepting an offer of admission.

Met

**2023 Team Analysis:**

The university is an open enrollment; thus, students may declare any desired major once accepted. However, students lacking the baseline academic requirements must take remedial courses such as

mathematics to ensure that students begin with sufficient education. Students are evaluated based on their official transcripts with grades of C or higher and their college application and standardized testing results. Placement in the design studio sequence is based on portfolio submissions. Transfer students must submit a portfolio and official college transcript. No transfer credits will be given for studios but may be considered and evaluated case-by-case for other courses. HUDA has been collaborating with local Architectural Technology programs to allow for aligned transfers after completing multiple architectural and general education courses, which requires student evaluation through portfolio and transcripts.

Additionally, preparatory education is not applicable within the current system. The open enrollment system means that no preparatory education is being accepted. All students start at the beginning with foundational design and progress up. The website states a five-year program length and requirements for SAT scores and portfolios to make the above requirements and process transparent. Additional information, such as the curriculum, is also provided on a separate tab.

## 5—Resources

### 5.1 Structure and Governance *(Guidelines, p. 18)*

The program must describe the administrative and governance processes that provide for organizational continuity, clarity, and fairness and allow for improvement and change.

- 5.1.1 **Administrative Structure:** Describe the administrative structure and identify key personnel in the program and School, college, and institution.
- 5.1.2 **Governance:** Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.

### ☒ Met

#### 2023 Team Analysis:

5.1.1 The governance structure of the University consists of the following:

- The Board of Trustees is the governing authority of Hampton University. It has 20 members, including the University's President, faculty, and student representative.
- Darrell K. Williams, LTG (Ret.), serves as the President and Chief Executive Officer of the University.
- University Governance: The Administrative Council constitutes the main resident body for policy formulation. University commissions formulate and recommend policies to the Administrative Council, which in turn makes recommendations to the President of the University. Final authority rests with the President of the University and the Board of Trustees.
- Dr. Joann Haysbert: serves as the University's Chancellor, Provost, and Chief Academic Officer.
- Dr. Joyce Shirazi, PE, serves as the Dean of the School of Engineering and Technology.
- Robert L. Easter serves as the Chair of the Department of Architecture.

5.1.2 The president is the chief executive officer, and the chancellor/provost is the chief academic officer. The governance structure is hierarchical, with issues brought to the chair, moving up to the dean, the chancellor/provost, and then the president. This structure is for staff, students, and faculty.

The president chairs the faculty, and they conduct monthly meetings. The chancellor/provost holds monthly meetings with program chairs and weekly with the Deans individually. The dean of the School of Engineering and Technology has an open-door policy. She meets biweekly with the chairs of the four programs in the school and with each chair individually once every two months unless additional meetings are needed.

The faculty meet weekly to discuss issues relevant to the department, the profession, and the students.

The department established a Tenured Faculty committee to guide the department chair. Decisions requiring collaboration or discussion are often made through consensus and a majority vote. The staff is small and consists of 4 members. Because of the size, there is no formal structure, and when needed, they bring issues directly to the chair for resolution.

The department holds town hall structured meetings with students at the beginning of each academic term. The student board includes a student representative from each of the five studio levels, selected by vote by the students. The chair has an open-door policy to address the concerns and grievances of students. There is also a mandated grievance policy in the University's Student Handbook. The chair conducts weekly meetings with the faculty to discuss issues affecting the program, the students, and the staff.

The source of the evidence of 5.1.1 and 5.1.2 is stated in the APR and has been confirmed through the chair, faculty, staff, and student meetings.

## **5.2 Planning and Assessment** (*Guidelines, p. 18*)

The program must demonstrate that it has a planning process for continuous improvement that identifies:

- 5.2.1 The program's multi year strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.
- 5.2.2 Key performance indicators used by the unit and the institution.
- 5.2.3 How well the program is progressing toward its mission and stated multiyear objectives.
- 5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.
- 5.2.5 Ongoing outside input from others, including practitioners.

The program must also demonstrate that it regularly uses the results of self-assessments to advise and encourage changes and adjustments that promote student and faculty success.

### **☒ Demonstrated**

#### **2023 Team Analysis:**

The department has developed six objectives focusing on architectural technology education, specialization in sea level rise adaptation, leading student-centered design research, maintaining 120-125 student enrollment, partnering with large firms for career opportunities, and providing architectural education that meets NAAB conditions. The final objective is evaluated every year in an annual review to ensure alignment. The University president also informed us of an overall vision to "deliver the number one student academic experience in America." They are forming a strategic plan and will present it later this year, including improving the building and facilities on campus, increasing enrollment, and providing more scholarships and smoother logistics. The President said he anticipates 40-50 students for the incoming architectural class.

The department has five key performance indicators – students' placement rate post-graduation, graduation rate with a M.Arch. degree, student enrollment ratio, student retention throughout the program, and student grades. HUDA is currently achieving ~95% placement rate and aiming to become the top School for Black student graduates with a M.Arch. degree. Because of the leadership, the department has been able to grow tremendously, with an increased partnership with AIA (especially the Large Firm RoundTable), an expanded association with sister HBCUs, the Inclusion of the IPAL program for a streamlined path to licensure, develop a graduate scholarship for 5th-year students, develop Adaptation to Sea Level Rise degree concentration, develop the service arm - the Urban Institute - that allows the program to engage in community service and grow local presence funded through a grant with Mellon foundation which brings positive media to the university and the department as a whole.

It was evident in the report and during the visit that the people at this School - educators and students - demonstrate great commitment, dedication, and engagement to the program to foster and nurture high-

quality learning despite challenges. Despite limited resources, the school has accomplished a lot (as mentioned above). However, the lack of resources, staffing, physical equipment, and spaces prove challenging for the program. The school has found creative methods to mitigate the challenges but seeks small and large solutions to improve its program.

### **5.3 Curricular Development** *(Guidelines, p. 19)*

The program must demonstrate a well-reasoned process for assessing its curriculum and making adjustments based on the outcome of the assessment. The program must identify:

- 5.3.1 The relationship between course assessment and curricular development, including NAAB program and student criteria.
- 5.3.2 The roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

#### **☒ Demonstrated**

#### **2023 Team Analysis**

5.3.1 The faculty and the university review the curriculum annually and recommend modifications. The faculty meet at the end of each semester to assess all courses taught during each term using a matrix, which includes NAAB student and program criteria, and other academic outcomes established by the faculty. A tenured faculty committee assesses these outcomes every year. An example of this matrix is provided in the APR. During the review, the courses in the matrix are evaluated and assigned a number from one to three, identifying where information is introduced, is part of a specific learning outcome, or is required to demonstrate some proficiency level. The faculty review this table annually and adjust it depending on their recommendations.

5.3.2. The department has two committees to set curricular agendas and initiatives. The Tenured Faculty Committee is primarily responsible for reviewing the curriculum and related issues—the Technology Committee review and advise on technology courses. The ALA (NCARB Architect Licensing Advisor) works with students to meet program internship requirements. He coordinates the mentoring programs with firms and organizations and organizes the career fair. Faculty are assigned to advise the three student organizations AIAS, NOMAS, and Tau Sigma Delta National Honor Society.

### **5.4 Human Resources and Human Resource Development** *(Guidelines, p. 19)*

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

- 5.4.1 Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.
- 5.4.2 Demonstrate that it has an Architect Licensing Advisor who is actively performing the duties defined in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay up-to-date on the requirements for licensure and ensure that students have resources to make informed decisions on their path to licensure.
- 5.4.3 Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.
- 5.4.4 Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.

#### **☒ Demonstrated**

#### **2023 Team Analysis:**



5.4.1 Workloads of Faculty appear to be balanced, and we learned in our meeting with faculty that all are stretched but dedicated and happy to be a part of the community.

5.4.2 Stanford Britt, FAIA, filled AXP Position, and he is actively involved and is current with the required NCARB training. In addition, the student ALA, Abriana Jacobs, spoke of her interactions with students during the teams' meeting with student leaders.

5.4.3 The resumes suggest that faculty pursue related interests, which was confirmed during the faculty meeting discussions. The team also learned that faculty are supported in career development and continuing education to the extent that they are permitted time off with pay, and the individual carries all program expenses.

5.4.4. Student support services are addressed in the student handbook and provide contact information for those seeking assistance with mental and physical help, career guidance, internship, advising, and job placement. Faculty are assigned as advisors to students when entering the program and stay in that role for individual students throughout their education at HUDA. There is a university-wide Job Fair in the fall, and HUDA holds a successful one in Bemis in the Spring.

## **5.5 Social Equity, Diversity, and Inclusion** (*Guidelines, p. 20*)

The program must demonstrate its commitment to diversity and Inclusion among current and prospective faculty, staff, and students. The program must:

- 5.5.1 Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.
- 5.5.2 Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.
- 5.5.3 Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's student demographics with that of the institution and other benchmarks the program deems relevant.
- 5.5.4 Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.
- 5.5.5 Describe the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities.

### **☒ Demonstrated**

#### **2023 Team Analysis:**

Hampton University is built on a history of social equity and diversity, providing education to marginalized communities since its founding. The program has accepted and successfully educated students with multiple learning disabilities, trauma, or physical challenges. The university is committed to providing equal education and employment opportunities in compliance with the nondiscrimination policy and supporting any accommodations needed. Job opportunities are posted through state AIA and NOMA channels and announced on the university website. Currently, seven full-time faculty with an essentially even gender ratio, a diverse mix of racial backgrounds, and 6 out of 7 are licensed architects. The student body is diverse, with 80% African American students and a 50% male/female ratio. The program actively recruits from local high schools and community colleges throughout the region. Title IX policy prohibits discrimination in employment and education on any basis of race, color, creed, religion, disability, or others. Title IX policy and equal opportunity are posted on the university website and can be accessed through this link. [https://www.hamptonu.edu/global/equal\\_op.cfm](https://www.hamptonu.edu/global/equal_op.cfm)



### 5.6 Physical Resources *(Guidelines, p. 21)*

The program must describe its physical resources and demonstrate how they safely and equitably support the program's pedagogical approach and student and faculty achievement. Physical resources include but are not limited to the following:

- 5.6.1 Space to support and encourage studio-based learning.
- 5.6.2 Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.
- 5.6.3 Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
- 5.6.4 Resources to support all learning formats and pedagogies in use by the program.

If the program's pedagogy does not require some or all of the above physical resources, the program must describe the effect (if any) that online, off-site, or hybrid formats have on digital and physical resources.

#### Demonstrated

#### 2023 Team Analysis:

The 2015 site visit found the physical facilities were deficient. It indicated that a capital fundraising campaign was expected to alleviate the poor conditions by renovating or replacing the Bemis Laboratories. Since then, immediate issues have been addressed, such as roof repairs, HVAC system renovations (new chiller and new FCU), repairs to fan units, key card access functionality, window repair and replacement, and furniture and furnishings upgrades. The laser cutter, 3D printers, and model shop equipment have been repaired, and digital fabrication facilities have been established and equipped. The capital campaign, however, was abandoned due to insufficient fund raising. Due to the virtual nature of this site visit, it is not possible to thoroughly verify the adequacy of the space, and the team can only rely on statements made in the APR, review of videos provided for the various program spaces, interviews conducted during the online site visit, and the input of the Visiting Team Observer.

- Installation of a new roof.
- Repair of the damage caused by rainwater infiltration. This includes new drywall, flooring, and painting.
- Leaking windows were also identified as the cause of water infiltration and were to be addressed in the summer of 2020. During the site visit discussion with the program chair, it was confirmed that this is still incomplete but under consideration.
- New furniture has been installed in all offices and classrooms.
- Additional Wi-Fi hubs are placed throughout the building. This has been further enhanced by the new high-speed fiber network installed during the site visit.
- HVAC systems had reportedly improved, but the report indicates that problems still result in no heating and cooling in both a studio and a classroom. The nature of the repairs, as described in the report, is to restore aging systems without mentioning energy efficiency improvements or introducing filtered fresh air into the learning environments. In the aftermath of the Pandemic and when indoor air quality was already a concern, the lack of an up-to-date and healthy indoor environment is problematic. During the site visit, the team learned that the rooms without heat and air conditioning had been fixed, and the HVAC systems provided mechanically introduced fresh air to each space.

Instructional Technology has plotters, a scanner, three 3-D printers, 3-D scanners, computers in the library, and a CAD lab. It is difficult to gauge whether this adequately serves the student's needs. The APR also mentions that "access to these resources is limited," which is of concern as these tools are critical in the skill development of young Architects. Based on interviews with students and staff, access to these resources appears to be adequate.

Several videos provided in the evidence submitted are beneficial and offer a walkthrough of each critical program space. While the videos clearly show clean and adequately furnished areas, they are staged to show the spaces that are not in use with minimal student work on display. The spaces seem limited and low on "shared, collaborative areas" for interaction and group activity. It is easy to imagine better spaces for aspiring Architects. Still, after a thorough review of the videos, it is clear that the sum of the available rooms is minimally adequate to house the department's activities.

According to the team discussions with faculty, staff, and students, the Bemis building has authentic charm and character. While improvements have progressed significantly, the qualitative and quantitative characteristics of the building will need to be continually monitored, adapted, and updated as the program evolves, enrollment increases, and the facility continues to age.

### **5.7 Financial Resources** *(Guidelines, p. 21)*

The program must demonstrate that it has the appropriate institutional support and financial resources to support student learning and achievement during the next term of Accreditation.

#### **Demonstrated**

#### **2023 Team Analysis:**

The APR focuses on the loss and subsequent restoration of the HUDA Library budget of \$15,000 annually (restored in 2022) by the university, which was eliminated during the Pandemic. The department's operating budget is still at the pandemic levels but is reportedly adequate for funding the resources required for instruction. Funding for ACSA and ARC memberships and the annual lecture series is provided through the university. The Department of Architecture has four endowed scholarships for first, second, third, and fourth-year students. A fifth endowed scholarship has been created for fifth-year students. Additionally, students can apply for and receive university scholarships.

With changes in the university, the Department of Architecture is positioned to receive improved funding and consideration of funding requests and competitive salaries. Since the change in leadership, all requested improvements to facilities have been provided and implemented, including repair of HVAC systems, building envelope issues, and new equipment and furnishings in the design studios and classrooms. The most recent hiring of the teaching staff was done at a salary level exceeding the new staff's expectations.

### **5.8 Information Resources** *(Guidelines, p. 22)*

The program must demonstrate that all students, faculty, and staff have convenient and equitable access to architecture literature and information, as well as appropriate visual and digital resources that support professional education in architecture.

Further, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resource professionals who provide discipline-relevant information services that support teaching and research.

#### **Demonstrated**

#### **2023 Team Analysis:**

The combination of the HU Harvey Library and the HUDA Moses Library offers robust and accessible resources on both physical and virtual platforms. The Moses Library caters to the time-intensive demands of architecture students with full-time personnel and resource specialists.

Harvey Library

- The Harvey Library is a selective Federal Depository Library with books, periodicals, and government documents on all aspects of Architecture in print, electronic, microform, and audiovisual formats.
- Current holdings are more than 450,000 volumes.
- The George Foster Peabody Collection collects and preserves African American materials to study African-American history.
- The Harvey Library selects and manages access to a wide array of electronic resources that greatly expand and diversify the library's offerings to the campus's constituency.
- Databases of particular interest to the Department of Architecture include ABI Inform Complete, Academic Search Complete, Avery Index to Architectural Periodicals, Humanities International Complete, INSPEC, JSTOR, Omnifile Full Text Mega, Oxford University Press, Project Muse, ProQuest Dissertations and Theses, Science Direct, and SCOPUS.

#### Moses Library

- The William H. Moses Architecture Library, named after the first Chair of the Department of Architecture, is a satellite library of the university library system. Located in Bemis Laboratories, this space provides convenient access to architecture resources for students, faculty, and staff. The collection includes books, journals, and digital and video materials.
- Within the Moses Library is a digital media lab equipped for design input and output with desktop computers outfitted with 2D and 3D drawing and modeling software, an Immersive Multi-touch computer, three large format scanners, large format plotters, a laser cutter, and 3D printers.
- A written collection development policy guides decision-making in selecting items for the university libraries. The aim of developing the parts of the collection that specifically support the study of architecture is to maintain a diverse yet balanced collection.
- Through the library liaison program with faculty representation, selections for the library collections are made by Prof. Easter.
- Library holdings and subscriptions relevant to the study of architecture: 2022 Monographs (paper): 5616 Monographs (electronic): 811 Periodical Subscriptions (paper): 19 Government Documents: 191 Databases: 13

#### Student-Faculty Access

- The university libraries encourage and utilize input from faculty, staff, and students in planning the delivery of services and activities.
- A librarian from the Harvey Library is assigned to serve as liaison to HUDA and is charged with building strong relationships to foster collaboration regarding library services.
- The liaison librarian to the Architecture Department works with faculty, staff, and students regarding the acquisition and review of resources and information literacy instruction.
- A full-time library assistant is assigned to the Architecture Library from 9 am-5 pm Monday through Friday. This position maintains the resources of the architecture library collection and provides customer service to patrons.
- The library assistant works with the Architecture Department faculty and staff to identify needed resources or materials to support the curriculum.
- The library is also staffed by a graduate student assistant during the spring and fall semesters evenings. This collective effort between the main library and the HUDA provides adequate access to library and learning resources.
- In the Spring of 2022, Mr. John Cook (initially at the Harvey Library) was permanently assigned to the HUDA as the Architecture Librarian.

## 6—Public Information

The NAAB expects accredited degree programs to provide information to the public about activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information about accredited and non-accredited architecture programs. The NAAB expects programs to be transparent and accountable in the information provided to

students, faculty, and the public. As a result, all NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public.

**6.1 Statement on NAAB-Accredited Degrees** *(Guidelines, p. 23)*

All institutions offering a NAAB-accredited degree program or any candidacy program must include the *exact language* found in the NAAB *Conditions for Accreditation, 2020 Edition*, Appendix 2, in catalogs and promotional media, including the program's website.

**Met**

**2023 Team Analysis:**

The Statement on the NAAB-accredited degree is posted on the program website. It includes the exact language stated in the NAAB *Conditions for Accreditation, 2020 Edition*.

**6.2 Access to NAAB Conditions and Procedures** *(Guidelines, p. 23)*

The program must make the following documents available to all students, faculty, and the public, via the program's website:

- a) *Conditions for Accreditation, 2020 Edition*
- b) *Conditions for Accreditation* in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)
- c) *Procedures for Accreditation, 2020 Edition*
- d) *Procedures for Accreditation* in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)

**Met**

**2023 Team Analysis:**

Links to the NAAB Conditions and Procedures are posted on the department website and are accessible through the following links.

NAAB Conditions and Procedures for Accreditation:

a. <https://www.naab.org/wp-content/uploads/2020-NAAB-Conditions-for-Accreditation.pdf>

b. <https://www.arch.virginia.edu/gallery/doc/01-Final-Approved-2014-NAAB-Conditions-for-Accrditation.pdf>

c. <https://www.naab.org/wp-content/uploads/2020-NAAB-Procedures-for-Accreditation-Oct2022Rev.pdf>

d. <https://www.arch.virginia.edu/gallery/doc/NAAB-Procedures-Full-Document-2015.pdf>

**6.3 Access to Career Development Information** *(Guidelines, p. 23)*

The program must demonstrate that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans.

**Met**

**2023 Team Analysis:**

Several activities in the program introduce students to the range of available career opportunities, some of which are embedded in the curriculum. Key initiatives include:

- The designated ALA attends NCARB training.
- Mentoring Program - Professional mentors are assigned to each incoming first-year student. Mentors are provided by AIA Virginia, NOMA, and AIA Large Firm Roundtable (LFRT)
- Career Fair - Two career fairs are held annually through the University Career Center.

Pro Practice courses - 517/518 - These courses provide background on the role of professional and employment practices and how to create a resume.

Access to Career Development Information - The APR on p.89 further describes resources available to students, including the requirement to document their work and create a portfolio.

During interviews with staff, it is clear that the university has resources to connect students with employment initially and after graduation. Students and firms well attend career fairs.

#### **6.4 Public Access to Accreditation Reports and Related Documents** *(Guidelines, p. 23)*

To promote transparency in the process of Accreditation in architecture education, the program must make the following documents available to all students, faculty, and the public, via the program's website:

- a) All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit
- b) All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit
- c) The most recent decision letter from the NAAB
- d) The Architecture Program Report submitted for the last visit
- e) The final edition of the most recent Visiting Team Report, including attachments and addenda
- f) The program's optional response to the Visiting Team Report
- g) Plan to Correct (if applicable)
- h) NCARB ARE pass rates
- i) Statements and/or policies on learning and teaching culture
- j) Statements and/or policies on diversity, equity, and Inclusion

#### **☒ Met**

#### **2023 Team Analysis:**

The Public Access to Accreditation Reports and related documents representing (a) through (J) are posted on the program website and are accessible through the following links:

- a. <https://home.hamptonu.edu/engineering/architecture-naab/>
- b. <https://home.hamptonu.edu/engineering/architecture-naab/>
- c. <https://home.hamptonu.edu/engineering/architecture-naab/>
- d. <https://home.hamptonu.edu/engineering/architecture-naab/>
- e. <https://home.hamptonu.edu/engineering/architecture-naab/>
- f. No response was submitted.
- g. Not applicable
- h. <https://home.hamptonu.edu/engineering/architecture-naab/>
- i. [http://architecture.set.hamptonu.edu/media/docs/20170130\\_121803\\_Architecture%20Student%20Handbook%202015-2016.pdf](http://architecture.set.hamptonu.edu/media/docs/20170130_121803_Architecture%20Student%20Handbook%202015-2016.pdf)
- j. This information is on the university website. [https://www.hamptonu.edu/global/equal\\_op.cfm](https://www.hamptonu.edu/global/equal_op.cfm)

#### **6.5 Admissions and Advising** *(Guidelines, p. 24)*

The program must publicly document all policies and procedures that govern the evaluation of applicants for admission to the accredited program. These procedures must include first-time, first-year students as well as transfers from within and outside the institution. This documentation must include the following:

- a) Application forms and instructions
- b) Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing
- c) Forms and a description of the process for evaluating the content of a non-accredited degrees
- d) Requirements and forms for applying for financial aid and scholarships
- e) Explanation of how student diversity goals affect admission procedures

**Met**

**2023 Team Analysis:**

Application requirements and forms to Hampton University and to the Architecture program are available online at

[Home - H.U. Admissions Office \(hamptonu.edu\)](https://hamptonu.edu)

Navigation through the H.U. website is easy. The Architecture Department is in the School of Engineering and Technology. Information on first-year and transfer student requirements for admission is readily available, along with forms and descriptions of the admission process. Application is conducted through the common app and the interface with precise conditions and procedures for applicants. Students are required to have an SAT score of 960 or higher and a Math SAT of 480 or higher. First-year architecture students are screened at the end of the year before the second year through a portfolio to ensure they have met all the design requirements before continuation. They repeat first-year studio if not passed. Financial aid and scholarship forms are online on the department web pages. Diversity goals are embedded in the program's mission and in the (online) Architecture Student Handbook.

**6.6 Student Financial Information** (*Guidelines, p. 24*)

- 6.6.1 The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.
- 6.6.2 The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.

**Met**

**2023 Team Analysis:**

All students who apply for financial assistance are assigned a counselor to support them, and all students are granted aid and access to resources and policies through the website portal. During the visit, the Dean of the School of Engineering and Technology noted that there are currently changes to the website given the recent leadership change. The previous leadership was very resistant to website updates. Still, the current administration supports needed updates to make crucial information more accessible and ensure the department has a strong presence on the site. Additionally, students and faculty noted that financial opportunities are displayed in the main entrance hall of the architectural building.

Additionally, the department awards four endowed scholarships for individual students, with an additional one added in the fall of 2022. Each award is associated with each grade - 2nd year, 3rd, 4th, 5th, and one that is an overall award. There are also 13 scholarships for the School of Engineering awards to fund their needs, which includes HUDA students. During the team visit, Professor Easter (the department chair) also noted his close relationship with the Director of the Financial Aid office and how they have been able to help every student in need through that relationship. For the incoming class, nine students are entering with full-ride scholarships as a part of an overall university financial effort.

## V. Appendices

### Appendix 1. Conditions Met with Distinction

N/A



**Appendix 2. Team SPC Matrix**



### Appendix 3. The Visiting Team

#### Team Chair

Ikhlas Sabouni, Ph.D., ACSADP  
Dean/Professor  
Prairie View, TX 77446  
[isabouni@pvamu.edu](mailto:isabouni@pvamu.edu)

Glenn Fellows, FAIA  
Principal Emeritus  
SMPC Architects  
Albuquerque, NM  
[g.fellows@smpcarchitects.com](mailto:g.fellows@smpcarchitects.com)

Russell Davidson, FAIA  
President  
KG+D Architects  
Mount Kisco, NY  
[rdavidson@kgdarchitects.com](mailto:rdavidson@kgdarchitects.com)

Christina Brown, Assoc. AIA, Assoc. NOMA,  
LEED AP BD+C, EcoDistricts AP  
Environmental Performance Specialist  
KPF  
New York, NY  
[cx7543@gmail.com](mailto:cx7543@gmail.com)

#### Observer

Robert Reis, FAIA  
Principal  
Hanbury Architects  
Norfolk, VA  
[Rob.reis@hewv.com](mailto:Rob.reis@hewv.com)

**VI. Report Signatures**

Respectfully Submitted,



---

Ikhlas Sabouni, Ph.D.  
Team Chair



---

Glenn Fellows, FAIA  
Team Member



---

Russell Davidson, FAIA  
Team Member



---

Christina Brown, Assoc. AIA, Assoc. NOMA, LEED AP BD+C, EcoDistricts AP  
Team Member



---

Robert Reis, FAIA  
Observer