

**HAMPTON UNIVERSITY**  
**DEPARTMENT OF ARCHITECTURE**

5½ Year Master of Architecture Degree Program

ARCHITECTURE PROGRAM REPORT 2013-2014

**DR. WILLIAM R. HARVEY**  
President

**Dr. Pamela Hammond**  
Provost

**Dr. Eric Sheppard**  
Dean, School of Engineering & Technology

**Robert L. Easter, Chair**  
[robert.easter@hamptonu.edu](mailto:robert.easter@hamptonu.edu)  
(757) 727-5440

**Full-Time Faculty**

Mason Andrews  
Robert Easter  
Darryl Henderson  
Wesley Henderson  
Ronald Kloster  
David Peronnet  
Carmina Sanchez

John H. Spencer, FAIA, Professor Emeritus  
Solil Banarjee, Associate Professor Emeritus

# HAMPTON UNIVERSITY

HAMPTON, VIRGINIA 23668

DEPARTMENT OF ARCHITECTURE

(757) 727-5440

September 11, 2014

Ms. Cassandra Pair  
Accreditation Manager  
National Architectural Accreditation Board  
1735 New York Avenue, NW  
Washington, DC 20006

RE: ARP Submittal for Hampton University Department of Architecture

Dear Ms. Pair:

It is with great pleasure that I submit, on behalf of Hampton University, the enclosed ARP for the Department of Architecture in our School of Engineering & Technology.

We have attempted to convey our excitement for the vision and promise of this program in this APR and look forward to hearing from you as this process progresses. We also eagerly anticipate our Team Visit this Spring. If there are any questions or concerns regarding this report or any other matter pertaining to the accreditation procedures, please call me at your earliest convenience. I may also be reached via email at [robert.easter@hamptonu.edu](mailto:robert.easter@hamptonu.edu).

Thank you in advance for every consideration and kindness offered to this University.

Sinc

Rob  
Chai



IA

# TABLE OF CONTENTS

1. Part One – Institutional Support and Commitment to Continuous Improvement	
1.1. Identity & Self-Assessment .....	1-1
1.1.1. History and Mission.....	1-1
1.1.2. Learning Culture and Social Equity .....	1-19
1.1.3. Response to the Five Perspectives .....	1-20
1.1.3.1. Architectural Education and the Academic Community .....	1-20
1.1.3.2. Architectural Education and Students.....	1-24
1.1.3.3. Architectural Education and the Regulatory Environment.....	1-27
1.1.3.4. Architectural Education and the Profession .....	1-29
1.1.3.5. Architectural Education and the Public Good.....	1-31
1.1.4. Long Range Planning .....	1-35
1.1.5. Self Assessment Procedures .....	1-37
1.2. Resources .....	1-46
1.2.1. Human Resources and Human Resource Development .....	1-46
1.2.2. Administrative Structure and Governance .....	1-67
1.2.3. Physical Resources .....	1-69
1.2.4. Financial Resources .....	1-76
1.2.5. Information Resources.....	1-82
1.3. Institutional Characteristics.....	1-89
1.3.1. Statistical Reports.....	1-89
1.3.1.1. Program Student Characteristics .....	1-89
1.3.1.2. Program Faculty Characteristics .....	1-91
1.3.2. <i>Annual Reports</i> <sub>2</sub> .....	1-92
1.3.3. Faculty Credentials.....	1-92
1.4. Policy Review .....	1-92
2. Part Two – Educational Outcomes and Curriculum .....	2-1 – 2-20
2.1. Educational Realms and Student Performance Criteria .....	2-1
2.1.1. <b>Realm A: Critical Thinking and Representation.....</b>	<b>2-1</b>

A-1:	Communication Skills: .....	2-1
A-2	Design Thinking Skills:.....	2-1
A-3	Visual Communication Skills:.....	2-1
A-4	Technical Documentation: .....	2-1
A-5	Investigative Skills: .....	2-1
A-6	Fundamental Design Skills: .....	2-2
A-7	Use of Precedents: .....	2-2
A-8	Ordering Systems Skills:.....	2-2
A-9	Historical Traditions and Global Culture: .....	2-2
A-10	Applied Research: .....	2-3
<b>2.1.2. Realm B:</b>	<b>Integrated Building Practices, Technical Skills and Knowledge: .....</b>	<b>2-3</b>
B-1	Pre-Design: .....	2-3
B-2	Accessibility: .....	2-3
B-3	Sustainability:.....	2-3
B-4	Site Design .....	2-3
B-5	Life Safety:.....	2-3
B-9	Comprehensive Design: .....	2-3
B-7	Financial Considerations: .....	2-5
B-8	Environmental Systems: .....	2-6
B-9	Structural Systems:.....	2-6
B-10	Building Envelope Systems: .....	2-6
B-11	Building Service Systems: .....	2-6
B-12	Building Materials and Assemblies: .....	2-6
<b>2.1.3. Realm C:</b>	<b>Leadership and Practice: .....</b>	<b>2-7</b>
C-1	Collaboration:.....	2-7
C-2	Human Behavior:.....	2-7
C-3	Client Role in Architecture: .....	2-7
C-4	Project Management:.....	2-7
C-5	Practice Management: .....	2-8
C-6	Leadership:.....	2-78

C-7	Legal Responsibilities .....	2-8
C-8	Ethics and Professional Judgment: .....	2-8
C-9	Community and Social Responsibility: .....	2-9
2.2.	Curricular Framework.....	2-13
2.2.1.	Regional Accreditation.....	2-13
2.2.2.	Professional Degrees and Curriculum .....	2-13
2.3.	Evaluation of Preparatory/Pre-professional Education .....	2-17
2.4.	Public Information.....	2-19
2.4.1.	Statement on NAAB Accredited Degrees .....	2-19
2.4.2.	Access to NAAB Conditions and Procedures .....	2-19
2.4.3.	Access to Career Development Information .....	2-19
2.4.4.	Public Access to APR's and VTR's .....	2-21
2.4.5.	ARE Pass Rate.....	2-21
3.	Part Three – Progress Since the Last Site Visit .....	3-1 – 3-17
3.1.	Summary of Responses to the Team Findings .....	3-1
3.1.1.	Responses to Conditions Not Met .....	3-1
3.1.2.	Responses to Causes of Concern .....	3-9
3.1.3.	Summary of Responses to Changes in the NAAB Conditions.....	3-13
4.	Part Four – Supplemental Information.....	4-1
4.1.	Course Descriptions .....	4-1
4.2.	Faculty Resumes .....	4-34
4.3.	Visiting Team Report (VTR) from the previous visit.....	unnumbered
4.4.	Catalog (or URL for retrieving online catalogs and related materials) .....	unnumbered
4.5.	Studio Culture Handbook .....	unnumbered
4.6.	University Accreditation Letters .....	unnumbered

# 1. Part One – Institutional Support and Commitment to Continuous Improvement

## 1.1. Identity & Self-Assessment

### 1.1.1. History and Mission

#### 1.1.1.1. HAMPTON UNIVERSITY

Hampton University, founded in 1868, is a multicultural, historically-black, privately endowed, university that is located on 314 acres of Virginia's Peninsula at the mouth of the Chesapeake Bay. With noted buildings listed with the National Register of Historic Places, the university is within 40 miles of Jamestown, Yorktown, and Colonial Williamsburg. It is the oldest nonsectarian, co-educational, postsecondary institution in the Commonwealth of Virginia. Hampton University ranks high when 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 is a comprehensive institution dedicated to the promotion of world-class learning, building of character, and preparation of promising students of all backgrounds for positions of leadership and service. Placing its students at the center of its planning, the University provides a holistic educational environment. Admission to Hampton University is selective and competitive. There are nearly 4,000 undergraduate and nearly 900 graduate and professional students. Approximately 90% of the students are African American, 7% are Caucasian, and the remaining 3% are from other ethnic groups; while 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 University has a Test Optional Policy. Students with a CGPA of at least 3.3 or rank in the top 10 percent of their class, have the option to choose whether or not to submit standardized test scores (SAT or ACT). Applicants with a cumulative GPA below 3.30 must submit standardized scores.

In achieving its mission, Hampton University offers exemplary programs and opportunities, which enable students, faculty and staff to grow, develop and contribute to society in a productive, useful 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. In order to enhance scholarship and discovery, the faculty is engaged in writing, research and grantsmanship. Learning is facilitated by a range of educational offerings, a rigorous curriculum, excellent teaching, professional experiences, multiple leadership opportunities, and an emphasis on the development of character, which values integrity, respect, decency, dignity, and responsibility. From its humble origins, Hampton University has evolved into a prestigious, nationally acclaimed university that sets The Standard of Excellence in education.

### 1.1.1.2. The Program - **The Hampton University Department of Architecture (HUDA)**

It is within the context of that history and mission that form the foundation of the Hampton University Department of Architecture (HUDA). Research indicates that course work in architecture drafting was being offered to students in Industrial Arts Technology and Building Technology as early as 1889. Many of the old buildings on campus, including Bemis Laboratories, Memorial Chapel, and Ogden Hall Auditorium were either designed by faculty or built by faculty and students.

**The HUDA** benefits from a unique setting. It is the only architecture program in the Hampton Roads area, and indeed within a 150 to 200 mile radius. The Department is located on “the water’s edge,” near the mouth of the Chesapeake Bay, in a region formerly known as “Tidewater.” This offers a variety of settings not found in many areas. And the program is situated in a student-focused HBCU (Historically Black College and University).

HUDA offers a professional degree program that supports the education and the preparation of students for professional positions of environmental design practice, leadership, and service. The Department of Architecture is committed to the development of critical inquiry and the pursuit of life-long learning necessary for participation in a changing society and profession. Education in the Department of Architecture, as a connection with engineering, the fine arts, the humanities, and social sciences, strives to provide an important synthesis of pragmatic, technical, and theoretical learning. The Department of Architecture sets the framework to explore the roles of African American identity in design and other cultural, technical, and social factors in architectural education. The Department is dedicated to promoting a global environmental sensitivity and to developing an ability and desire in students to help bring about important social and environmental change, especially in transitional urban areas and “communities of color.”

HUDA, as a separate and distinct study, has its beginning in the 1930’s, when the Division of Technology added course work in architectural design to the technical courses already offered in mechanical drawing. In 1934, William H. Moses, Jr., became the first professionally trained African American Architect to join the faculty, replacing Theo Ballou White. Through William Moses’ initiative, a full four year professional curriculum was established within the Division of Technology in 1941. Bachelor of Science degrees were given to students majoring in architecture for the first time in 1948. By 1953, a comprehensive engineering sequence had become a part of the program in architecture. In 1951, this program was lengthened to five years in recognition of the need for broadening the non-professional aspects of the program and in line with the expansion at other institutions of undergraduate programs in architecture. Course work in construction, which has been traditional at Hampton, was retained.

In 1965, Bertram Berenson became the second Head of the program in Architecture, and with administrative and faculty support, began to revise and improve the curriculum. The department was given full divisional status in the summer of 1966. In May 1967, Hampton Institute graduated its first class with the professional degree, the Bachelor of Architecture. In 1969 the Division of Architecture received its first accreditation, for a two year period, from the National Architectural Accrediting Board.

In 1970, John H. Spencer became the Division Director following the resignation of Berenson. Spencer continued the program development started by Berenson. The Division of Architecture received a full five year accreditation in 1972.

With changes in the structure of Hampton Institute in 1972, the autonomous Division of Architecture became the Department of Architecture in the Division of Social and

Environmental Studies. Further changes in 1979 placed the Department of Architecture in the School of Pure and Applied Sciences.

In 1993 the Department of Architecture was shifted to its present location in the School of Engineering and Technology. In January, 1997 Bradford Grant became the Chair of the Department, following the retirement of Spencer. The University eliminated the program in Building Construction Technology, traditionally connected to the Department of Architecture.

In 2002 the Department began the process of University approval for a revised curriculum, and the conversion of the 5 year Bachelor of Architecture degree to a 5½ year Master of Architecture First Professional Degree. With University approval, the new curriculum was initiated with the entering freshman class in Fall Semester 2003.

In January, 2004 the 5½ year Master of Architecture First Professional Degree was granted accredited status by NAAB, and was included in the six-year term. It was then that, Dr. Eric Sheppard was appointed Dean of the School of Engineering and Technology. The Master of Architecture curriculum was introduced in annual increments, and in May, 2008 the Hampton University Department of Architecture witnessed the first graduating class to receive the Master of Architecture degree.

In 2006 Ronald Kloster, Assistant Professor of Architecture, was appointed as Assistant to the Dean of the School of Engineering and Technology. With the departure of Grant in May 2007, Prof. Kloster was also named Acting Chair. A search committee was appointed by the University Provost that was chaired by Professor Emeritus and former Architecture Chair, John Spencer.

In September, 2008, Robert L. Easter, an alum of the program, became Chair of the Department of Architecture. In the ensuing years, the focus of the program has broadened to incorporate advancements in technology and sustainability. Easter is a former national president of the National Organization of Minority Architects, an inductee into its Council, and a 30 year private career in practice. His first task was to help the department prepare for its accreditation assessment, which was successfully accomplished in the Spring, 2009. The second task was to help the program advance its mission. In the Spring, 2009 faculty member, Mason Andrews, was added to the cadre to increase our full-time faculty count. The 2009 academic year concluded with the program receiving a six year term of continuing accreditation.

## **Recent History and Program Accomplishments**

Since our last accreditation visit, we have experienced many accomplishments and challenges. Among them are the following:

One of the significant benefits to Mason Andrews joining the faculty has been an expanded relationship with Ray and Marilyn Gindroz. In the summer session of 2009, the HUDA summer abroad studio, under the direction of Professor Chance, along with Mason and the Gindroz's, took 22 students to Italy, accompanied by four other faculty members. The work of the studio and the relationship with the Gindroz's evolved significantly. Since that time, the Ray and Marilyn Gindroz Foundation has supported each subsequent travel studio, providing significant financial and administrative assistance to the faculty and students. Using their international connections, they have assisted the faculty in the planning of each trip. Ray Gindroz was made a faculty research adjunct in 2011, and in 2012-2013 began teaching courses as a faculty adjunct.



At the end of the Spring term, the HUDA learned that one of our own, Dr. Carmina Sanchez-del-Valle, was awarded the University's prestigious E. L. Hamm Distinguished Teaching Award. The E.L. Hamm Award spans back to the 1960-1961 school year. When the award was first introduced to the campus it was known by another name The Christian R. and Mary F. Linback Distinguished Award. Although the name of the award was changed in 1994, in honor of a former trustee's father, its purpose still remains the same; it recognizes those faculty who consistently attain teaching excellence by going above and beyond the classroom and inspiring their students to have a passion for learning and a commitment to excellence.

The following year, Dr. Sanchez was awarded the ACSA 2010-2011 Distinguished Professor Award. This award recognizes sustained creative achievement in the advancement of architectural education through teaching, design, scholarship, research, or service. Since its inaugural award in 1984, she is only the second recipient from an HBCU.

Later in the summer of 2009, the administrators of the seven HBCU accredited architecture programs met and agreed to hold annual symposiums for student interaction. Hampton volunteered to plan the first event, and Howard University hosted that symposium in Spring, 2010 in collaboration with a Focus on Inclusion seminar they had concurrently planned. Professors Sanchez and Henderson were the primary planners of the first event which was attended by approximately 75 students from Hampton, along with Howard University, Florida A&M University, Morgan State University, Prairie View A&M University, Southern University and Tuskegee University. During the academic year, the Department Chair was also designated to serve a rotating term as a member of the board of directors of the Virginia Society of the American Institute of Architects.

During the 2009-2010 academic year, Dr. Wesley Henderson and Marci Turner were added to the faculty to offset the loss of one full-time (Sarah Robertson, who relocated with her military spouse to Europe) and one part time faculty member (Paula Loomis, who relocated to Washington, DC to work for USACE).

During this academic year we also reaffirmed and strengthened our relationship with the Tidewater Community College. We developed an articulation agreement that allowed their associate degree graduates to enter our program with advanced standing. Their students annually attend the 5<sup>th</sup> year Thesis presentations and tour our facilities.

That Fall, the program, led by Mason and David Peronnet, successfully teamed with Old Dominion University to enter the 2011 Solar Decathlon competitions, sponsored by the US Department of Energy in collaboration with the engineering programs at HU and Old Dominion University. We were one of twenty team finalists invited to display a house on the Mall in Washington, DC. This effort was successful largely due to the enormous sacrifice of the faculty who doubled their workloads and contributed financial and tangible resources. Our team placed 14 of the final 20. So that David and Mason could devote their energies to the Decathlon, the Norfolk based firm of Clark Nexsen provided three of its design staff, Paul Battaglia, Laura Battaglia, and Katherine Mearns, to serve as adjuncts in our 2<sup>nd</sup> year design studios. This began a long-term relationship between that firm and the HUDA. Paul continued the following year, as an adjunct to the 4<sup>th</sup> year studio. The firm continues to provide consulting assistance, including engineers and planners who participate in the collaborative design element of the studio.

During that Fall, the Virginia Education Facility Planners approached the Chair and requested that we participate in a statewide competition to design a school, introducing our students to come to education facility planning and design. It has since become an integral part of our 4<sup>th</sup> year design studio. The VEFP send mentors to provide intellectual resources, crits and assistance during the competition. Students are able to tour local noteworthy schools and winners receive scholarship assistance.

In February 2010, as part of a grant award received from NASA, the US citizen members of department of architecture was granted a tour of the facilities at the National Aeronautics and Space Administration – Langley Research Facilities and the National Institute of Aerospace. This grant process initiated a long term relationship between the department and NASA, which has resulted in several student gaining employment in the facilities department and student coursework (Design Studio) being supplemented by NASA engineering staff. In 2011-12, the 4<sup>th</sup> year design studio project involved the development of a masterplan for the expansion of the center's campus, and the design of a major research facility on that campus. Facility engineering staff served as consultants and owner representatives / clients to the class.

At the same time, the studio work developed by our faculty became more responsive to the needs of a variety of needs in our community. Successful grants to assist the Newport News Department of Community Development and the Portsmouth Health Clinic were funded. The HUDA was also successful revising the curriculum to respond to issues cited by the NAAB team visit with a focus on managing gateways to insure that students did not proceed to far into the program if successful completion were not possible.

In May, 2010, Professor Chance was award her Ph.D in Education from The College of William & Mary. Her dissertation was cited by the international Society for Educational Planning (ISEP) as an outstanding dissertation for 2010. In Summer 2012, Shannon was selected as a recipient of a Fulbright Scholarship to continue her research in Dublin, Ireland. The University allowed the HUDA to fill Chance's slot and Ogheneruno "Runo" Okiomah was hired for one year as an Assistant Professor. She spearheaded several community based projects, including the Menchville House vertical garden.

In the summer of 2011, two students, Donald Watson and Michael Ellingson, under the guidance of Professor Ronald Kloster, submitted an entry to the Charles E. Peterson Prize Competition, sponsored by the Historic American Building Survey (HABS) in the National Park Service. Their submittal, documenting historic Clarke Hall on campus, received an honorable mention award.

In Fall, 2011, the university provided \$10,000 annual funding support through a Department of Education Title II grant for the Friday Lecture Series. The university also provided the department with the opportunity to designate one student in the department as a Graduate Assistant. In the Spring of 1011, Hampton planned and hosted the second annual HBCU student symposium. Profs. Easter, Henderson and Williams traveled to the NOMA conference in Boston, MA along with two students, in an effort to introduce the student body to NOMA and its benefits. The students presented their trip to the student body at a Friday lecture and the student body agreed that the AIAS chapter would also be a student affiliate of NOMA and that the students would attend the NOMA conference in 2012.

In the Fall, 2011, our students were invited to participate in a design competition by the Washington, DC chapter the AIA as part of their planning effort for the National AIA Convention. This competition, entitled, 20x20x20 involved the design of a workstation of the future, to be made of materials costing not more than \$20, secured from not more than 20 miles from the campus, not containing more than 20 square feet. Designs with minimal resources is a program specialty, and our fourth year students took on the competition as part of their design studio. The project was displayed on the exhibit floor of the National Convention in summer 2012 with two series of voting: one by an assigned group of jurors, and the other by a floor vote of the professionals in the exhibit hall The People's Choice. Only the two awards were cited, and the design by our students won the People's Choice award.

The grit and tenacity of the students, however, was also observed and appreciated by the vendors on the exhibition floor. One of them, Hewlett Packard, was so impressed that the

sales manager invited our program, through discussions and a proposal from the Chair, to participate in a study of their new E-share plotting/printing system and software. To participate, HP provided our CAD Lab with an upgrade of five new plotters.

In 2012, the HUDA was also, again, successful leading a team, composed of Old Dominion University and the HU Department of Engineering to enter the 2013 Solar Decathlon with the "Canopy House entry." This effort was guided by Professor David Peronnet. The team's focus was on universal design: providing housing for those with physical and mental challenges. The design was quite successful. At the ground breaking ceremony, attended by Department of Energy's SD program director Richard King, noted that the nature of the HU entry was, in his estimation, easily a top-five contender; that the project had responded impressively to the shortcomings of our previous 2011 entry. In the Summer of 2013, however, we realized that the project lacked the one thing that would assure its success: we were not able to secure sufficient funding to send the house to Irvine, CA where the decathlon competition was to be held.

During that same academic year, it was also announced that the John Spencer Scholarship had reached a level of endowment that allowed for our first award. Mr. Spencer was invited to lecture and present his work at a Friday session, and the first winner, Jelani McCarthy, was announced. This is an ongoing award offering.

At the conclusion of the Spring, 2012 term, we learned that Dr. Sanchez was promoted to full-professor in the first year that the ban on promotions had been lifted. Professors Easter and Chance were recognized the following year with tenure and promotion to Full Professor, respectively. Discussions at the administrative level have begun on providing the same levels of recognition to other HUDA faculty in the coming year.

In Spring of 2013, the HUDA collaborated with the Department of Aviation to offer a course in Airport Design. This course, taught by Robert Easter, is a required course in the Airport Management curriculum, and a graduate level architecture elective in the department. This course was supported by three local airports (Patrick Henry Regional in Newport News, Norfolk International, and Richmond International airports). During this academic term, the program also suffered a great loss with the death of our model shop director, Mr. James Grant.

That Spring, we initiated, with the support of Profs. Andrews, Kloster and the Gindroz Foundation, a Spring Break trip to Seaside in Florida a travel opportunity for students to visit the Seaside Newtown in Florida. This trip provides students an opportunity to stay on site, with grant support from the Seaside developer and the Gindroz Foundation, and receive lectures and demonstration from the town planners.

At the beginning of the 2013-14 academic year, the department joined the Architecture Research Centers Consortium.

In the Spring, 2014, Prof. Andrews presented a paper on the work of our International Urban Design Studio. The work of that program was also highlighted in *Classicist*, the quarterly publication of the Institute for Classical Architecture and Art (ICAA). Andrews paper, "Global Immunology: A Potential Cure for Being Twenty", was also published in Globalizing Architecture: Flows and Disruptions, 102nd ACSA Annual Meeting. Association of Collegiate Schools of Architecture (Washington): 2014.

These highlights are offered to show the depth and breadth of our program, the diversity of our offerings, the challenges that we have overcome and the commitment that we continue to show to creatively and innovatively bring excellence to the process of architectural education. Our program is committed to academic excellence, the development of design professionals who are competent in their fields, but also leaders in their communities. We seek those qualities in our

faculty, and support their engagement in the broader professional, social, political and cultural arenas. We model these attributes and provide opportunities for our students to display them in a variety of forums, both in-house and in public settings.

## **Mission Statement**

During the past six years, we have operated with two mission statements. The first was adopted in 2001 by the faculty. Later, in 2012, the faculty again met to discuss the strength, direction and value of the program, and in a forum moderated by one of our Advisory Board colleagues, Kathryn Prigmore Tyler, FAIA, we reviewed and modified that Mission Statement. Our aim was to be more succinct, and adjusted to present and future conditions, needs and the demands of the industry. We developed the following statement:

**“With a critical, holistic approach to the profession, the Department of Architecture at Hampton University prepares students to lead the changing practice of architecture with thoughtful inquiry into tectonics, resources, and place-making, responding to urban, environmental, and historical contexts.”**

The HUDA strongly believes in the architect as a leader who must bring together a broad range of skills to solve building design, urban design, and community development problems. The Department of Architecture is focused on delivering a strong professional program leading to a professional degree, located within a small liberal arts oriented university.

The Department is unique in that it is one of the few architecture programs to be located on the campus of a Historically Black College or University (HBCU). Within the tradition of the HBCU, we explore the questions of African American identity in design and other cultural, technical and social factors in architecture. We provide the educational framework for the emerging leadership roles of the student architect in the profession and society. Our rich and diverse student and faculty backgrounds allow us to contribute to the awareness of, and ability to work with, diverse groups.

We are about the connection of analytical, creative, and most importantly, critical thinking to professional and technical education. Form and place as the result of strong methods and process.

We are about socio-cultural issues in architecture and environmental design Form and place as they connect to socio-cultural methodologies.

We are about environmental design ethics and leadership. Form and place as part of earth ethics and urbanization.

Architecture programs at HBCU institutions offer something the mainstream schools in the nation do not: of 123 total architecture programs, the seven accredited HBCU architecture programs currently enroll approximately 31 percent of all Black students working toward architecture degrees. This is critical because of all NAAB accredited program, only 2% identify themselves as Black or African American. Roughly half of the 1,930 Black licensed architects in the U.S. (of the estimated 150,000 total) attended HBCU institutions. Ninety (90), or 5.24 percent, received their first professional degree at Hampton University. The architectural program at Hampton University, and at the other HBCU institutions meet two distinct agendas: the mission of educating architects, and that of educating Black students. HBCU pedagogy must balance issues of ethnicity, race and culture with the gamut of theoretical and practical topics required in architecture.

**(Adopted March 2001, with minor amendments):**

The Hampton University Department of Architecture is an accredited Architecture Program, geared towards those who desire preparation to engage in a critical practice of architecture. We believe that architectural education offers unique possibilities, which allow our students to face and lead the broad challenges confronting societies, from the level of individuals, to neighborhoods, and to nations. We are dedicated to promoting a global environmental sensitivity, and developing an ability in students to bring about important social and environmental change, especially in transitional urban areas and communities of color. The Department sets the framework for the investigation of architecture as a way of thinking about this world. We strive to provide an integration of:

Individual imagination with communal responsibilities;  
theoretical insights with pragmatic speculations;  
conceptual gestures with tectonic articulation;  
technical competence with creative articulation; and,  
contemporary interpretations with histories of architecture.

### 1.1.1.3. Program Description

Our program is small, intimate and nurturing. We build on the collective strengths of faculty, staff and students who bring a broad range of experiences to not only measure student performance, but to also motivate, model, and mentor young aspiring architects. We focus on community based, design that has a social impact. Our faculty are embedded in the community and strive to engage our students in design projects that are culturally significant, and sensitive to diverse communities. As the only accredited program on the east coast of Virginia, we also have a unique opportunity to study the impacts of global climate change and sea level rise on the development of Virginia's Tidewater region.

#### Department Goals:

To provide for the dual pursuit of both general education and professional education; to integrate a well-rounded liberal education with the professional architecture program.

To provide the opportunity for the development of individual personal potential through exposure to programs, faculty, and other students in the University, regional, and department settings.

To develop within the student strong environmental ethics and high professional standards, consistent with social responsibility and leadership.

To instill in the student the sense of inquiry and the development of critical and creative thought necessary for life-long personal growth.

To develop an ability in students to bring about important social and environmental change, especially in transitional urban areas and communities of color.

To provide professional education of the highest quality which will enable the student to practice architecture with a high level of competence within the broadest spectrum of responsibility to client, society, and the environment.

Overall, the Department is committed to providing a strong professional education within an academic context that stresses a critical and exploratory attitude. The faculty believes in providing an education, as opposed to training, and feels that all aspects of the curriculum, including the professional and technical, are best learned in the critical mode versus a rote learning, employment oriented construct. As the professional and academic areas of architecture evaluate their future roles in light of Ernest Boyer's "Building Community," as well as IDP enrollment, and required participation in internships, it is felt by the Department that this critical approach is necessary to educate leaders and to providing proper service to our ever-changing communities.

#### Program Strengths and Weakness

With the many challenges that we face given the uncertain economy and the range of issues faced by private, endowment driven schools, particularly small, Historically Black Colleges and Universities, the HUDA Program is strong.

#### Strengths

Our principal strengths lie within our human resources: our faculty, staff and our students. Our faculty consists of full time, part-time and adjunct members who are collaborative, committed, and creative. They are passionate about the University, the students and architectural education.

The collaborative nature of our team is evidenced in many ways. Critical decisions are made after deliberations that seeks consensus. We work with each other, to assist in the preparation of

course materials and content. We work across programs to expand the nature of architecture for our students. Collaborations include work with the Departments of Engineering, Aviation, Engineering, Marine and Environmental Science, Art, Physics, Fine and Performing Arts, and Math.

The university encourages units to seek independent outside sources for financing department functions. While fundraising has been made more difficult by nationwide economic issues, we have been able to raise capital to fund specific activities, such as construction of the two Solar Decathlon houses, the international travel studio and other student travel activities. We have also received support for equipment, including a gift from a former student and a grant from Hewlett Packard. These, combined with generous university support through its Title III funding have allowed our program to remain outfitted so that our students meet our learning objectives. The School and Department are working closely with the Office of Development to identify new sources of external support.

The level of commitment is characterized by the level of sacrifice made continuously by our faculty, who often use their personal resources to assist and advance the cause of student learning. This has included providing funds to help support student travel and purchase student supplies.

The nature of creative effort is best exemplified in the level of resourcefulness displayed on a daily basis by faculty and students. Despite limited resources, we have been able to achieve significant accomplishments during the past six years. Those successes, as described above, are a testament to the level of commitment and passion

Our students are a rare group of diverse individuals who bring a wealth of passion and commitment to the program. The level of diversity crosses age, sex, culture, geographic region, nationality and economic backgrounds. Our students seek ways to make architecture fun. They are engaged in a variety of activities that stimulate growth, cultivate positive community relationships and provide extracurricular growth opportunities.

## **Weaknesses**

Our primary weakness is lowering enrollment. The program had maintained from 160 to 180 students from 2004 to 2008 with eight faculty members and the University responded to enrollment growth in 2009 by adding a full-time faculty slot, and releasing Professor Kloster from his dual roles within the School of Engineering and Technology. The faculty to student ratio was 21:1.

The biggest recent human resources challenge in the program was in 2012-2013, when the department was essentially down to seven faculty members when one faculty (Chance) member was away from campus on a Fulbright Fellowship and another (Peronnet) was provided release time to spearhead the Solar Decathlon project. The lower enrollment made this situation manageable. At the conclusion of the 2012-13 academic year, these two faculty were again available, but two faculty members left the department in the summer of 2013. The department had eight fulltime faculty members for 2013-2014 and with enrollment approximately 140, the student to faculty ration was now 17.5.

The continued reductions in departmental enrollment (a drop of more than 37% compared with 2009), resulted in a reassessment of faculty allocations, but the University has maintained the improvements in student to faculty ratio. This past academic year, a veteran and tenured full Professor resigned and the University is reviewing whether the slot should be filled, depending on enrollment. As the 2014-2015 academic year starts, we are currently at seven (6.75 FTE's), and the student to faculty ratio is between 16 and 17 (we await the official enrollment count for 2014-2015), which is an improvement over the 2009 ratio as well as the 2012-2013 ratio. The program has relied on adjunct professors to fill the gaps in our curriculum, including Mr. Sherman Brown,

who is available to participate in most faculty activities. The Department, School and University will continue to work together to maintain faculty resources and maintain the capacity of the program to network in the community, to conduct research and to do fund raising despite the enrollment fluctuations. This presents another challenge for the department; maintaining one of the strengths of our program which is developing relationships with the students through the investment of time and energy out of the classroom.

In the previous VTR we were cited for the limited quantity and quality of space in the building. There are challenges in maintaining and upgrading a historic building for use in a 21st century profession. Our building has served the program well and adds to the culture of our department, but it is an older building. The University has responded to critical needs, including major renovations such as a full replacement of the roof, and the department and School will continue to work with the University Building and Ground staff to resolve other issues as they arise. The overcrowding evident in 2008-2009 with 190 students is not an issue in 2014-2015 with less than 130 students.

As they do at most other architecture programs in the U.S., students have typically supported certain areas including student travel, and for supplies for plotting equipment. In the past, one of our weaknesses was the program's inability to collect fees from students, and students sometimes purchased low-grade supplies that affected the plotters and sometimes caused a need for repairs. The university recently agreed to access our students an additional "Professional Fee" in the amount of \$400 per semester, starting in fall 2014, to provide assistance to these critical needs.

#### **Activities and Initiatives that demonstrate the program's benefits to, and derived from the university.**

The Department of Architecture provides significant benefits to the university. Most significantly is the public relations benefit derived from the myriad of activities of our faculty and students. Recent news includes:

**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 21.

**Solar Decathlon 2011::** The Solar Decathlon Program is an award-winning program sponsored by the U.S. Department of Energy that challenges collegiate teams to design, build, and operate solar-powered houses that are cost-effective, energy-efficient, and attractive. In 2010, HUDA teamed with the Engineering School at Old Dominion University to compete in the 2011 Solar Decathlon. This project, called the Six Pack, included the engineering programs of Old Dominion University and the Architecture program at Hampton University. Team Tidewater, comprised of Hampton University architecture students and Old Dominion University students in various disciplines in engineering and construction management, and was selected to compete in the Department of Energy's 2011 Solar Decathlon. A single family research module, "Unit 6" was designed to net zero energy use and was built on the National Mall in Washington. Unit 6 was conceived as a unit of a multi-family urban infill building dubbed "The 6 Pack." Three versions of this building were developed by the team one was built in Norfolk. To facilitate collaborative work, a class was designed, which was open to all interested students. At each class a guest from either academia or professional circles, addressed a topic for a half hour. Thereafter design teams from both programs worked with the guests on issues relating to the topic of addressed by the lecturer. It was hoped that this would provide a unique opportunity for many to be involved in these exciting projects. Classes were held in two rooms in Old Dominion University's Gornto Hall (Team Room 204, overflow room across the hall) and simulcast to ODU's Peninsula Center as well. These facilities allowed direct video communication with the main classroom. The class was also live-streamed.



**Solar Decathlon 2013:** This international event invites college teams from around the world to compete in the design and construction of house designs that that best blends affordability, consumer appeal, and design excellence with optimal energy production and maximum efficiency. Again, the HUDA teamed with Old Dominion University to enter the Solar Decathlon. HU was the lead institution in this effort. Our entry, called the Canopy House, seeks to provide an independent living environment for aging and disabled communities using the principles of Universal Design. The Canopy House will make sustainable living accessible to those less technologically inclined, allowing its owners to age-in-place comfortably, safely and smartly. The design harnesses the power of the sun, both as an energy efficient method for providing heat and electricity, and as an integral foundation for the home's innovative technology. This technology instructs the user about living sustainably and provides the tools to lead a safe and independent lifestyle. The faculty sponsor was David Peronnet, who expanded the involvement to include the Scripts Howard School of Journalism and the HU Electrical Engineering program. The event took place Oct. 3–13, 2013, at Orange County Great Park in Irvine, California and included the universities of Texas, Southern Cal, North Carolina, Kentucky and Arizona, as well as international teams from Austria, Canada and Czech Republic. In the difficult economic climate, we were not able to raise sufficient funds to complete the house or ship it to California.

**HP Study:** We were able, in 2012, to engage with Hewlett Packard in a study of its eShare printing process. For its part, H-P contributed five new high speed plotters to our CADD Lab, including two personal sized plotters that could be assigned to an individual student or a group of students. One of these units was used by the Solar Decathlon Studio and the other to the fifth year studio.

**Fulbright Scholarship:** in 2012, one of our tenured faculty members, Dr. Shannon Chance, was allowed a year of sabbatical to allow her to continue her research in the area of collaborative education in design and engineering disciplines. Her work took her to Dublin, Ireland for one year. Unfortunately, the value of her work was also appreciated by those in Ireland and, after her return, she was offered an opportunity to return to Ireland and continue her work there.

In addition, there are advantages that our program provides the community because we are do community level design. There are many civic agencies, non-profits organizations and government agencies that have used the academic and student creative resources of the Department. The work is sometimes incorporated into the design studio work and is monitored by the professors. At other times, it is the result of student led action. Some examples of recent activities include the following (this list is, in no way exhaustive).

**Portsmouth Health Clinic:** Health planning and programming, provided by students as part of an elective course, directed by Dr. Sanchez. Students conducted research on the delivery of community level health providers and prepared a space program and analysis of an existing community health facility to assist that agency determine their future direction.

**Newport News Masterplan:** As part of a HUD grant awarded to the City of Newport News, the Department of Architecture served as master planners for a historic community called Jefferson Park. The planning effort was performed as part of a 4<sup>th</sup> year comprehensive design studio. Student and their professors (Easter and Chance) met with residents, civic leaders, conducted design charrettes, presented information symposiums, and prepared a plan for the revitalization of a blighted, but emerging community. This program received a tremendous amount of press coverage.

**Sixth Mount Zion Baptist Church:** Design concepts provided to assist a historic Richmond church congregation as part of a 4<sup>th</sup> year design studio.

**Norfolk YMCA:** Design concepts provided to a community facility proposed to help revitalize a community in Norfolk, as part of a 4<sup>th</sup> year design studio.

**NASA Langley Research Center:** Design concepts provided to a federal agency to generate ideas regarding sustainable design for a new research facility proposed for their local campus in Hampton, as part of a 4<sup>th</sup> year design studio. There is a mutual benefit derived from NASA's presence in the Hampton Roads area. Our students and faculty (those who are US citizens) have access to their enormous research resources, which include a variety of materials on climate and sustainability.

**1619 Celbration:** Dr. Wesley Henderson engaged a group of students to design a memorial on the Fort Monroe peninsula to celebrate the arrival of the first African immigrants to the North American shore.

**Tuskegee Airman:** Dr. Wesley Henderson worked with the local branch of this national organization institute a design competition in which students designed a monument and site honoring the contributions of the Tuskegee Airmen. The organization contributed \$1,000 in prize money to the students.

**Menchville House:** Professor Okiomah engaged a group of students to work with a women's shelter housing battered and abused families, to find architectural solutions that enhance their living experience and relieve the burden that the women and their children were experiencing. The result was the design and development of portable vertical gardens and playgrounds.

**Tucker's Landing:** Professor Andrews Design for a net-zero housing subdivision within an existing historic WPA-built African American community. Students worked with the developers and were reviewed by Hampton city officials. ARC 303 Fall 2012 and 2014. Further design development by graduate students ARC 530 Spring 2014.

**Peterson Prize:** Ron Kloster worked with two students to develop detailed drawings of HU's historic Kathrin House.

**Norfolk 17:** Prof. Andrews Monument to the end of Massive Resistance. In tandem with a Norfolk, VA, Public Arts project, students designed proposals for City Hall Plaza. Members of the original "Norfolk 17" who integrated the public schools, were jurors, as was the head of the public arts program and the actual commissioned artist, Walter Hood. ARC 304 Spring 2010 and 2011.

**Virginia Tech Seafood Extension Agency.** Students developed program and design in consultation with clients for a new waterfront building in Hampton. ARC 303 Fall 2013 and 2014.

**Adaptive Design for Sea Level Rise.** Working as part of a Virginia SeaGrant team administered by Wetlands watch, students are studying an existing historic neighborhood suffering recurring flooding. Working with private sector engineers and city planners, students will lead community design charrettes and study ramifications of architectural modifications relative to existing urban fabric.

**The Virginia Tech Seafood Extension Agency,** for a new waterfront lab facility; a hardware store developer in conjunction with the Norfolk Redevelopment and Housing Authority; Retail Alliance, for corporate offices and incubator retail at ground floor; a restaurateur for a mixed-use downtown project; a developer of a net-zero housing project; a developer of housing in downtown Norfolk; an activist who inherited land on a challenge commercial corridor, and a developer of shops. Students have also toured

sites, interviewed, and attended meetings of a number of different civic leagues in site areas.

**Airport Design:** In Spring, 2012, the Department of Aviation developed a program in Aviation Management. One of the required courses was AVN 409, Airport Design. Because the chair had experience with the design of airport facilities, we developed the course to coincide with our required architectural electives. The result was a course with aviation students and architecture students who were able to learn about the challenges and abilities that each discipline contributed to the design process. The class will be offered annually for both programs. A benefit of the surrounding community is the presence of three airports (one regional and two International). These facilities allowed our students access to remote and secure areas of the airport so that they could learn the intricacies of the design program. One airport had an employee enrolled in the course

There are multiple advantages and benefits that our program derives from its setting within the University:

Within the School of Engineering & Technology, are the departments of Engineering, Aviation and Architecture. The School provides a significant resource for funding support as well as instructional and planning support.

The program is provided with a budget to operate administrative functions, to operate one of only two independent program libraries, and to operate a building that is open 24 hours. Institution policy is that university facilities close at 12:00 midnight. It was acknowledged during the past NAAB visit that there were concerns with our students ability to maintain their competitive edge with programs that have different facility access policies. Though not cited as a cause of concern, the University has since allowed the program to maintain full access to students.

The University provides significant resources to assist in the upkeep of the building. In the past six years, that maintenance has included a new mechanical system and a new roof. We have received funding to support our lecture series and enhance our instructional infrastructure.

The University has provided support to the program to maintain adequate faculty levels at a time when, as a result of fiscal challenges brought on by the nation's economic condition, University hiring and salaries were frozen. A critical part of the University's 2010 plan for maintaining full employment of all faculty and staff, was to freeze hiring, with reductions occurring only through natural attrition. At the same time, we received our NAAB Team evaluation that indicated that Human Resources were a "not met" condition. The University added one faculty slot to help with our student enrollment levels. In the intervening years, our program sustained enrollment losses due to a variety of factors, including the economy (many students having to discontinue their education) and public perceptions regarding the status of the profession (declining new admittances). When the enrollment levels normalized, our interim NAAB review determined that our Human Resources met the accreditation standards. The university continued to maintain our 8.75 FTE's until 2012-13, when, because our enrollment was dipped below the normal levels, we lost a faculty slot. This year, as enrollment continued to decline, we lost an additional slot. We now have 6.75 FTE's.

**Recognized Program Type**

The Department of Architecture offers a five-and-one-half year curriculum leading to the Master of Architecture first professional degree. The other professional degree offered by Hampton University is in Pharmacy, Physical Therapy and Nursing. The first Master of Architecture degrees under this structure were awarded in May, 2008. .

## Description of Program and Course of Study:

The curriculum revisions that were made in 2003 created the 5½ M. Arch. That curriculum focused on refining course content and sought to increase teaching effectiveness by coordinating content and connections between courses and year levels. Our curriculum has been developed with the careful and intense input of our faculty to insure the preparation of students who are able to practice architecture in a diverse world; diverse in the cultures we serve and the opportunities available to the students for practice. As previously stated, the curriculum recognizes that students arrive in our program with various levels of preparation.

At the time of the 2009 NAAB Team Visit, the curriculum required 171 credits. Since that visit, two amendments have been made to address the needs of our program. The 2009 curriculum revision provided for 30 credits of graduate study, and strengthen the gateways for continued study in the program, per the 2009 VTR recommendations. The current curriculum was approved in July, 2014, the second modification since the last accreditation visit. The students who graduate in 2015 are the first students to be impacted by this curriculum. The current curriculum includes 168 total credits, including 36 general education credits and 9 open electives. Students affected by these changes only include the students entering during the 2014-15 academic year.

The first year, therefore, is introductory, with a focus on the development of design thought. In addition to general education courses, students take an introductory level design studio and architectural history. This studio, under the direction of Ron Kloster and Sherman Brown, provide and introduction into the study and design of space

The second year introduces students to the process of design. Students take courses in design and support courses about the elements of design (Architectural Ecology), the components of a building (Structures and Building Assemblies, formerly Building Science), and the tools for representing design (Architectural Representation). This work has been done, over the past six years, by Shannon Chance, with the assistance of Marci Turner and Darryl Henderson. With the recent departure of Prof. Chance, the latter two now continue the course.

The third year is advanced building design with a focus on building structures, design theory. Students are introduced to the nature of design that impacts our communities (Global Urban Theory). The studio, under the direction of Professor Mason Andrews, introduces students to an advanced level of building design. As students begin support course sequences in building technology, they are now taught to incorporate code, structure and building systems into a process that also includes design in an urban context. Students are also introduced to project clients. Many of the remaining building design assignments that students have will include work with outside interests, including building developers, civic leaders and, interested citizens. Students have opportunities to present before municipal boards and other similar public forums. During this academic year, students are also prepared for their international travel studio.

Between the third and fourth academic years, students are introduced to global issues in design. There is a required study abroad component where students study historic places and study the, in a historic context, how building design shaped urban spaces. In the past six years, our study has focused on Eastern Europe, specifically Italy and France. Travel is generally planned by the professor who organizes and is assigned to teach the course, For the past four years, that responsibility has been assumed by Profs. Andrews and Chance. With the assistance of the Gindroz Foundation and additional funding from the Sol Cohen Student Travel Scholarship, our students travel for three weeks and study with internationally renowned architect, teacher and urban designer, Ray Gindroz. They study urban space and urban rooms. They learn the craft of drawing, and analyzing space and details. When they return, they are given a group design project, required to solve a problem that they studied during their travel. The design problem includes both an urban space (a group design) and a building within the urban space (an individual student design assignment).

A hallmark of the program is engagement with citizens, political leaders, and planners, and redevelopment agency heads. In Italy and France, relationships have been cultivated to allow students to hear the perceptions of and aspirations for their cities. In the last summer's visit students met with and interviewed design and planning professionals in Montpellier, Marseille, Toulon, and Paris, as well as citizens and political leaders in Toulon. They documented sites in these cities as well as in Nîmes, Carcassonne, and Aix-en-Provence. Prior to developing the program in France, a similar program was held in Parma and Pienza. The Marilyn and Ray Gindroz Foundation began providing significant financial assistance for travel to Europe in the summer of 2009.

The fourth year is comprehensive design. During this year, students demonstrate proficiency in their knowledge and understanding of the comprehensive nature of design. They are also introduced to the professional nature of architecture (Professional Practice) and prepared to enter the workforce. Students complete the technical courses and are given additional courses in design theory, exposing them to the design and practice philosophies of leading practitioners. The studio, under the guidance of Robert Easter, is formatted as an office and students work in groups to develop initial planning and design concepts. They are exposed in greater depth to the collaborative nature of design, working in groups and with client representatives. Over the past four years, students have worked with school administrators, planners, design professionals and clients to incorporate a sense of reality to their design project assignment. Clientele have included the University, local municipalities, government agencies (most notably, the NASA Langley Research Center) and school districts.

During the fourth year, we have required students to obtain their NCARB files and enroll in the Intern Development Program. (We are in the process of modifying this requirement to meet changing IDP guidelines.) Between the fourth and fifth year, students are required to participate in an internship that will earn NCARB approved IDP credits. Students are prepared through the Professional Practice course, to contact prospective firms, to submit resumes and portfolios, to sit for interviews, to negotiate salaries / wages and to perform at a professional level in the workplace. Robert Easter has served for five years as the IDP coordinator, and uses his professional contacts to match students with professionals in areas around the country to serve as mentors for students, who begin their job search during the Thanksgiving break of the Fall semester. Students must submit evidence of fulfilling their IDP requirements upon their return, or document their efforts to secure work, should they not have been successful.

After successfully completing the work described above, students enter their fifth and final academic year as Architecture Professional students, the graduate level of the curriculum. Students are introduced to the process of design research. Under the tutelage of Drs. Sanchez and Henderson, students conduct in-depth research on an architectural problem of their choosing.

The Design Thesis sequence includes ARC 601 and ARC 602. These two courses must be taken in the Department of Architecture at Hampton University. No transfer credit from other institutions for these courses will be considered. The thesis course instructor and the student's faculty thesis advisor, acting as a committee, are responsible for determining passing or failing of each thesis project. The thesis course instructor/coordinator along with the students are responsible for the approval of the thesis topic, outline and for guiding the student through to the completion of the project. There shall be scheduled, required reviews throughout the semester, with a required final review by the department faculty at the end of the semester. After the final review, the instructor and advisor will determine the pass/fail status of each thesis student. The thesis studio instructor/coordinator will assign the final letter grade based upon the pass/fail determination of the student's committee. The department faculty also determine the best thesis which is awarded a monetary prize named for a former student, Keith Thomas, endowed by his parents. We also, in the Academic Year 2013-14, conferred the ARCC/King Student Medal for Excellence in Architectural and Environmental Research.

At each level of instruction, our instruction is supported by the offerings of the University to provide a well-rounded liberal arts education. Students have a requirement to complete 36 general education credits, and 9 additional elective credits.

Architecture students in the first four years of the curriculum are classified as Undergraduate Students (UG). Upon successful completion of the undergraduate curriculum, student's progress to the fifth year as Architecture Professional Students (AP).

Architecture students must have completed all 100 and 200 level Architecture courses, as well as MAT 118 and PHY 201, before being admitted to the third-year design studio at Hampton University. Students admitted to the third-year design studio must have earned a 2.3 GPA in major (ARC) courses. Students must also successfully complete all 300 level Architecture courses before being admitted to the fourth-year design studio.

For admittance to fifth-year design studio and AP status, students must have successfully completed the full undergraduate curriculum (only 500 and 600 level courses remain) with a cumulative GPA of 2.5.

Students are limited to two repeats in a major course (a total of three attempts). Students not earning a passing grade in a major course after the three attempts will be dismissed from the program and not recommended for readmission.

Students entering the second-year design studio are required to have a laptop computer with appropriate software for class use. Platform specifications and software requirements are furnished by the department.

The study abroad trip generally costs \$2,500 per student. That cost is now covered in the student fee, along with support from the Sol Cohen Funds.

With this foundation, upper level work begins to address issues of synthesis and intention, particularly in the third year. Work in the fourth year centers on a comprehensive design project including an urban design response. Fifth year is no longer a terminal design project, but rather a design thesis, as students undertake critical and theoretical investigations of environmental design issues. Related to issues of architectural content and intention is the question of cultural, social and environmental exposure and investigation. The faculty has attempted to generate as much and as broad an exposure and inquiry as possible within what is a relatively small program.

Professionally, the Department is working diligently to foster post-graduate opportunities for our students. The Department continues to investigate opportunities with the University of Virginia, Virginia Tech and Georgia Tech. It has had a long time relationship with Cornell University graduate Landscape Architecture Program. In the last few years our graduates have also continued studies at Columbia University, Harvard University, the University of Texas: Austin, University of Southern California, and the University of Virginia.

Our upper level students have an excellent record of winning or placing in the annual Disney ImagiNations Competition, and of receiving design internships to Imagineering, where two of our graduates are now employed. The Department is continuously exploring employment and internship opportunities, and is meeting with good response from the local and national professional community. Faculty members have served as board members and officers of the Hampton Roads American Institute of Architects Chapter, as well as serving on the Board of Virginia Society of the AIA. Concurrent with these courses of study, there are additional requirements that are provided to expose the students to design and professional excellence.

## 1.1.2. Learning Culture and Social Equity

The University has a variety of policies and procedures that address issues of social equity. They publish a Faculty Handbook and Student Handbook that are distributed to all faculty and students, respectively that describe the university policies that prohibit discrimination and intolerance, while establishing an environment of inclusion.

The department reinforces those policies with students, faculty and staff. The primary vehicle for disseminating this information is the Studio Culture Handbook. This document is the topic of one Friday Lecture.

### 1.1.2.1. Learning Culture:

The initial Studio Culture Handbook was crafted by a committee of faculty and students in 2007. In 2009, the faculty committee completed the initial Studio Culture Handbook. This document is considered an appendix to the University's student handbook, with specific requirements as pertains to architecture students. After its review and adoption by the HUDA faculty and students it was submitted to the Dean for review. It is now a formal requirement of the program and is distributed to all students electronically, through Blackboard.

**Attached, in the appendix, is the Studio Culture Handbook** that is made available to all students when they enter the program. This document is posted on Blackboard and each semester at one of the Friday lectures, faculty and student leaders review the content and discuss how they are applied and the implications.

### 1.1.2.2. Social Equity:

As part of a distinctive HBCU, the Department is committed to inclusion and cultural awareness. Our student body is diverse ethnically, culturally, in gender and social status. We have students from five continents (North and South America, Africa, Europe and Asia). Those from the US hail from thirty states. Many of our students come from urban areas. 45% of our students are women.

However, what is most important is not where our students come from, but what level of cultural and social enrichment they receive once in the program. A major component of our 5-½ program is a summer international urban design study. During this course, students travel internationally (during the past five years those travels have been to Italy or France) where they experience the art, architecture and culture of historic places.

Additionally, our faculty is very diverse, including 50% gender split; racial and ethnic diversity including one Latina, four African American and three European Americans.

When issues arise that suggest that additional reinforcement is needed, students or faculty will make recommendations to the Faculty and receive action from the Chair. Procedures for addressing the effectiveness of policies within the department are regularly discussed.

The University's hiring policy is implemented at the Department level and we have been very successful insuring the diversity of our workplace.



### 1.1.3. Response to the Five Perspectives

#### 1.1.3.1. Architectural Education and the Academic Community

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

Our program is, by its nature and degree, practice based with a focus on design research. That research is demonstrated in practical terms, meaning that our students and faculty are about the research or architecture and its characteristics in a way that make practical contributions to the design community and society at large. We are deeply involved in the study of global issues related to climate change and sustainability. We are committed to being a beneficial member of the academic community and providing critical support to other programs on the campus. Our faculty members serve on a variety of committees for the University.

Beyond the general education courses, the university provide academic support through the instruction of math, physics classes that support our courses. They also provide elective instruction in a variety of areas, including business and science. There are other extracurricular offerings that include:

**Black Family Conference:** This critical component of the University's cultural contribution to the national dialog on the strengths and challenges for the American Black family, is led by one of the academic components each year. The School of Engineering & Technology has held that charge with support from the HUDA.

**Band and Choir:** Many members of our sing in the prestigious university concert choir.

**Athletics:** Our program has been home to numerous band members, but also, in the past years, has included two of the marching band drum majors.

**Honors:** the university provide honors opportunities for our students, the William R. Harvey Leadership Institute, the Freddie Davy Honors College. Many of our students have been the recipients of Presidential and Trustee scholarships, based on academic acumen.

To that end, the HUDA faculty, staff and students make tremendous contributions to the academic environment of Hampton University in a number of areas, as individuals and as a group. As individuals, each member of the faculty serves on a variety of university committees.

In the area of scholarship, our faculty continually contribute to the expansion of knowledge in their work. Some examples of work during the past few years are cited below.

**Mason Andrews** presented a paper at the 102nd ACSA Annual Meeting in Miami spring on the department's travel program. Entitled "Global Immunology: A Potential Cure for Being Twenty," it was also published as part of the ASCA's annual Proceedings. Her other accomplishments include:

Andrews was also brought onto the board of the Virginia Coastal Coalition and was appointed by Norfolk City Council to serve on its new Architectural Review Board.

She continues to serve as Chair, Design Review Committee, City of Norfolk, led to citations in *Virginian Pilot*.

She serves on the Executive Committee of the Hampton Roads Chamber of Commerce, as a Director of the Marilyn and Ray Gindroz Foundation (participating in directing funding to department students and activities), and Advisor to the Five Points Community Farm Market. In 2013 was drafted onto the board of the Environmental Council of Hampton Roads, a consortium of business leaders and environmental groups.

Mason teamed up with David Peronnet to spearhead the HUDA involvement in the 2011 Department of Energy's Solar Decathlon. This effort teamed with the School of Engineering at Old Dominion University and resulted in several courses being offered to take advantage of our growing base of knowledge in the area of sustainable design.

She continues research on the subject of amblyopia and architecture, toward a paper she hopes to publish soon.

She also continues work as a director of the Marilyn and Ray Gindroz Foundation to raise money for student travel.

**Shannon Chance**, in 2010, received her Ph.D in Education focusing on collaborative teaching pedagogy in interdisciplinary design disciplines. Additional work includes:

She presented research at the National Conference on the Beginning Design Student.

She and two colleagues recently won a merit award for research from the Mississippi Chapter of the American Society of Landscape Architects for a project on student learning preferences.

She had one of her recent studies published in the Spring 2010 journal of "Planning for Higher Education".

She presented her dissertation work at an American Institute of Higher Education (AmHighEd) conference and to NASA researchers as part of a panel on solar power. Her dissertation explores how universities use the LEED Green Building Rating system.

In 2011, Dr. Chance secured direct funding of \$9,000.00 (co-PI) from Darryl and Robert Davis Foundation.

In 2012, Dr. Chance successfully submitted a proposal and received a Fulbright Scholarship to continue her doctoral research in Dublin, Ireland.

**Robert Easter**, worked with the School of Engineering & Technology's Department of Aviation to develop a course on Airport Design. The Aviation Management degree program required this course as a part of its curriculum, and Easter has been involved with the planning and design of several airport facilities. He used his relationships with officials at those airports to design a course that was of value to both the Aviation and Architecture programs. Students worked collaboratively to develop a masterplan for a local commuter level airport, along with facilities for each airport.

**Dr. Wesley Henderson** has accepted to join a research project that will be based at the Massachusetts Institute of Technology. The project is a Digital Archive of Black Architects. The principal investigator is at MIT. They have applied to the Graham Foundation for \$30,000.00. They are seeking to apply to the Mellon Foundation.

In 2012, he was a recipient (in collaboration with the Robert Taylor Society at MIT), of a \$15,000 grant to develop a digital documentation of African American Architects.

Wesley Henderson continued to work on a book, which will be a biography of African American architect, John S. Chase. Tentative publishing date is October 2014. The committed publisher is the University of Texas Press. There will be a major museum exhibition of Chase's work that will start in October 2014, in Houston, Texas. Henderson will be involved in that exhibition. Chase was an alumnus of Hampton and was a member of the Board of Trustees. Chase was a native of Annapolis, MD. I have traveled there to photograph buildings Chase knew in his childhood.

**Ronald Kloster**, has worked with the National Park Service to conduct a two-day workshop on Historic Preservation in the department, as well as working as a board member of the Norfolk Preservation Alliance. He has also been instrumental in involving students with the Hard Hat Tours that AIA Hampton Roads organizes to projects under various stages of construction.

**Carminia Sanchez Del Valle**, has sought collaboration with the School of Liberal Arts to submit several grants. Among her accomplishments during the past six years are the following:

Dr. Carmina Sánchez-del-Valle. ACSA Distinguished Professor, Association of Collegiate Schools of Architecture (ACSA), College of Distinguished Professors. March 2011.

Dr. Carmina Sanchez-del-Valle . Co-coordinator: ACSA Women Leadership Council Session. Association of Collegiate Schools of Architecture (ACSA) 99th Annual Meeting. Montréal, Canada. March 2011.

Dr. Carmina Sanchez-del-Valle. Panelist, Teaching Teachers To Teach (TTTT): "The Collaborative Playbook." Association of Collegiate Schools of Architecture (ACSA) 99th Annual Meeting. Montreal, Canada. March 2011. Dr. Carmina Sanchez-del-Valle - Served as Team Chair for the National Architectural Accrediting Board (NAAB) accreditation of the program at the College of Architecture and Design, Department of Architecture, Lawrence Technological University in Detroit, Michigan. October 2013 to April 2014.

Invited Participation in Symposium and Exhibition: Mapping Meaning (March 2014) Curator Krista Caballero Grossman Gallery, Lafayette College Easton, Pennsylvania

Invited Guest Lecture. Hampton History Museum, "Slabtown: An Architecture of Practicality and Improvisation" January 6, 2014

Invited Workshop: Visiting Artist: "Infinite Space: Shared Terrain" Mapping Workshop (November 14, 2013) Department of Art and Grossman Gallery, Lafayette College, Easton, Pennsylvania

Moderator (in place of Prof. LaVerne Wells-Bowie) "Design Pedagogy" Session. ACSA Annual Conference, Miami, FL April 2014.

Collaboration on presentation of proposal with Dr. Karima Jeffrey [HU-English] for UNCF/Mellon Teaching and Learning Institute: Expanding the Harlem Renaissance's Relevance across the HBCU Curriculum Nov. 4-6, 2013 at Paine College, Augusta, Georgia. Proposal title: Here, I Am, Now: Literary Spaces and Physical for an interdisciplinary micro-seminar to be implemented in Spring 2014. Funded by UNCF/Mellon.

Micro-Seminar incorporated into Spring 2014 Dr. Jeffrey's English 102 section and ARC 617: Community Design Issues for three sessions.

Published Essay: "Outing our Optimal and Invincible Architecture in Uncertain Times" (p.188-191) In *Unconventional Computing: Design Methods for Adaptive Architecture*. Rachel Armstrong and Simone Ferracina, eds. ACADIA and Riverside Architectural Press. 2013

Book Chapter: Design Collaborative Learning in Design Studio Education Space Unveiled: Invisible Cultures in the Design Studio. Carla Jackson Bell, ed. England: Informa UK/Taylor and Francis/ Routledge. (Forthcoming 2014)

Dr. Carmina Sanchez presented a lecture "Comics: Thick Description of the City" (2009-2010 Lecture Series – Sense Recession: What come Next?) on March 10, 2010 at the School of Architecture, Polytechnic University of Puerto Rico, San Juan.

Dr. Carmina Sanchez - [Presentation in English]. Making 'City' the Hard Way: Commonalities Among Distortions French language Comics Conference. Miami University: Oxford, Ohio. 2-3 November 2012. This was also presented at our Department of Architecture Lecture Series Spring 2013. Bemis Hall, March 1, 2013 and was submitted for publication in the European Comic Art Journal. Pending.

Dr. Carmina Sanchez - [Presentation] A Graphic Novel's View of the NYC's Subway Underworld. Topic Area: Comics and Comic Art XIV: Beyond the Stereotype. The National Popular Culture Association/ American Culture Association [PCA/ACA] Conference, Washington D.C. March 29, 2013.

While active in our program, **Professor Daisy Williams** co-authored an ACSA National Conference panel proposal on the state of drawing in Architectural education. She also served as co-principle investigator in an application to the National Endowment for the Humanities for Digital Humanities Grant Funding for the project entitled "Freedom Fortress Island" and as co-principle investigator in an application to the National Endowment for the Humanities for Digital Humanities Grant Funding for the project entitled "Always in Season Island".

Additionally, our students are involved in scholarly research. As a Master's program, students are required to do masters level research in any area of design that peaks their interest.

In 2006, Professor David Peronnet led an effort to initialte a chapter of Tau Sigma Delta National Honor Society. This organization recognizes the scholastic success of our students and challenges the department in a variety of rigorous activities. Past activities include:

1. Architecture Quizzes: Challenges for students to identify key architectural landmarks and personalities.
2. ARCHI-Challenge: Contest with students and faculty to demonstrate their capacities in construction, model making and design / sketching.

Finally, our commitment to a broadly based liberal arts education is evidenced in the curriculum requirements that include 36 credits in required courses and 9 credits of open electives. This is further discussed in section 2.0, Curricula Framework.

### 1.1.3.2. Architectural Education and Students

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

The HUDA embraces a globalized education experience. From the diverse racial, gender, socioeconomic status and ethnic makeup of the faculty, staff and student body, to the curriculum that include international travel, our program teaches students that the world is their platform. Our students take advantage of these opportunities in several ways.

One of the distinctions of an HBCU program is the fact that issues of diversity and inclusion are inherent. Coming to our program are students from Brazil, Russia, Tanzania, Puerto Rico, the Caribbean, Korea and Italy. Though the predominant number of students come to us through the traditional route as high school graduates, we also have many non-traditional students: military retirees, students seeking a second degree, and those who have come from community colleges. We are closely equal in gender. This composition fosters a high degree of understanding, tolerance and understanding. It adds immeasurably to the academic experience received by our students.

Leaving our program, students seek work and graduate study opportunities all over the world. We have graduates working in Europe, Africa and Asia. Our students are sought after in graduate programs across the nation and excel in the workplace.

Some of the experiences and opportunities that we offer our students to

1. **Study Abroad Program:** The international travel study, described throughout this APR, prepares our students to be comfortable in environments that are new and unfamiliar.
2. **Scholarships:** Though limited, we have scholarships at a variety of student levels, most notably second and fifth year.
3. **Emerging Leaders in Architecture (ELA):** This program, sponsored by the VSAIA
4. **ICCAA Winter Interim:** This program, sponsored by the Gindroz Foundation affords a 4<sup>th</sup> year student an opportunity to travel to New York to participate in a 10 day intensive program in classical architecture.
5. **Seaside Institute:** This project, developed by Robert Davis, and planned by Andres Duany and Elizabeth Plater-Zyberk of DPZ sought to learn from the qualities of older regional towns those qualities appealed to him. This trip was sponsored by the developer and the Gindroz Foundation. Students engaged in charrettes and design lectures / forums. The academic focus was on reconsidering the planning of Seaside by exploring ways in which the urban design patterns of prior cultures might be applied to it. It was so successful that our program has been invited to return next year. We anticipate that it will be an annual event.
6. **UDream:** Also sponsored by the Gindroz Foundation,
7. **HBCU Student Conference:** We have worked with the other HBCU architecture programs to develop a low budget, high quality conference experience where students are able to interact learn from other perspectives. It also allows students to measure the quality and progress of their academic experience.
8. **Architecture Exchange East:** This professional conference is conducted 90 miles east of our campus and is set up to allow student to participate at no cost.
9. **NOMA Conference Attendance:** This is another professional conference that embraces students and provide an experience directed at their interest.

10. **Outreach Projects:** All of our studios attempt to focus on projects that have community impact. A list of some of those projects is described above, on pages 1-12 and 1-13.
11. **Friday Lecture Series:** The program invites speakers to present works of architecture, including their firm work, architectural research or topics in related fields of study. Participation and attendance is required of all students. Presentations have included both outside and internal lecturers. In 2011-12 the University provided funding to support the lecture series that allowed the inclusion of a wider range and elevated quality of presenters. Recent lecturers have included:

2011 - 2012 Lecture Series Schedule		
Date	Lecturer	Topic
Friday, September 30, 2011	4th Year Students	Italy / France Trips
Friday, October 07, 2011	Ralph Shellman	Virginia School for the Deaf & Blind
Friday, October 14, 2011	NASA	NASA
Friday, November 04, 2011	Darryl Henderson, AIA	AECOM
Friday, November 11, 2011	5th Year Students	Research
Friday, November 18, 2011	Al Willis	Attrium Libraries
Friday, December 02, 2011	Paul Battaglia, AIA	Clarke Nexsen
Friday, January 27, 2012	Wesley Page, AIA	Methods of Representation
Friday, February 03, 2012	Travel Studio Presentations	
Friday, February 10, 2012	Mike Molzahn, AIA	HBA Architects
Friday, February 17, 2012	Sarah Caples, Everado Jefferson	Caples & Jefferson
Friday, February 24, 2012	Curtis Moody, FAIA	Moody Nolan
Friday, March 16, 2012	Phil Freelon , FAIA	the Freelon Group
Friday, March 23, 2012	Natasha Eubanks	YBF.com
Friday, April 06, 2012	David Lee, FAIA	Stull & Lee
Friday, April 13, 2012	Lori Garrett	Glave / Holmes

2013 - 2014 Lecture Series Schedule		
Date	Lecturer	Topic
Monday, September 16, 2013	Derek Ham	New Media Methods in Representation
Friday, September 27, 2013	Jack Travis, FAIA	Afro-Centric Architecture
Friday, October 11, 2013	Billy Cannon	Marketing Architecture Firms
Friday, October 18, 2013	Darryl Henderson	Personal History in Architecture
Friday, October 25, 2013	Shannon Chance, Ph.D.	Doctoral Dissertation Research
Friday, November 01, 2013	Ben Cukar, Ph.D.	HU Department of Environmental Science
Friday, November 08, 2013	Fifth Year	27x60
Friday, November 15, 2013	Solar Decathlon	Site Visit
Friday, November 22, 2013	AIAS/NOMAS	The 2013 NOMA Conference
Friday, January 31, 2014	Sec Moniz	Secretary of US Department of

		Energy
Friday, February 21, 2014	Gary Nelson	360 Architecture
Friday, February 28, 2014	Mark Mattel	Rose Fellowship Opportunities
Friday, March 21, 2014	James Harrison	Harrison Kornberg, Houston

In addition to these, the local Hampton Roads Chapter of the AIA has made lectures by notable mainstream architects available to the student body.

### 1.1.3.3. Architectural Education and the Regulatory Environment

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

One of our missions is to increase the number of licensed architects who are African American. As indicated above, 45% of all African American Architects obtained their first professional degree from an HBCU. Hampton proudly boast that 11% of those graduated from Hampton University. We have worked extensively with the National Council of Architectural Registration Boards (NCARB) to educate our students about the requirements for professional registration.

As part of the 2012 curriculum revision, the HUDA made the summer internship a formal requirement. Students are mandated to get a NCARB approved internship during the summer between their 4th and 5th academic years. This internship must meet the requirements of the Intern Development Program as articulated by NCARB. In preparation for this requirement, several steps have been undertaken by the program.

1. NCARB Lecture: Annually, one of the lectures has been presented by Nick Sarfass, a regional director with NCARB. Nick has presented annually to our student body about the oft changing requirements of the Intern Development Program (IDP).
2. IDP Coordinator: Prof. Easter has served each year as the IDP Coordinator.
3. Professional Practice Sequence: During the professional practice sequence (ARC 517-518), students visit architect offices, meet with and interview firm principals and learn about the many facet of professional practice.
4. Study Abroad: A key component of our program is the international Study Abroad Studio. In their travel experience, students meet with professionals from other nations to discuss procedures, process and practices pertinent to the design of space and urban environments that affect other cultures.
5. Professional Fee: In June, 2014, the Administration and Board of Trustees approved the implementation of the Professional Architecture Fee. One of the items covered by this fee is the requirement for students to obtain their NCARB files.
6. Guest Reviewers: Our student have guest reviewers during formal presentations that include developers, reviewers, researchers, consulting engineers and architects who provide critique for the work that they have done.

There are several additional efforts that we have undertaken to place an emphasis on licensure. These include:

1. During the fourth year of our program, students enrolled in the HUDA are required to open NCARB files as part of the Professional Practice course (ARC 517). Those students are prepared for formal entry into the profession and are required to participate in paid internships during the summer before their fifth year. During the instruction for this course, students are required to prepare materials needed to professionally present themselves to job opportunities. Students are paired with mentors in areas where they express interest in working. Other specific requirements of the class include:
  - a. Site visits to local architect offices
  - b. Students are required to open their NCARB file as part of the course requirements. To date, it has counted 20-25% of the final grade, to insure that students meet the requirement in order to successfully complete the course.



2. Students are required to obtain credits toward their IDP during the summer prior to entering the 5th (Architectural Professional, AP) year of their matriculation. These credits can be obtained in any manner that fulfills the requirements and work settings established by NCARB.
3. We have teamed with the State affiliate, the **Virginia Society of the American Institute of Architects** to ensure that our students attend the annual conference at no expense. This process began in Fall, 2009, when the students were hosted by the state headquarters and its CEO, John Brayer. A lunch was served to nearly 190 students, and presentations were made by state board members, followed by tours of the facility. In subsequent years, the program has continued to mandate student participation in the annual event, paid for by the VSAIA. Presentations are held at the convention site specifically targeting the interests and needs of students, including:
  - a. Design Competition awards for Virginia Prize
  - b. Resume and Portfolio reviews
4. We have partnered with the **Hampton Roads AIA** chapter to establish a mentoring program that includes off-campus activities such as:
  - a. Mentoring Mayhem: The HR-AIA sponsors an event each Spring at a local firm that partners students with mentors to review portfolios, discuss professional ambitions and prepare students for engaging in the profession. This even, open to all Virginia institutions, is dominated by our students (proximity) and provides an abundance of benefit to them and the program.
  - b. Lecture Series Support: Local architects are often providing pro bono lectures to student on a variety of topics. One lecturer, Wesley Page, a principal with a local firm, lectures annually on presentation and drawing techniques in preparation for our involvement in the Virginia Prize.
  - c. Design Studio Crits: Members of the design profession from around the region provide support to our design studios.
  - d. Prize Awards: Our students participate in the annual Virginia Prize competition supported by the VSAIA. This competition, at the school level, is juried by the local design profession community, and the winners are awarded scholarships over and above the state awards.

Our students are also taught that their professional obligation is the protection of the public health, safety and welfare. They are versed in the things that make architecture a profession and its broader responsibility to shape communities.

### 1.1.3.4. Architectural Education and the Profession

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

One of our missions is to prepare students to engage in community based design and learn how architecture can affect communities. There are multiple ways that our program is able to accomplish this task. It begins with collaboration within the department. Our faculty work in open and obvious collaborative efforts to

Our design studios are orchestrated to provide support instruction that compliments the outcome expectations of the studio. For example, in the first year, students are introduced to design thinking at the basic level. To support this instruction, they take the architectural history courses that allow them to see the evolution of design thinking throughout history. In the second year, they are introduced to digital design and the beginning elements of building design. Their support courses include architectural ecology to help them understand the basic elements of site design, building science, to help them understand the components and materials used in architecture, and architectural representation so that they understand the ways architectural thought is communicated graphically. In the fourth year, students are in their comprehensive design studio and courses in professional practice supplement the office atmosphere created in the studio and help advance the concept of professionalism and comprehensiveness in the design process.

There are other requirements embedded in the outcome requirements of our curriculum that help enhance student understanding of the collaborative and diverse structure of our profession. In the third year studio, students are introduced to client based design. Studio projects include real-world design problems being undertaken by real clients. Those clients / developers / community leaders act as clients for our students and frequent the classes to provide information, critique and assessment for their work. These opportunities are made available because of the relationships that our faculty have with the development community in the Hampton Roads' area. Previous clients and projects have included the Retail Merchants Association in Norfolk, the Housing Authorities in Norfolk, Hampton and Newport News, historic church communities, NASA, the Tucker family (descendants of one of the earliest free Africans in America).

Between the third and fourth year, students are able to see architecture from a global perspective. Our International Urban Design Studio requires students to travel for 2-4 weeks to an international destination to study the work and the urban issues of spaces in foreign lands. The trip was preceded by a preparation course in French language, history and culture and followed by an urban design studio to design a project based on their travel studies. This past summer, Associate Professor Mason Andrews led, with Adjunct Professor Ray Gindroz, a 3 week travel study program in France. Sixteen students studied architecture and urban design in Aix, Marseille, Nimes, Toulon and Paris before returning to design a city square in the City of Toulon. Other recent trips have also included Italy.

In the fourth year studio, client based projects continue and with the requirements of the Comprehensive Design Studio, students also learn how projects require the assistance and consultation of multiple disciplines. This is achieved through the following:

1. Client relationships Students work on client driven projects that are local and relevant. In the past three years projects have included local schools with the assistance of local school administrators and facilities planners; master plans and building designs for the NASA Langley Research campus supported by their local engineering and planning

staffs; academic planning and buildings for the Tidewater Community College campus and Hampton University's campus.

2. **LEED Design Strategy Requirements:** Students are required to develop and implement design strategies for achieving LEED certification for their building designs. These strategies introduce the complexities of sustainable design and alert students to the interdependence of multiple design disciplines in achieving high standards in LEED categories.
3. **Engineering Research Studies:** Students conduct research to design and plan building systems to support their building designs.
4. **Mentoring Program:** As a result of his national leadership roles in the National Organization of Minority Architects (NOMA), he has amassed relationships with a national network of architects. He uses that network to develop mentoring relationships for students. Students are linked with professional mentors in the areas where they live or want to relocate, and are encouraged to seek guidance in maneuvering through the job market and to get presenting their portfolios to prospective employers.
5. **Professional Practice Sequence:** Students visit and interview architects in local firms.
6. **Study Abroad:** A key component of our program is the international Study Abroad Studio. In their travel experience, students meet with professionals from other nations to discuss procedures, process and practices pertinent to the design of space and urban environments that affect other cultures.
7. **Lecture Series:** We have been able to bring in architects of note to share their practice experiences with the students. Lecture have focused on quality work, but also expectations in the workplace. Lectures have included a range of design professionals, including architects, urban designers, planners, interior designers and other professionals utilizing creative skills.
8. We have partnered with the Hampton Roads AIA chapter to establish a mentoring program that includes off-campus activities such as:
  - a. **Mentoring Mayhem:** The HR-AIA sponsors an event each Spring at a local firm that partners students with mentors to review portfolios, discuss professional ambitions and prepare students for engaging in the profession. This even, open to all Virginia institutions, is dominated by our students (proximity) and provides an abundance of benefit to them and the program.
  - b. **Lecture Series Support:** Local architects are often providing pro bono lectures to student on a variety of topics. One lecturer, Wesley Page, a principal with a local firm, lectures annually on presentation and drawing techniques in preparation for our involvement in the Virginia Prize.
  - c. **Design Studio Crits:** Members of the design profession from around the region provide support to our design studios.
  - d. **Prize Awards:** Our students participate in the annual Virginia Prize competition supported by the VSAIA. This competition, at the school level, is juried by the local design profession community, and the winners are awarded scholarships over and above the state awards.

9. Community Based Projects: Our students are engaged in projects that are community based with community clients.

As indicated above, our students leave our program and work in a variety of capacities, including private practice under the guidance of a registered architect in both large and small firms. They work in the public sector at all levels of government, from municipal to Federal employment. They work in every state and throughout the world.

One of the challenges that our University presents to the HUDA program is the fact that supporting building design disciplines are not taught on the campus. We have an electrical engineering program in the Department of Engineering but their focus is not on building systems. They provided important and noteworthy support for our 2013 entry into the Solar Decathlon and were actively engaged in the design process, but the faculty in that component have research interest that are in the areas of Digital Systems, Communications, Control Systems, Energy Conversion, Microprocessors, Computer Architecture, Electromagnetic Waves and Computer Engineering Design.

One of the opportunities that we have is the engineering program at Old Dominion University. We have developed collaborations with their programs in civil and mechanical engineering. The collaborations began in earnest in 2010 in a joint submission to the US Department of Energy's 2011 Solar Decathlon. This was followed by a similar successful submission to the 2013 Solar Decathlon, an effort that included the engineering programs from HU and ODU. Our students were able to work closely with the engineering students to develop a unique design concept for the community of impaired and challenged citizens seeking to live independently.

The collaborative work effort continues. We are now developing courses and classes that will be open to students in engineering, supported by Old Dominion University. One such class involves the study of sea level rise.

The Hampton Road Chapter of the American Institute of Architects (HRAIA) –

1. Mentoring Mayhem: An annual event sponsored by HRAIA that invites students and practitioners to mingle and share discussions about the profession. Students are paired with professionals who help advise students about resumes, portfolios, and general information about entering and excelling in the profession.
2. Architecture Week: An annual event where lecturers are invited to present their work and tours are conducted at new and exciting spaces and places in the Hampton Roads area.

### **Virginia Society of the AIA**

1. Emerging Leaders in Architecture (ELA): Each year, one student from the 4<sup>th</sup> year class is selected to participate in the VSAIA's leadership enhancement program, ELA. Students work with emerging professionals from around the state on projects of significance to communities in other areas.
2. Architecture Exchange – East: The regional convention of the Virginia Society is held during the week preceding the second weekend of each November. On the Thursday of the Conference, students are invited from around the Commonwealth to participate at no cost. They are allowed to hold an exhibit on the floor of the convention to showcase their achievements to the architects of the state.
3. In addition to this support, our students have active chapters of the AIAS/NOMAS.

### 1.1.3.5. Architectural Education and the Public Good

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

Our students and faculty have embraced their professional leadership roles to make a significant contribution to the surrounding community. This is accomplished in several ways.

Students, through the AIAS/NOMAS chapter, the students are involved in multiple socially relevant and civically impactful projects. For example, each year, they are involved in the Construction program sponsored by the Hampton Roads AIA.

Within the curriculum, students are involved in projects that have community impact. Our students have designed memorials to those affected by desegregation in Virginia after the Commonwealth chose Massive Resistance rather than comply with obey court mandated integration of public schools. Their presentations in the public forum of the City of Norfolk were moving and passionate.

Our students have worked with City leaders in Newport News, VA to develop a masterplan for the Jefferson Park community, an area occupied by residents who were first displaced after World War II so that the nation could mobilize for the war effort on areas that were previously their homes.

Our students have worked with the Norfolk Redevelopment and Housing Authority to design a community center for the Park Place community. They have worked with the engineers of NASA to develop a masterplan for the expansion of their campus and design a major research laboratory.

Students met with, and had work reviewed by the Director of the Chrysler Museum of Art, William Hennessey, the Director of the Chrysler's Glass Studio, Director of Retail Alliance, local architects Robyn Thomas and Mel Price, and staff architects of the Norfolk Redevelopment and Housing Authority. They have worked with local communities with the Menchville House.

Additionally, there are several noteworthy activities that our students have been engaged in over the past six years to expand their awareness of global events affecting the profession and the social, economic and political realities of our time.

1. During the presidential election cycle in 2012, the chair held round-table discussions with students and faculty during the presidential debates. After the debates, candid discussions were held regarding the messages presented by the candidates.
2. The chair holds periodic round table discussions with students to discuss topics that may be completely unrelated to architecture, including love and marriage.

We receive significant support from surrounding community of architects and firms, as well as the professional organizations of our industry. Some examples of continuing, ongoing efforts that benefit our students include:

**American Institute of Architect Students, the National Organization of Minority Architect Students:** We have combined the memberships of these two organizations into a single entity to provide the students with a forum to do community service work and learn professional responsibility. They strive to promote excellence in architectural education, training, and practice.

While fostering an appreciation of architecture, related disciplines, and enriching communities in a spirit of collaboration. They achieve these goals is through *Community Involvement* and *Departmental Activities*, which are include some of the following::

## 1. **Community Involvement**

- a. Architecture Barbie: A mentoring workshop designed to introduce young girl's to the field of architecture. For the past two years, the student chapter has also sponsored a program called **Architecture Barbie**. This program seeks to expose young girls, ages 4-12, to consider architecture as a career, and introduce them to the creative thinking process. Though intended for young girls, each year, young boys also have found the program intriguing and as a result, it has expanded to include them. This year, the Architecture Barbie program was awarded the prestigious
- b. Young Men in Architecture: A mentoring workshop designed to introduce young boy's to the field of architecture.
- c. Adventures in Engineering: A mentoring workshop designed to introduce children to the fields of science, technology, engineering, and mathematics.
- d. Canstruction: A canned food drive that encourages firms and student organizations to design and construct sculptures for a competition.
- e. Site Visits: Allow students to visit real constructions sites for learning experiences in the field.
- f. Adopt-a-Spot: The organization adopts a street or area to maintain its condition.
- g. Toys and Clothes Drive: Donating toys and clothes to the underprivileged.
- h. Canned Food Drive: Donating canned food to the underprivileged.
- i. Nights Welcome (Housing and Feeding the Homeless): Assisting the church in housing and feeding for the homeless.
- j. Volunteering at Local Businesses: Volunteer work at nearby businesses such as the Air and Space Museum.

## 2. **Departmental Activities**

- a. Round Table Discussions: Discussions to bring awareness to peers regarding architectural and social issues.
- b. Portfolio Review: Impromptu sessions for peers to critique one another's portfolios
- c. Membership Soiree: Recruitment banquet to inform students about AIAS.
- d. Big Brother, Big Sister Matchup: Matching freshman to upperclassmen for assistance.
- e. Freshman Week: A week dedicated to the incoming architecture students.
- f. Bowling Night: A social bonding activity for architecture students involving bowling.
- g. Movie Night: A social bonding activity for architecture students involving a movie.

In Spring, 2012, Tuskegee Airmen Memorial at Fort Monroe – Wesley Henderson taught an elective course with 6 enrolled students, where the assignment was to design a memorial for the Tuskegee Airmen to be located at Fort Monroe, VA. He worked with the Tidewater Chapter of the Tuskegee Airmen, Inc. organization. The Tuskegee Airmen, Inc. organization gave scholarships

to the top 3 students who designed a Memorial for them at Fort Monroe. They awarded \$1000 n scholarship money to three students.

In Spring, 2011, students and faculty participation in the University of Virginia Bay Game demonstration and full simulation on April 22nd Earth Day. The game was played by eight higher education institutions, each representing a watershed. We played for the James River. The UVA Bay Game is a simulation where each player assumes a role and interfaces with the simulation engine through a laptop synchronously with the other players. All “watersheds” were connected via teleconferencing. Dr. Benjamin Cuker (HU Marine and Environmental Studies) collaborated with us by playing the game and providing guidance on the players moves. Prof. C. Sánchez-del-Valle served as the liaison with the UVA organizing the game.

Our faculty are also engaged in work in the community, providing role models for our students. Among their accomplishments are the following:

1. Robert Easter has served on the Board of Code Appeals for the City of Richmond, including many years as the chair.
2. Dr. Carmina Sánchez-del-Valle – Volunteer Focus Group: Housing and Neighborhoods. City of Hampton Community Plan Update. Spring 2011.
3. Dr. Carmina Sánchez-del-Valle - Board Member: Hampton Neighborhood Development Partnership Inc. (HNDP) Non-profit . 2010-2011.
4. Other programs and projects (mentioned and described elsewhere) include:
  - a. Tucker’s Landing
  - b. Menchville House

### 1.1.4. Long Range Planning

The Department's Chair annually submits a five-year plan to the University Committee on Long Range Planning, which effectively embodies a departmental strategic plan. This report is submitted for review to the Dean of the School of Engineering and Technology to insure its viability within the School's planning structure. By tracking this plan through its annual cycles, one can observe the progress of the department in relation to stated Departmental Objectives. Listed below are the Departmental Objectives, as stated in the 2008 APR, and the progress that have been made on each objective.

The program faculty and staff conduct weekly meeting to assess the academic program and address other concerns pertinent to the program and well-being of the students. As a result many changes in the program's infrastructure, academic offerings and extra-curricular programming are reviewed, assessed, and, where necessary, modified.

#### Progress Relative to Strategic Plan

Many of the items listed as Departmental Objectives in the Strategic Plan are showing excellent progress, others are primarily dependent upon securing funding, while some are subject to the vicissitudes of University planning.

1. Freshman class of 60: Since the introduction of the M. Arch., the numbers have grown. In the 2007 there were 60 freshmen, and in 2008 there are 63. However, in recent years, the numbers have been poor. The 2012 first year class had 27 and the 2013 class had 35. Our 2014 class has 23 incoming freshmen students.
2. To increase number of majors to 160: Similar to goal 1, these numbers were improving until the recent economic woes. The numbers were growing, but in the past two years have hovered in the mid 140's.
3. A stronger visiting lecture series: In the past three years, the university has provided financial support for the Friday lecture series that has resulted in several prominent architects being available to our students. This has been supplemented by a willingness by local and state architects sharing their work and thoughts with our students.
4. Slide curator and African American Collection: In 2008 the University acquired ARTstor as a digital image database. This lessens the need for a curator, and provides a vehicle for distribution of a potential African American Collection.
5. Funding for faculty development: Faculty have been able to attend and present at several professional development opportunities to date, but often with a creative gathering of funds, including their own. The travel budget has been frozen at the university since the recession. Travel must be approved by the Exceptions Committee, which places emphasis on travel related to recruitment.
6. At least one funded grant per year: The Department received two separate, Department of Energy Solar Decathlon grants for academic years 2010-2011, and 2012-2013, each a collaboration with Old Dominion University. The Department collaborated with the City of Newport News on a HUD grant to revitalize a community in that City. The faculty has generated a number of proposals with various levels of success.
7. Integrate computer technology: A laptop is required of all second year students. Across the university, most of the +/-1300 entering freshmen come to campus with a computer. The Architecture building, Bemis Hall, is a wireless environment. Design studios integrate digital representation, as well as other professional courses.



8. Web, email, and long distance collaboration: The University has mandated and most faculty currently comply with the use of Blackboard for course content and communication, or conduct some coursework through a variety of online collaborative environments. We are now integrated to the extent that we are able to require student participation through their University email accounts. Some faculty and students maintain their own discussion spaces (blogs).
9. Community development organizations through the Urban Institute: The Third and Fourth year comprehensive design studio projects have been community-based for the last few years. This studio has included a significant urban component, and extends across two semesters. These projects can still be brought under the umbrella of the Urban Institute in a more formalized manner.
10. Required internship/coop: The department has implemented, with the 2012 curriculum revision, the required internship experience, between the 4<sup>th</sup> and 5<sup>th</sup> years. Effective with the 2008-2009 academic year, 4<sup>th</sup> year studio students will be required to establish their IDP/NCARB file. This will change beginning in Fall, 2014 with the revisions to the IDP process and the collection of the professional fees from students.
11. Summer Studio: During the previous Team visit, it was noted that, because courses were only offered during a single term each year, our students were set back a year each time they were unsuccessful passing a course. To address this concern, we have been able to initiate a summer session of studios that allow students to repeat courses, under the direction of Prof. Kloster, who is able to address specific student shortcomings and allow students to stay on target toward timely graduation. This process has also include other support courses, most notably the structure sequence.

Items that are still planned include:

1. Construction of a new building for the Department of Architecture. As discussed in Section 1.2.3, Physical Resources, the School of Engineering & Technology has adopted our plan to raise funds to replace the Architecture Building. There are no concrete plans in place, to date, but discussions are beginning in order to develop a timeline and fund raising strategy.
2. Scholarships: Our 5<sup>th</sup> year students are considered graduate students and, as a result, lose access to Federally available funding / support afforded undergraduate students (Pell Grants, Parent Plus Loans, etc.). Our goal is to increase the number of scholarships to cover the costs of tuition for the 5<sup>th</sup> year students. In the past five years, we have increased the number of those opportunities.
3. Operational Funding: The Schools master plan also calls for raising sufficient resources to make the programs self-sufficient. This, too, is a new initiative and fund-raising strategies are now being prepared.

### 1.1.5. Self Assessment Procedures

As stated in the Department Mission Statement and Statement of Purpose, we are dedicated through teaching, research, and service to the development of critical inquiry, the provision of a professional and technical education, and to the education of future leaders in our goal of “promoting a global environmental sensitivity and to developing an ability and desire in students to help bring about important social and environmental change, especially in transitional urban areas and communities of color.”

In 2008, President William R. Harvey charged the Vice President for Administrative Services with developing a “Comprehensive Plan for the Implementation of a Sustainable Institutional Effectiveness System using an on-going program of assessment for all academic and non-academic areas.” It was noted that such a system must incorporate means for assessing continuous improvements within and across all areas and incorporate the University’s current and future Integrated Strategic Planning process.

The Plan presented was designed to address these areas while presenting a detailed approach for the actual implementation, taking into consideration all deadlines pertaining to institutional and programmatic accrediting agency review cycles. Specific recommendations were:

- That the planning and data gathering system be maintained with the addition of an assessment component and the elimination of hard copy submissions.
- That all reporting be incorporated into an automated system for
  - Data collection from all academic and non-academic units,
  - Assessment of outcomes/results from all academic and non-academic units,
  - Documenting all academic unit Intended Student Learning Outcomes, and
  - Documenting quality improvement through Key Performance Indicators in support of university goals.
- It was also recommended that the University create or adopt the use of an Institutional Effectiveness and Assessment Principles, Resources and Procedures Manual.

The University was already engaged in extensive annual program planning and outcomes reporting activities but needed a way to assess how well outcomes were being achieved and to what extent plans were developed that would initiate continuous improvement throughout the system

Institutionalizing the above recommendations meant implementing a data management and assessment system for the purpose of continuous improvement, thus addressing the Southern Association for Colleges and Schools (SACS) Core Requirement 2.5 (and SACS Resource Manual for the Principles of Accreditation: Foundations for Quality Enhancement, SC 3.3.1.1 [Student Learning Outcomes] March 2012):

“The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission. (Institutional Effectiveness)

Institutionalization of this system also meant that a sustainable process would be in place that allowed for the most extensive unit, programmatic, AND institution-wide reporting and monitoring of Student Learning Outcomes and Key Performance Indicators.

In conjunction with the Office of the Provost, research was conducted by a campus-wide committee on several data management systems. TracDat was selected and an Implementation Team was established in 2008 to implement the charge from the President. This team met and continues to meet every Wednesday morning throughout the academic year, including summers. The Team has:

- Conducted training sessions for faculty – on TracDat and Intended Student-Learner Outcomes
- Created and published Tutorials for data entry into TracDat
- Published a case-study on the Implementation of TracDat
- Established and trained Assessment Facilitators throughout all academic units
- Established and trained a TracDat Oversight Committee to monitor correct data entry
- Held TracDat workshops during faculty Institutes
- Appointed school representatives to attend TracDat Planning meetings once monthly.
- Coordinated the academic deans in the establishment of core standards for measuring Key Performance Indicators: 1) Increased Research, 2) Quality Teaching, 3) Student Recruitment, 4) Increased Fundraising, and 5) Service.

#### Fall 2013 Update

To date, October 2013, the University's Data Management and Assessment System has become institutionalized.

- All Academic and Non-Academic Units are submitting updated data on Key Performance Indicators and Intended Student-Learning Outcomes every six months
- The system is designed to incorporate and report annually on the implementation of the University's Strategic Plan
- Data in TracDat is set up beginning with the University's Mission Statement followed by
  - Office of the Provost Mission and General Education objectives and Intended Student Learning Outcomes
  - Quality Enhancement Plan – Objectives, Intended Student Learning Outcomes, Assessment Methodologies and Results/Outcomes
  - School / Colleges – Overall Objectives and Intended Student Learning Outcomes
  - Academic Program specific – Objectives, Intended Student Learning Outcomes, Assessment Methodologies and Outcomes/Results.

#### **ADDITIONAL DEPARTMENTAL ASSESSMENT PROCEDURES**

Self-assessment is an on-going process through the general faculty meetings, annual reports to the Dean of the School, student evaluations of faculty and courses, faculty review, the University wide five year Program Review cycle, and the annual departmental five year plans for the Long Range Planning Committee.

The program faculty and staff conduct annual assessments to revisit our mission and discuss our program needs. Since the 2009 accreditation visit, this has resulted two significant changes to our curriculum

All matters of policy within the Department are considered at Departmental faculty meetings, held weekly. These meetings are open to students, with the President of the AIAS/NOMAS chapter

attending as an ongoing student representative. Due to the small size of the faculty, issues such as curriculum review are typically dealt with as a committee of the whole. The School of Engineering and Technology holds faculty meetings on a regularly (as needed). Department Chairs meet weekly with the Dean and Assistant Dean. There is no faculty senate, and the University faculty meets as a body once a month. The President of Hampton University chairs these meetings.

Student input is obtained in a variety of official and unofficial ways. Officially, students are able to rate each course and faculty member through the university institute on-line student submitted course evaluations. Results of these evaluations are collected and reviewed by the institution's senior administration and disseminated to the academic administrator of each program to review at the close of each academic year. The online process has proven less effective than the previously employed paper system, because students must voluntarily participate. Additionally, assessment of the program is obtained through interviews and surveys submitted by our graduating classes. Those surveys are collected and maintained by the Chair, and used as a basis for discussions about the program direction and value. In more unofficial ways, the Chair's open door policy results in frequent discussions with student leaders regarding their views about the general administration of the program. This, too, has been the catalyst for important changes in the program to help improve student achievement.

In addition, the University has implemented an annual reporting process to assess the strengths of the program. The system, called TRACDAT, is program-based, and requires each department to establish metrics for measuring student outcomes upon graduation. It requires each department to establish the metrics for measuring progress in multiple areas, including, enrollment management (recruitment, retention and graduation), fundraising and grantsmanship, and student performance.

Other measures that exist to facilitate ongoing self-evaluation include:

1. General Faculty Meetings - The Department faculty meets every week to discuss items of importance to the department, faculty and students. The faculty operates as a committee of the whole to vote on important items or to give input to the Chair. The meetings are open to students and officers or representatives from AIAS and NOMAS are specifically invited to attend and represent the student body.
2. Dean and Chair - The Department's faculty reviews the performance of the Dean and the Chair. The results are reviewed by the Provost and President of the University.
3. Faculty Evaluations - The Chair reviews faculty each year according to University standards through visits to the classrooms/studios and through a formal yearly evaluation. These results are shared with each faculty member.
4. Student Evaluations of Faculty and Courses - Students evaluate each course and the course faculty. The evaluations are submitted to the Center for Teaching Excellence for collating. The results are returned to the Dean, the Chair and the faculty member for use in faculty development. The results are also required as a part of the Tenure and Promotion evaluation procedure.
5. School and University Review - Review of the Department has been through yearly report, the Strategic Plan and the Long Range Plan, an annual five year plan. The University has a Program Review Committee, which reviews each program in the University on a five-year cycle. The Department of Architecture has a faculty member on this committee.
6. Alumni Surveys - The Department's former Chair met individually with graduating students to review their thoughts on the Department and their education. The program is still small enough that the Chair found more value in this personal approach. There has been considerable ongoing contact with our graduates, as design reviewers, lecturers and adjuncts. There have been no formal Alumni surveys undertaken, although this matter is under consideration as the faculty evaluates the impact of the 5 + year M. Arch. degree.

In 2001 a group of alumni formed the Hampton University Architectural Alumni Association, Inc. This is the third professional chapter of the Hampton University Alumni Association, Inc., joining chapters for nursing, and for military professionals. For the past several years the HUAAA has held alumni meetings in Bemis Hall during Homecoming, where they have met with students, faculty, and the Department Chair. These meetings have kept alumni updated on Department activities, and given them input. For the past three years young alumni have held an annual Professional Day in Bemis, where they have presented their firms, offered insight into the profession, and have conducted job interviews with students.

7. Advisory Board – An advisory board initially was constituted in 1998 -1999. It meets annually and participates in discussions about the program, its needs and its has not met as a group in recent years, but members were consulted individually by the former Chair. The current members are:

James Carr (HU alumnus, National Community Reinvestment Coalition, Washington D.C.

Shurmella Condell Aslan, LEED-AP, Assoc. AIA, program alum, employee of AE firm in Richmond, VA

Bill Brown, former student and Principal of AE firm in Washington, DC

James H. Carr, former graduate

Philip Freelon, FAIA, former student, principal of firm in Raleigh, NC

Ray Gindroz, FAIA, Adjunct professor,

Dale Jackson, AIA, former student, retired architect with ASACE

Cheryl McAfee-Mitchell, FAIA, Principal of firm in Atlanta, GA

Dana Nottingham, former student

Kathryn T. Prigmore, FAIA, leading associate in firm in Alexandria, VA

Steve Scott

Roberta Washington, FAIA

Atim Annette Oton

8. Department Needs Assessment – In 2012, the Department met to develop a list of needs and to establish a list of priorities for improving the resources and facilities of the department. It is continually updated and monitored by faculty and staff during weekly meetings. The Chair presented this list to the Dean and, subsequently, to the University senior administration. The issues on the list totaled approximately \$190,000. The President has appropriated \$110,000, using the University's Title III funding.
9. Student Course Evaluations: The University collects information from the student about course instruction. This information is collected on-line and the results are disseminated to the Chair for review. Since the process became digitized, student participation has decreased significantly, and is usually limited to those who are extremely pleased and committed, and those who are extremely disheartened and upset. Information from the former can often be good propaganda, and the latter group is often hostile, but neither is always unbiased or helpful.
10. Senior Surveys: The department developed surveys that are given to fifth year students in February. They are collected by the chair (often associated with a bribe for free graduation photographs) after graduation. Those surveys ask students for their opinions on multiple components of the program, including instruction, instructors, course relevance, extra-curricular value, etc.

### 1.1.5.3. Program Strengths, Challenges and Opportunities:

The strength of our program remains our human capital: our students, faculty and staff. Although new, we believe that the curriculum is structurally sound, allowing faculty to investigate content without fear of causing serious disruption. The curriculum was created with a vision focused on the issues of critical inquiry, social/cultural investigation, and environmental urban issues. This vision has allowed us to integrate urban issues and issues of sustainability as they have emerged.

Our program has the advantage of building on this vision while also working from a strong professional/technical history. Faculty efforts in the areas of scholarship, research, and professional, intellectual, and community involvement have made dramatic strides. Faculty members have presented at major conferences and published work in peer reviewed journals. They have authored or contributed to significant works of scholarship and done much to advance the discourse on professional issues ranging from international travel to African-American's contributions to the design profession and the built-environment. They have worked on critical issues of sustainability, climate change and energy consumption in buildings.

Likewise, our students are leaders in the academic community. We have more Presidential Scholars per capita at the university (those, who because of their academic acumen are on full scholarship). Our students have a passion for their work and their futures. They work hard and have fun doing it. They make teaching a joy for our professors. They are engaged in a wide range of extra-curricular activities that enhance their learning. They are and have been, leaders in other campus activities, including drum majors in the marching band, lead vocalist in the choir, stellar athletes on the field of play and at the same time, scholars in the class. They are members of sororities and fraternities, they do work on campus and off to recruit, motivate and mentor other students and potential students.

The program enjoys the support of the broader design community in the Hampton Roads area. Firms and individuals have contributed to the growth and development of the department and to expand its impact in the community. The Department is working on bringing educators and practitioners together over this issue, and strengthen the broader architectural community.

1.1.5.4.**Program Challenges:** We also have our challenges. Our enrollment is down, our fiscal resources are marginal, our building is in a state of disrepair and our faculty is stretched. Some of these challenges that were identified in the 2008 APR are restated below. The **bold faced** text describes the updated conditions.

1. Facilities: Recent growth of the student body has pushed an aging building to the very edge of capacity. The administration has been making some repairs, but we are at or past our spatial limits. Studio space is full, and faculty are two to an office.

**Unfortunately, our space limitations have been addressed by reductions in student enrollment. The enrollment levels in 2008-9 were the result of several conditions that no longer exist. Our program had a major influx of student from one of our sister programs while they were addressing accreditation issues. Those issues have been addressed and those students are no longer a part of the program. Other issues related to enrollment are discussed in Section 3, "Progress Since Last Visit".**

**However, our physical resources remain a concern. The Bemis Laboratories building is of 1930's vintage and difficult to modify to meet the current and growing demands of technology. The University has been responsive; for example it replaced the roof and made other major repairs. is no space available in the Bemis building for the entire student body to gather (lectures, etc.), although space is available in other buildings.**

2. Human Resources: At our current program size, based on the SSHU(\*) formula of 180 contact hours per full time equivalent FTE faculty position, we are in need of four additional faculty positions. Studios alone require ten faculty, and there is need in non-studio courses. This need is intensified with the addition of required electives at the Graduate and Professional levels now that the M. Arch program is being implemented. Salary levels, and the cap on the number of tenure-track positions make it extremely difficult to attract and retain exceptional full-time as well as adjunct faculty.

**Some of our more pressing faculty loads were addressed through additional slots made available by the University when enrollment was very high (approximately 190). From 2009 through 2014, we were allocated 9 FTE's. Additionally, the University has allowed us to retain the services of a part-time (officially adjunct) faculty member, Sherman Brown, who receives compensation from the University above the standard rates used in other programs. Mr. Brown is a graduate of the program with over 30 years practice experience.**

**The university has also assisted in relaxing the SSHU requirement for those faculty members teaching graduate courses (three of our current 7 faculty members teach required 500 and 600 level (graduate/professional) courses) and they are given additional release time commensurate with their course obligations.**

**\*NOTE: SSHU's are computed by multiplying the number of course credits by the number of students in a class. This formula does not take into account the number of contact hours required by a class (studios, for example, meet 4 hours each day, three days a week, and have 6 credits, but demand the same amount of time that four three credit courses meeting in one hour each, for the same timeframe, but faculty ultimately receive only half the SSHU credit).**

3. Our students are hamstrung by the requirement to follow a specific set of courses that, because of the space and human resource limitations described above, are not offered with any frequency. Failure in one class can result in a student having to spend an extra year in pursuit of their degree.

**This concern has been reduced significantly through our use of summer school courses. The University allows the department to use summer courses to help students stay on target for a 5½-year tenure.**

4. Funding: Beyond the issues addressed in Facilities and Human Resources above, funding remains the key issue. For students and faculty to develop, there needs to be travel funds, as well as funding for visiting lectures. Professional memberships need to be covered, and there is a great need for more support services. Currently the Architecture Library operates Monday through Friday until 5 pm. The CAD Lab and Model Shop are supervised for only 16 hours per week. There is also no fee in place to cover the requirements for the Department to maintain and support digital operations and currency. The University, through support from the Dean and Provost, are committed to improving the resources for the Department, in concert with the Department's increased effort to generate outside funding. However, this will take time to materialize and current needs are great.

**There has been some success. Through relationships with the University's main library, we have been able to secure needed manpower to keep the CAD Lab open and Library each weekday evening until 12:00 midnight.**

**The HUDA has not been as successful raising external funds for program projects as we would like. The challenge was never more evident than in our efforts to participate in the 2012-2013 Solar Decathlon. Our students were highly motivated, and developed a design concept that was recognized by the DOE-SD leadership as strongly competitive. But we were not able to secure the needed funding to complete the structure and have it transported to California. The travel costs were unexpected. All previous Solar Decathlons were held in Washington, DC and at the time of proposal submission, that was our expectation. However, we also were not able to secure sufficient funding to construct the house. However, the department did set a precedent: our students and faculty and the School secured significant in-kind contributions, cash and equipment in excess of \$500,000 from a myriad of vendors for materials, equipment, tools and other resources.**

**The Department is working closely with the Dean, Assistant Dean, and Office of Development to on a strategy to improve fundraising for architecture.**

5. Visibility: Previous NAAB reports have highlighted the difficulty in accessing information about the program because it operates as a Department, while the majority of accredited programs in the country operate as schools, or colleges. Our department's name does not appear in the name of the School, and it is difficult for some prospective students to find the program on the University's website. The Architecture website needs to be upgraded, both for content and format. It follows the University's basic template, which is not the most appropriate for a design program. Efforts are underway to modify the website, as will be discussed elsewhere in the report.



**We have been able to upgrade our website and make critical changes to the webpages. Access to the department's website has been a challenge, but the department is working with the School Dean to address this.**

6. **New challenge 1:** As is evident in the table in section 1.2.6, page 1-61, enrollment management is a significant challenge. Enrollment has dropped dramatically over the past four years. While this is part of a national trend affecting many programs, it threatens the health of the program. Many students in the area opt for community college to begin their architectural studies and enter our program after completing some of their courses. Others are finding the growing cost of higher education unaffordable. We must address this issue.

1.1.5.5.**Program Opportunities:** But with the strengths and challenges, we also have the opportunity to be a truly great program. We have the perfect blend of seasoned faculty and new young teaching minds who invigorate the classroom. We live in an area that will be challenged in the coming years by the effects of climate change and sea level rise. With our colleagues in the Marine and Environmental Science Department, we can develop new ways to look at communities on the water's edge. We remain strong and committed to our mission. We have been able to a tremendous work with the limitations we face, and know that the future is bright.

We have established relationships with regional professional organizations that reinforce our capacity and allow us to have a continuum in project opportunities.

We have strengths via expanded design service and research interest that offer opportunities for future growth of the program.

With the Title III funding support, we also have an opportunity to competitively outfit the program's infrastructure for the foreseeable future.

## 1.2. Resources

### 2.2.1 Human Resources and Human Resource Development:

#### 2.2.1.1 Faculty

The University employs approximately 1,200 full-time persons including faculty, staff and administrative personnel. None of these employees is represented by any collective bargaining organization. The University employs approximately 400 faculty members of whom nearly 30% are tenured. Approximately 78% of the full-time faculty holds terminal degrees in their respective areas of specialty. The undergraduate student/faculty ratio is approximately 16 to 1.

Our cadre of faculty within the Department of Architecture consist of a unique blend of architecture academicians / scholars and seasoned practitioners. Included in our full-time faculty of seven, we have two with academic doctoral degrees and one alum of the program. Under the leadership of the Chair, Robert Easter, a 32 year veteran practitioner and graduate of the HUDA, the current faculty boasts seven licensed design professionals, with a blend of strong academic and rigorous professional experiences. We attempt to assign two faculty to each studio, with that blend in mind. Support courses are assigned based on the interest of the faculty and the needs of the students.

We have a strong blend of academicians and practitioners. Drs. Sanchez and Henderson, along with Prof. Kloster each have over 25 years teaching experience (all three are also registered architects) and are highly regarded in the architecture academic community. Professors Andrews, Easter, Peronnet and D. Henderson are all seasoned, veteran practitioners with teaching experience. Their resumes are included in Section 4.

In Spring, 2009, Mason Andrews joined our faculty, having practiced in a prestigious boutique interior architecture firm in New York before returning to the Hampton Roads area to practice. She brought strong credentials in scholarship as an author and community activist. She also brought significant relationships, introducing, along with Dr. Chance, our program to Ray Gindroz. Her career includes leadership on a variety of boards and service to the community.

In Fall, 2010, we added Wesley Henderson and Marci Turner to our staff to replace departing faculty members (one relocated to accompany a military spouse and the other was a part time faculty member who rejoined private practice). Dr. Henderson is a noted architectural historian who has authored many articles and books on African American architects. Ms. Turner is a graduate of our program who has developed a rich resume of work and has significant experience introducing digital media to small firms in the area.

When we lost Daisy Williams, a young, inspiring and extremely talented professor who had been with the program for five years, to a larger program (the University of Oregon), and Professor Chance took a sabbatical to continue her research, we also added Runo Okiomah in 2012-13 to our staff for one year. Prof. Okiomah was a recent graduate of MIT with practice experience and a lot of energy.

In 2008-9, we had the additional resources of a local structural engineer who taught the structures courses. When his work responsibilities required him to discontinue that commitment, one of our graduates, Sherman Brown (Class of 1974) agreed to become a fixed adjunct with a focus on the structures curriculum. Another veteran practitioner, Prof. Brown has over thirty years practice experience, most of it in large architectural firms. Since starting, however, he has become a part-time faculty asset, teaching the structures courses

and also the first, second and fourth year design studio. His contribution to the program and the students has been priceless.

At the close of the 2011-2012 academic year, Prof. Marci Turner took a year off to complete her IDP requirements while working in a local office. During the following academic year (2013-2014), she continued teaching the representation sequence of courses as an adjunct. Her slot was replaced by Darryl Henderson, another veteran practitioner; a registered architect with a resume replete with design accomplishment and a teaching history in interior architecture.

2012, Ray Gindroz was named research adjunct to the department, allowing him to write proposals in the name of the University to secure funding for the International Travel Studio course. In Fall, 2013, Mr. Gindroz began teaching the 3<sup>rd</sup> year studio, as an adjunct, assisting Mason Andrews. He also is an adjunct in the travel studio and has served in that capacity for 6 years.

All faculty members, when first appointed to their position at Hampton University, go through an initial two-day orientation program. The University's orientation program continues throughout the year with monthly required seminars for new faculty members, offered through the Center for Teaching Effectiveness. This program introduces them to University policies, and acquaints them with the Faculty Handbook which outlines the policies regarding employment at the University. Each new faculty member is assigned a mentor to assist in becoming oriented to the university culture.

#### Current Faculty

The Architecture Program currently has seven full-time faculty slots, with three members currently holding tenure. The Chair is allocated 25% release time, yielding 6.75 full-time positions dedicated to teaching. Additionally, there are 3-4 part-time, or adjunct professors at the rank of Assistant or Associate Professor, who have taught over the last two years

There are currently no tenure-track appointments in the Department (Easter was granted tenure at the end of the 2014 academic year, but one of our other tenured faculty members, Dr. Chance left the university in summer 2014). There has been discussion with the administration to offer a tenure track position to one or two of our four current faculty members that hold Temporary Annual appointments.

The Department also enjoys active participation of local professionals who serve as adjunct faculty, guest reviewers, and speakers.

The curriculum of the Department places the design studio as the locale for knowledge integration, beginning in the fall semester of the Freshman Year. The lower level studios (first and second year) are assigned 5 credit hours, while the upper level (3<sup>rd</sup> through 5<sup>th</sup> year) have 6 credit hours. The curriculum is designed so that courses taken in proper sequence support the students' work in studio. All studios meet on Monday, Wednesday, and Friday, which allows one day between sessions to work on assignments. Upper level studios meet in the afternoon from 1:00 pm – 5:00 pm for a total of 12 contact hours per week. First and Second Year meet in the mornings, from 9:00 am - 12:15 pm for a total of 9:75 contact hours per week.

All full-time faculty members teach at least one design studio, including the Department Chair. The University uses a formula known as SSHU to determine teaching loads for faculty. The SSHU is determined by multiplying course credits by the number of students enrolled. The requirement for Architecture faculty is 180 SSHU per Semester, which is a difficult rubric to maintain given that studio courses assigned 5 or 6 credits, meet for 9 and

12 hours per week, respectively. Thus there is some variation in course load by faculty. The typical load for full-time faculty each semester includes:

Five to six credit hours of Design Studio

Three credit hours of Lecture, Workshop, or Seminar

Advising 20 students on their matriculation progress through the program.  
Faculty members are assigned students as they arrive in the program, and will maintain that assignment through the students entire tenure in the Department.

Advising four to five 5th year Thesis Students during spring semester

In addition to teaching and advising responsibilities, faculty members also take on a wide variety of Department, School, and University committee and administrative responsibilities. We are able to gage the effectiveness of instruction by the receipt of student evaluations at the end of each course offering. These are collected on-line by the university and the results are disseminated to the Chair. The chair is a frequent guest in classes to observe instructional methods and student responsiveness. The Chair also serves on a variety of administrative committees.

Faculty Members (For academic years 2012 to 2014):

Full-Professors: Dr. Carmina Sanchez-del-Valle, RA (tenured)

Associate Professors: Mason Andrews, AIA  
Robert Easter, AIA (tenured)  
Dr. Wesley Henderson, AIA  
Shannon Chance, AIA (tenured)\*

Assistant Professors: Darryl Henderson, AIA \*\*  
Ron Kloster, RA (tenured)  
David Peronnet, RA  
Marci Turner\*\*  
Ogheneruno Okiomah\*

Library Faculty: Norma Sellman

Emeritus Professors: John Spencer, FAIA \*  
Solil Banerjee, RA \*

Adjunct Faculty: Sherman Brown  
Ray Gindroz, AIA

\* Denotes faculty not currently with or available to the program

\*\* Denotes faculty who have served both full time and as adjuncts

Currently all seven of the full-time faculty are registered architects, as are the Emeritus Professors. All Adjunct Faculty members are practicing in the Hampton Roads area in the fields of architecture, urban design, landscape architecture, or engineering.

The faculty represents the Program's greatest continuing asset. They are committed to establishing the Department of Architecture as a meaningful voice in the critical decisions

facing the professions of Architecture and Architectural Education, and to the education of students that will enable them to assume positions of leadership in those professions.

#### Faculty-Student Ratios

Faculty-student teacher ratios for studios for all design levels fluctuates depending on class size. Our goal is to assign two full-time professors to each studio. With seven or eight full-time faculty, this is not always feasible or practical. We have an outstanding continuing adjunct relationship with Mr. Sherman Brown, who has been available for the past four years, and is willing to teach studio, as well as the structures sequence. This results, however, in one of our remaining faculty members often teaching two studios as well as support courses. This is exacerbated by enrollment uncertainty.

As a small program, studio teaching needs are relatively constant, although the number of students per studio varies. First year studio has ranged between 30-40 students over the last several years. With two faculty, the ratio is between 15 and 20:1. All other studios have student loads between 24 and 32 students typically with two faculty members. Thus, the typical faculty-student ratio for 2nd to 5th year is approximately 15:1. We have observed similar numbers from other institutions, ranging from 9:1 to well over 21:1 (the numbers are not, in all instances, involving the studio only). The overall student/faculty ratio for full-time faculty in 2013-2014 was 15.75:1 (a total of 126 undergraduate plus graduate/professional students and 8 faculty), or 16.3:1 if the calculation is made with 7.75 faculty FTEs.

#### Administration

For each administrative position, a description of the distribution of effort between administrative and other responsibilities

The Department of Architecture is situated in the School of Engineering and Technology, one of six Schools in the Undergraduate College at Hampton University. The Chair of Architecture reports to the Dean of the School, and through him to the Provost, who is the Chief Academic Officer for the University. Architecture is the largest Program in the School, both in student body and faculty, and enjoys a very beneficial relationship with the Dean, Dr. Eric Sheppard. Dr. Sheppard is sensitive to the needs of the Program, and is understanding of some of the unique ways in which Architectural Education takes place. Nonetheless, there is some concern over the relative degree of autonomy granted the Department Chair of a Professional Program.

Under University policy, the Chair serves on a nine-month contract, and receives 25% release time for administrative duties. As a result, in most years he teaches a design studio, as well as support courses, and advises thesis students. In addition to administering the Department, supervising faculty and staff, serving on University and School Administrative Committees; and, fundraising the Chair has ultimate responsibility for academic and advisement matters in the Department. The Program has a history of strong faculty support, but with the ultimate responsibility for resolution resting with the Chair.

## Teaching Assignments

### Fall 2012 Teaching Assignments

	ARC 101	ARC 200	ARC 201	ARC 203	ARC 208	ARC 303	ARC 309	ARC 314	ARC 405	ARC 414	ARC 417	ARC 601	ARC 618
<b>Full Time Faculty</b>													
Andrews						X							
Easter									X		X		
Henderson, W					X							X	
Kloster	X							X					
Okiomah		X	X										
Peronnet*									X				
Sanchez												X	X
Turner			X	X									
<b>Part Time Faculty</b>													
Brown	X						X			X			
Gindroz						X							
Battaglia									X				

\* Professor Peronnet taught a parallel track of ARC 405 for the students selected to compete in the Solar Decathlon.

### Spring 2013 Teaching Assignments

	ARC 102	ARC 202	ARC 204	ARC 207	ARC 315	ARC 304	ARC 309	ARC 310	ARC 317	ARC 406	ARC 411	ARC 518	ARC 602	ARC 617
<b>Full Time Faculty</b>														
Andrews						X			X					
Easter										X		X		
Henderson, W				X									X	
Kloster	X													
Okiomah		X									X			
Peronnet*					X					X				
Sanchez													X	X
Turner		X	X											
<b>Part Time Faculty</b>														
Brown	X						X	X						
Battaglia										X				

\* Professor Peronnet taught a parallel track of ARC 406 for the students selected to compete in the Solar Decathlon/

### Summer 2013 Teaching Assignments\*

	ARC 202	ARC 305 306	ARC 309	ARC 310	ARC 414	ARC 406
Andrews		X				
Kloster	X					X
Peronnet					X	
Okiomah		X				
Brown			X	X		
Gindroz		X				

\*NOTE: All summer faculty are on separate contracts.

### Fall 2013 Teaching Assignments

	ARC 101	ARC 200	ARC 201	ARC 203	ARC 208	ARC 303	ARC 309	ARC 314	ARC 405	ARC 414	ARC 517	ARC 601	ARC 618
<b>Full Time Faculty</b>													
Andrews						X							
Chance		X	X										
Easter									X		X		
Henderson, D			X						X				
Henderson, W					X							X	
Kloster	X							X					
Peronnet												X	
Sanchez												X	X
<b>Part Time Faculty</b>													
Brown	X						X			X			
Gindroz						X							
Turner				X					X				

\* Professor Peronnet taught a parallel track of ARC 601 for the students selected to compete in the Solar Decathlon.



### Spring 2014 Teaching Assignments

	ARC 102	ARC 202	ARC 204	ARC 207	ARC 315	ARC 304	ARC 309	ARC 310	ARC 317	ARC 406	ARC 411	ARC 518	ARC 602	ARC 617
<b>Full Time Faculty</b>														
Andrews						X					X			
Chance		X							X					
Easter										X		X		
Henderson, D		X			X					X				
Henderson, W				X									X	
Kloster	X													
Peronnet														
Sanchez													X	X
<b>Part Time Faculty</b>														
Brown	X						X	X						
Gindroz						X					X			
Turner			X											

\* Professor Peronnet taught a parallel track of ARC 601 and 602 for the students selected to compete in the Solar Decathlon.

### Summer 2014 Teaching Assignments\*

	ARC 204	ARC 303 304	ARC 305 306	ARC 310	ARC 315	ARC 406
Andrews			X			
Easter			X			X
Henderson, D						X
Kloster	X	X				X
Brown				X	X	
Gindroz			X			
Turner	X					

\*NOTE: All summer faculty are on separate contracts.

## Fall 2014 Teaching Assignments

	ARC 101	ARC 200	ARC 201	ARC 203	ARC 208	ARC 303	ARC 309	ARC 314	ARC 405	ARC 414	ARC 517	ARC 601	ARC 618
<b>Full Time Faculty</b>													
Andrews						X							
Easter									X		X		
Henderson, D		X	X										
Henderson, W					X							X	
Kloster	X												
Peronnet								X					
Sanchez												X	X
<b>Part Time Faculty</b>													
Brown	X						X			X			
Gindroz						X							
Turner				X									

## Staff

In addition to our faculty, the department has four full and or part-time staff positions. For each staff position, a description of the distribution of effort between administration and other responsibilities is described.

The Department has been served by a full time "Department Secretary" (who acts as administrative assistant to the Chairperson), and one full time "Administrative Secretary", who was secretary to the faculty and manager of student records within the Department; along with a graduate assistant (a fifth year architecture student). The Main University Library also provides a graduate assistant to work in the evenings to manage the library and the CAD Lab. In September, 2014, our administrative Secretary accepted a new position within the University and the position will not be immediately replaced. The Department Secretary is the office manager and the supervisor to the Department student graduate assistant, as well as the person who keeps the Department's records. The Departmental Secretary will also perform the duties of the Administrative Secretary, which is to keep track of student records and the departmental budget.

The Department is served by a part-time "CAD Lab Director" and a part-time "Model Shop Director." Staff members are from 2012 through 2014 are:

Department Secretary	Deborah Bowers
Administrative Secretary	Karen Pooler*
CAD Lab Director	Charles Cherry B.S. (Norfolk State)
Model Shop Director	James Grant * (deceased, February, 2013) Robert Johnson

\* Denotes staff member not currently with or available to the program

## **Human Resource Policies**

**The following information is extracted from the current faculty handbook and is available to all faculty members upon joining the university.**

### **EQUAL OPPORTUNITY EMPLOYER**

The University is committed to being an equal opportunity employer. The University is also a government contractor and, in accord with the dictates of Executive Order 11246, has adopted a policy of affirmative action in employment with respect to all the University employees. The University is an Affirmative Action Employer. Moreover, as required by the provisions of Executive Order 11246, the Vietnam Era Veterans Readjustment Assistance Act of 1974, as amended, and Section 503 of the Rehabilitation Act of 1973, as amended, the University is further committed to an Affirmative Action program and will pursue a goal of recruiting and employing protected classes of individuals in accord with that program. Pursuant to this Affirmative Action Program, Director of Human Resources is the Equal Employment Opportunity Officer ("EEO Officer") for the University, Armstrong-Slater, Building 100, Hampton, Virginia 23668. Phone (757) 727-5250.

The University does not discriminate against individuals in employment on the basis of race, sex, pregnancy, religion, color, national origin, age, disability, genetic information, status as a disabled or special disabled veteran, veteran of the Vietnam Era, Armed Forces Service Medal veteran, newly or recently separated veteran or other protected veteran, or protected activity, nor does it tolerate any form of harassment in the workplace against individuals on the basis of their race, sex, pregnancy, religion, color national origin, age, disability, genetic information, status as a disabled or special disabled veteran, veteran or other protected veteran, or protected activity. Protected activities include, for example, making a complaint of discrimination or harassment. This prohibition of discrimination and harassment applies to all terms and conditions of employment from the hiring stage through the cessation of employment.

The University requires all of its employees as a condition of employment to act in accord with this policy of non-discrimination, non-harassment and equal opportunity for all individuals regardless of their race, sex, pregnancy, religion, color, national origin, age, disability, genetic information, status as a disabled or special disabled veteran, veteran of the Vietnam Era, Armed Forces Service Medal veteran, newly or recently separated veteran, or other protected veteran, or protected activity.

The EEO Officer is responsible for the overall application of the equal employment opportunity/affirmative action policy and administration of the affirmative action plan. In addition, each supervisor/Department Head is designated the responsibility of the application of this policy within their department. This includes initiating or supporting programs and practices designed to develop understanding, acceptance, commitment, and compliance by each supervisor and all employees in the department.

For further information on non-discrimination and Hampton University's grievance procedure filing a complaint of discrimination, see Section 2.3. Employees may be confident that the University will not tolerate any form of retaliation against employees who, in good faith, make a complaint of discrimination, assist in making such a complaint or cooperate in an investigation of such complaint.

### **AFFIRMATIVE ACTION**

The University also, in accord with Executive Order 11246, has an Affirmative Action Program. It is the policy of the University to select new employees on the basis of their

qualifications to perform and every effort will be made to determine the type of employment for which applicants may best be suited.

The University will not recruit, hire, train and promote persons in all job titles, and require that all other personnel actions are administered without regard to an individual's race, sex, pregnancy, religion, color, national origin, age, disability, status as a disabled or special disabled veteran, Vietnam Era veteran, Armed Forces Service Medal veteran, newly or recently separated veteran or other protected veteran; and require that all employment decisions are based only on valid job requirements. Further, the University will require that employees and applicants not be subjected to harassment, intimidation, threats, coercion or discrimination because they have engaged in or may engage in any of the following activities:

**Filing a complaint:**

Assisting or participating in an investigation, compliance evaluation, hearing, or any other activity related to the administration of the affirmative action provisions of the Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended (VEVRAA), Section 503 of the Rehabilitation Act of 1973, as amended, Executive Order 11246, Title VII of the Civil Rights Act of 1964, as amended by the Civil Rights Act of 1991, or any other federal, state, or local law requiring equal opportunity for the above noted protected classes, including specifically, the disabled, disabled or special disabled veterans, veterans of the Vietnam Era, Armed Forces Service Medal veteran, newly or recently separated veterans or other protected veterans;

Opposing any act or practice made unlawful by Section 503 of the Rehabilitation Act of 1973, as amended, Executive Order 11246, Title VII of the Civil Rights Act of 1964, as amended by the Civil Rights Act of 1991, VEVRAA, or their implementing regulations in this part, or any other federal, state or local law requiring equal opportunity for disabled or special disabled veterans, veterans of the Vietnam Era, Armed Forces Service Medal veteran, newly or recently separated veterans or other protected veterans; or

Exercising any other right protected by Section 503 of the Rehabilitation Act of 1973, as amended, Executive Order 11246, Title VII of the Civil Rights Act of 1964, as amended by the Civil Rights Act of 1991, VEVRAA, or their implementing regulations in this part.

The University's affirmative action plans or relevant portions of them are available for your inspection in the Office of Human Resources upon request.

## **CRITERIA FOR APPOINTMENT, PROMOTION & TENURE**

**Faculty Appointments:** Faculty searches are initiated at the departmental level by a committee of faculty and students. Appointment recommendations are initiated at the departmental level and submitted to the Dean of Engineering and Technology and Provost for approval. Criteria for appointments at the various academic levels are listed in the Faculty Handbook, and are included in the appendix of the APR. (A full copy of the Faculty Handbook will be available for review in the Team Room).

**Promotion and Tenure:** Faculty appointed to tenure-track positions are typically given six years to apply for tenure. In addition to annual evaluation by the Chair, all faculty members receive a Tenure and Promotion Progress Review by the Chair after three years. In fact, all faculty regardless of the type of appointment go through this process. At the time of application for tenure and/or promotion, the candidate prepares a dossier for review. The dossier is reviewed first by the Chair, whose recommendations regarding Promotion and Tenure is sent from the Department to the Dean of the School. The dossiers are reviewed

by a faculty committee in the School of Engineering and Technology. The recommendations of this committee are advisory in nature and are given to the Dean. The dossier, with the recommendations of both the Chair and the Dean is then submitted to the Provost for review and submittal to the Committee on Academic Personnel. Recommendations of the Committee on Academic Personnel are given to the Provost for review and presentation to the Board of Trustees at their April meeting. These recommendations receive final action by the Board of Trustees at this time.

### 1.2.1.2 Students

The Architecture student body comes from a wide variety of backgrounds. All regions of the United States are represented, with the strongest numbers from the Mid-Atlantic and the local Hampton Roads areas. We typically have students from the Caribbean Islands, Africa, and Europe. The Architecture student body is generally the most diverse in the undergraduate college at Hampton University. As the only Professional Architecture Degree in Hampton Roads, the undergraduate student body at Hampton University is normally 85% African American.

Students typically enter the architecture program from one of three scenarios. The majority of the students enter the architecture program directly from high school. A smaller number transfers in from the local Community Colleges, usually after receiving an Associates Degree in Architectural Technology, or from other professional degree programs. We also have a number of students who are pursuing a second or third degree. Many of these students have received four-year non-professional architecture degrees, an unrelated Bachelor's Degree, or have retired from the military and are seeking a second career.

The number of students entering the freshmen class in recent years has range from 20-64. While the Department is engaged in recruiting activities, and communicates whenever possible with prospective students, the University Admissions Office screens, accepts, and admits students to the Architecture Program. In a typical year, the Admissions Office receives approximately 150 applications declaring Architecture as the major. Of these, 80-100 are accepted for admittance, with 45-60 making up the entering class in a given year. There is no portfolio review or other screening of applicants by the Department although we reserve the right to do so as stated in the University Catalog. The minimum SAT score is 960, with a minimum in Math of 480. The male/female ratio is approximately 55:45.

Over the past three years, the department has averaged 54 freshmen and 33 sophomores, yielding a retention rate of 61%. Attrition results from a combination of grades, student choice, and withdrawal from (or non-return to) the University. Architecture is one of the few programs at Hampton University that requires intensive involvement from students during their freshman year, which distinguishes it for its academic rigor. With no pre-screening of students, many freshmen use the first year to try architecture. We have averaged 28 graduates per year since 2009, but that success is in jeopardy. This past year, 127 students accepted to the university declared architecture as a major. However, only 19 of those students enrolled.

#### Admissions

The Department of Architecture adheres to the entry requirements established by the University Office of Admission. However, the department restricts enrollment to students meeting the following criteria: 1) SAT score of 960 or above, and 2) a minimum Math SAT score of 480. Applicants not meeting the above requirements will be refused admission, but may be referred by the Admissions Office to the department for review. Transfer students seeking advanced placement in the design studio must submit a portfolio of work completed at the previous college or university for review. No transfer credit will be given for the fifth-year design studios. Freshman students will be given a mathematics placement test. Students who do not qualify for Mathematics 117 will be placed in a lower level preparatory course. The first year of the five and one-half-year program is considered the foundation/pre-architecture year. Enrollment in the foundation program is open to any student admitted to the University. Progression to the second year requires review and acceptance of a portfolio of the student's Pre-architecture work by the faculty. Because much of the architecture curriculum is sequentially structured, prerequisites must have been completed with acceptable grades before advancing to the next level of courses.

The University Admissions Office may refer applicants not meeting the above requirements to the Department of Architecture for review.

The first year of the 5 1/2 year Master of Architecture program is the foundation/pre-professional year. Enrollment in the first year is open to any student admitted to Hampton University. Because much of the Architecture curriculum is sequentially structured, students are screened at the end of the first year, and each subsequent year, to assure the prerequisites have been completed with satisfactory grades before advancing to the next level. A portfolio review of the first year studio work is required for admission into the 2nd year studio. All undergraduate prerequisites must be completed prior to admission to the graduate level in the last semester of the program.

Transfer students seeking advanced placement in the Master of Architecture Program must submit a portfolio of work completed at the previous college or university for review. No transfer credit will be given for the 5th year Design Research Thesis studio sequence.

Our student body is diverse. Students come to our program from all fifty states, the Caribbean, Africa, and other countries.

Qualification of students: Students must have completed at least four units of English, three units of college-preparatory mathematics, two units of foreign language, two units of social science, and two units in the natural sciences. The University recommended that students should have taken the most rigorous academic program available in their schools, including at least five academic courses each year and AP, IB, and honors courses whenever possible.

## Student Support

Student support is structured in the fabric of our university and within our program.

### Support within the Department of Architecture

Within the department, students are assigned a faculty advisor who will work with that student for the duration of their matriculation when they arrive. The role of the faculty advisor is to assist the student in the selection of courses, to counsel students who are performing poorly and to mentor students. Students also have access to the chair for guidance and counsel. His office hours are open, and he is frequently in the office during the evenings.

First year students are advised by the full-time faculty assigned to First Year Design Studios, as well as by the staff in Freshman Studies.

Career Guidance begins in the Department of Architecture at the freshman year level and is supported by the faculty in their courses and through personal contact. The Professional Day event helps students refine their resume and design portfolios.

Evaluation of Progress – Each year-level advisor reviews the students' progress at that level. Grades are evaluated and the progress discussed with the student. The Chair also reviews mid-semester and end of semester grades and discusses progress, course prerequisites, etc. with the student and the advisor as necessary. Depending on their classification (freshman, junior, etc) if a student's GPA falls below 2.0 he/she is sent a letter by the Provost. The student may be given a warning, be placed on probation or given a notice of suspension.

Internship Placement – Internship possibilities in the past were usually limited to the summer months, and this is still the best option for many students. The new M. Arch. curriculum requires internship experience, scheduled between the 4th and 5th years. This requirement does not have course credits attached. Due to staffing issues this requirement is yet to be fully implemented. Beginning with the 2008-09 academic year, a requirement of 4th year studio will be to establish a NCARB/IDP file. This requirement is modified to address changes to the IDP standards of NCARB. Recent modifications will allow students to open files upon entrance to the university. The student fee will be used to insure that students take advantage of this opportunity.

Career Placement -- Students typically seek positions at graduation on their own. They are supported by the Department office, the faculty, and the campus Office of Career Planning. The Department is working with the Office of Career Planning, and their new computerized database, to have them assume more of these duties. The Professional Day event, and the guest lecturers offer a direct connection into internship.

Graduate Placement –With the beginning of the 5-1/2 Master of Architecture first professional degree program, there has been some confusion among students as to the need for further graduate study. Through active discussions between faculty and the fifth year students, they are beginning to understand the nature of the first professional degree, and interest in post-graduate study is again increasing. Members of the first graduating class receiving Master degrees included some students pursuing additional graduate studies. The Department circulates information received from programs in the U.S. and abroad among fourth and fifth year students. It encourages presentations by faculty promoting graduate programs in architecture and related areas. Participation in the University of Virginia Open House allows our students to be interviewed for possible admission to their graduate programs. Recent Department alumni are currently attending or recently graduated from Columbia, Harvard, Notre Dame, the University of Virginia, and the University of Texas: Austin among others.

### **University Level Support**

The university's support structure begins with the Vice President for Student Affairs. Her office includes the Dean of Men and the Dean of Women. They administer assistance in housing, counseling and conduct. They are also responsible for disciplinary actions.

**The Freshman Studies Department** is dedicated to providing a comprehensive core of academic support services that will influence academic achievement and retention. The department is committed to providing meaningful, coherent and fulfilling experiences to increase the retention rate of its students by facilitating activities such as, New Student Orientation Week, the University 101 program, academic advisement, academic counseling, the Spring semester seminar series and many other activities. In achieving its mission and adhering to the University's mission, the Freshman Studies offers programs and opportunities for academic, social and personal growth.

Entering freshmen and transfer students are required to participate in an intensive orientation program one week before the beginning of classes. The primary goal of the orientation program is to assist new students in the transition from high school or from another institution of higher learning to Hampton University. Through a program of structured activities, students learn about the University and the University becomes more aware of and responsive to the needs of its new students. There is a deliberate accent on Hampton's values and traditions so that all new students will embrace Hampton's rich heritage and perpetuate its legacy.

**Student Counseling Center:** This office provides individual counseling to currently enrolled Hampton University Students. The usual topics of concern include managing



normal developmental crises connected to adjusting to university life; stress and anger; anxiety; depression; and relationship conflicts with family, peers, partners, and faculty. It also offers friends, roommates and couples counseling. There are four psycho-educational group opportunities as well: stress management, readiness for change, alcohol and drug education, and anger management. Referrals to clinicians and area hospitals are provided as needed. They also receive referrals from friends, faculty, staff and parents. In addition to providing counseling, the staff reaches out to the campus through residence hall chats, classroom presentations and campus-wide education, prevention and social events. These services are provided at no expense to the students.

**Career Counseling and Planning Center:** This office provides on-going services during the entire period of a student's involvement with the University. The Center also offers up-to-date career planning information, assistance with selection of a major field of study, self-assessment and evaluation, individual appointments for career counseling, information sessions from corporate representatives, internships and cooperative education opportunities, job listings, on-line recruiting, mentorship opportunities, and workshops on resume writing, interviewing, job search, dining and dressing for success. The Career Counseling and Planning Center sponsors two career fairs, one graduate school day and endeavors to ensure that students' career aspirations are in sync with the jobs available to them upon graduation. All Center services and programs are also extended to alumni.

**Hampton University Assessment Center:** This office was established in 2010 to support students while matriculating at Hampton University. Our team focuses on customer service and providing for students a constructive environment to assist them in achieving the lifestyle of their dreams. The Assessment Center provides tools to

- Empower students to accept responsibility for their education;
- Enhance academic performance;
- Remove barriers to academic persistence;
- Access resources provided by the University, and;
- Foster continuous improvement within the University.

Academic support is provided through tutorial services, study skills development, and research strategies. The Student Empowerment Series provides guidance to students throughout their educational experience and helps them to establish a foundation to realize future goals.

### **Student Off-campus Opportunities**

There are several opportunities that are afforded to our students to gain exposure to off-campus opportunities, some are optional while others are required.

**Arch-Exchange East:** The annual convention of the Virginia Society of the American Institute of Architects is held during the first full week of November. In 2009, the Chair, Robert Easter, was the university board representative to the board, The Society invited all university students (from the 4 accredited programs in the Commonwealth) to attend the Thursday session at no cost. The HUDA faculty agreed to make this trip a requirement and the Department faculty collectively secured resources to provide transportation to the event in Richmond, VA. Each subsequent year, this event has been a requirement for all students.

**HBCU Architectural Student Forum:** This annual event is sponsored by one of the accredited architecture programs in the US and include seminars and presentations by students, for students. Each school will structure the programs

and activities with differences, based on the interests of the university and its students.

NOMA Annual Conference: In 2009, Chair Easter took two student leaders to the NOMA Conference in Boston, MA. Those students made a presentation to the student body and an immediate interest in NOMA was born.

AIA Convention: Students are encouraged, but not paid, to attend the National Convention of the AIA.

Hard Hat Tours: Local architects, coordinated through faculty contacts or the HR-AIA provide opportunities for students to tour construction sites and observe the ongoing construction activities.

Travel Abroad Studio: One of the hallmarks of our program is the requirement for students to travel abroad during the summer session between the third and fourth year of study.

### **Student Professional and Academic Organization Opportunities**

There are multiple organizations (para-professional) that provide opportunities for the students to interact socially and conduct business.

American Institute of Architect Students / National Organization of Minority Architect Students (AIAS/NOMAS): Our students are very active in the promotion of architecture and the department through their involvement in the AIAS/NOMAS. AIAS has representation at each studio level and has a seat at the faculty meetings to help present and address student concerns to the faculty and play a role in the governance of those issues. They plan full calendar of events for the academic year. Annual activities include Halloween Haunted House, a Homecoming Float, Mr. & Ms. Architecture, a Valentine's Day Party and Architect Barbie.

This year the student efforts in the Architecture Barbie event was cited by the National AIAS as winner of the 2014 Community Service Award. Dr. W. Henderson serves as faculty advisor to this organization.

Tau Sigma Delta National Honor Society (TSD): Tau Sigma Delta was organized in 1913 at the University of Michigan at the suggestion and guidance of the faculty in Architecture and Landscape Design who selected the first group of senior honor students to be the founding members. After three years of trial, the system of elections was extended to other universities. With gradual growth, it became necessary for the best interests of the schools at which chapters became located, to extend elections to honor students who were majoring in a degree in departments allied with Architecture and Landscape Architecture.

At Hampton, the Iota Alpha chapter of this organization is open to high achieving and engaged students within the department of architecture. Under the leadership of Prof. Peronnet, a Hampton Chapter was begun in 2006. They collaborate with AIAS/NOMAS to plan and present activities on campus. This organization is also a key planner of the department's annual awards program. They select and present the Gold and Silver medal winners to top graduating students and faculty members. They have also been involved in mentoring and tutoring activities. This past year, they inaugurated a knowledge based student competition called "Archi-Challenge", presenting a series of challenges to the

students and faculty during full department assemblies. Prof. Peronnet serves as advisor to this organization.

American Society of Military Engineers (ASME): This organization provides scholarships and outreach to students who have military career aspirations. Many of our students have ROTC scholarships and others are involved with the ROTC as a career option. ASME embraces architecture students in a collaboration with other engineering students.

### Student Research Opportunities

There are multiple opportunities for students to be engaged in research. As a Masters degree program, the most obvious opportunity is in the culminating thesis work done in the fifth year. However, there are other opportunities where research, including design research, is introduced.

Fourth year Design Studio: As part of the 4<sup>th</sup> year design studio, students are required to do project related research in the areas of building code research, program research, systems research, and LEED strategy research.

Fifth Year Design Research Thesis: The Design Research Thesis sequence includes three courses: ARC 601/602 Thesis Studio I/II, and ARC 617 Readings in Architectural Theory. These courses must be taken in the Department of Architecture at Hampton University. No transfer credits will be considered.

In the 2nd semester of the Thesis Studio, students will select a thesis advisor in consultation with the studio instructor. The studio instructor(s) and the student's thesis advisor will provide guidance through the completion of the thesis. The studio instructor(s) in consultation with the thesis advisor will decide if the work is satisfactory for passing. The thesis studio(s) instructor, based on the criteria established in the course syllabus, will determine the final letter grade.

The Department's entire faculty will review all thesis work at midterms, and at the end of the Thesis Studio's Fall and Spring semesters. After the final thesis review in the Spring semester, the faculty will meet to select the work most deserving to receive the "Best Thesis" award.

### Support to attend meetings

There are multiple conferences that are supported financially for students. They include:

VSAIA Architecture Exchange East: The entire student body is required to attend the Architecture Exchange East conference of the Virginia Society of the American Institute of Architects each November.

NOMA Annual Conference: In 2010, students raised money, with a grant from YBF website, to attend the conference in Atlanta. The department, primarily through grants from faculty and funding from the Dean of the School of Engineering & Technology, has been able to send students to each conference since then.

HBCU Architecture Student Conference: This event has been sponsored by our program and student costs are kept minimal through the planning of each institution hosting the annual meetings.

Institute for Classical Architecture and Art (ICAA): Two students have received funding each of the past three years to attend the Winterim of the ICAA. Funding is made available from the Gindroz Foundation, which contributes \$3,000 to cover the cost of ICAA tuition, housing and transportation. The student(s) selected to participate in this program are required to assist in a drawing class that is open to the student body as an elective. Students are afforded an opportunity to spend a week of study during a ten day, intensive course in New York. Session topics include presentations and analysis of the elements of classical architecture, drawing skills and the study of proportioning systems.

Emerging Leaders in Architecture (ELA): The student selected to represent the program is required to travel across the state. The program pays for the entry fees and provides assistance for program expenses. The funding for this activity is made available from donations from our alum and our faculty.

Seaside, Florida: Sixteen students were able to attend this program with much of their travel and living expenses paid for by the sponsors, the developer of the Newtown.

## **Human Resource Development**

### **Students**

As entering freshmen, students have the almost unique experience at Hampton of immersion into both the University and to their major field of study. Studio work begins in the first semester, and students become fully participating, if often reluctant, members of the Department. The Department sponsors a joint student chapter of AIAS/NOMAS (National Organization of Minority Architecture Students). Due to our location in the School of Engineering and Technology, Architecture students also have the opportunity to join the student chapter of NSBE (National Society of Black Engineers).

Students are included on all department committees, both standing and special, and are welcome at all faculty meetings. Student chapter officers are specifically invited to all meetings. Typically, students are excluded only when the faculty needs to address issues pertaining to an individual student, or for matters of scholarship awards.

The student organization also participates in campus activities, and has won the award for best homecoming. Students are involved in activities with the YAF (Young Architects Forum) of the AIA, and participate in Hard Hat Meetings and ArchiTalks. Students in the Materials and Methods class have taken part in CANstruction for several years, and have won an award for structural ingenuity. This event is sponsored nationally by the Society of Design Administrators (SODA), and raises food for local food banks. For the past six years CANstruction was coordinated jointly by the AIAS/NOMAS and Tau Sigma Delta. There is a free student day at Architecture Exchange East, the state conference held by the Virginia Society AIA every year.

Students have attended the Hampton Roads USGBC events, National Park Service Preservation Workshop at Fort Monroe, visited the Solar Decathlon exhibitions in Washington DC and the Eco-Mod houses by University of Virginia faculty and students, the Virginia Society of the AIA special seminars, and the University of Virginia Open House for graduate studies.

### **Travel**

The M. Arch. Curriculum requires a summer studio abroad occurring between the third and fourth year studios. Recently studios have traveled to Brazil, Italy, Panama, Peru, Ecuador, Tunisia, and Tanzania. Contributions from Ray and Marilyn Gindroz assisted with the Pienza/Parma/Rome studio and the more recent Toulon, France studios.

Additionally, during Spring Break, Professors teach travel electives, taking a group of students from 2nd year to 5th year to a variety of locations. In 2014, Professors Andrews and Gindroz initiated a Spring Break trip to Seaside in Florida. Professor Andrews was assisted by Prof. Kloster during this trip. Field trips to many other cities and/or attractions in the U.S. are scheduled by individual faculty members, as well as the architecture student groups.

### **Faculty**

Faculty members are encouraged to participate in professional development opportunities and are financially supported as far as the budget will allow. Faculty members have attended the ACSA Construction Materials and Technology Institute, presented papers at various ACSA Regional and National Conferences, the Conference on Teaching the Beginning Design Student, the International Conference on Making Cities Livable, State and National AIA Conventions, NOMA National Conference, and the ACSA International

Meeting. They have moderated sessions at conferences including the ACSA Annual Meeting, and have refereed papers for various conferences, including the Society of Architectural Historians, and have juried national design competitions. Faculty have served as officers or directors in organizations including the ACSA, ACADIA, AIA Hampton Roads, and the USGBC. Sabbaticals and professional leave of absence are available to facilitate research and scholarship. Departmental travel funds may be applied for (with a priority on recruitment and fundraising travel), and some assistance is available through the Office of the Dean. On other occasions, faculty provide their own funding.

### **Lecturers and Critics**

The Chair and faculty have been able to regularly schedule lectures which have been of benefit to student and faculty alike. The Department also has a good working relationship with the Virginia Society of the American Institute of Architects and AIA-Hampton Roads, as well as the Schools of Architecture at the University of Virginia and Virginia Polytechnic Institute and State University (VPI&SU). They have worked diligently to make lectures and programs available to Hampton University students. For the last few years the Department has focused on a weekly event on Friday afternoons at the beginning of studio. Due to budget constraints, these events have primarily featured local speakers, including architects, historians, community activists, and representative of local municipalities. We have also featured architecture faculty from architecture programs in our region. Faculty and students have also presented during these sessions. A list of recent lecturers is included on pages 1-18 through 1-19.

### **Exhibits**

The small budget and lack of a secure gallery space will not support major exhibits in Bemis Hall. The department participates in the annual VSAIA Prize Student Competition, and the department displays the work of the 32 finalists each year. The work of all participant winners is circulated between the universities.

The University Museum regularly schedules major exhibits and the students are not only encouraged to attend, but often are given assignments to view and report.

Student Evaluations – Evaluations of courses and teaching take place at the end of each semester. These are gathered on computerized forms, with room for individual comments. The University's Center for Teaching Excellence provides summary statistical feedback to the faculty, and the Department staff provides typed copies of the individual comments to each faculty member, Chair and Dean. Copies of evaluation forms are included in the appendix.

Sabbatical Leaves – Faculty members are eligible for sabbatical leave after six consecutive years of teaching and research for periods of one semester at full pay or one year at half pay. Leave without pay can be granted for professional development, funded research or scholarship.

Alumni Review – The chair conducts an "exit" interview and survey of graduating students, but no formal process of surveying program alumni is currently in place. The desire is to get an in-depth view from people who, through their work, have demonstrated an investment in the program.

### **Research and Scholarship**

Since the last visit, the faculty has been active in the delivery of conference papers, scholarly publications, design, research, grants, and public speaking. A list of scholarly work is provided in section 1.1.3.1, on pages 1-21 through 1-24.

Book chapters by Chance, Loomis and Sanchez-del-Valle have been published. A number of peer-reviewed essays by faculty members have been published.

### **Professional Currency**

All seven of the full time faculty are registered architects. Three of these remain involved in active practices. All licensed faculty members must accumulate continuing education credits to maintain their registration. Through conferences and workshops, involvement in professional organizations, teaching, research, and contact with colleagues, the faculty does an excellent job of maintaining abreast of issues facing the professions of architecture and education. Knowledge is maintained in part by teaching with practicing adjunct faculty, and serving as consultants during the summer break. Several faculty maintain a limited involvement in projects in the Hampton Roads area.

Faculty members also attend a number of conferences. Recent Conferences include:

- National Organization of Minority Architects Annual Conference

- American Institute of Architects Annual Convention

- Virginia Society of Architect's Annual Conference in Richmond, VA

- Associate Collegiate Schools of Architecture Meetings including

- Administrator's Conference

- American Institute of Architectural Students

## 1.2.2 Administrative Structure and Governance

Hampton University is accredited by the Southern Association of Colleges and Schools and the Department of Education of the Commonwealth of Virginia. The University holds membership in the Council of Graduate Schools, the Council of Independent Colleges in Virginia and the American Council of Education.

The Department of Architecture is located in the School of Engineering and Technology, which is part of the Undergraduate College (Hampton Institute). Other degree departments in this school are:

Department of Aviation (five (5) majors)  
Department of Engineering (two (2) majors)

The chief administrator of the school is the Dean, Dr. Eric Sheppard. The position of Assistant Dean is held by Dr. Raymond Samuel. The Architecture Program is headed by a Chair, Mr. Robert L. Easter, NOMA, AIA. There is a weekly meeting of the Dean, Assistant Dean and Program Chairs to discuss and resolve relevant and ongoing issues.

### Administration – Organization and Decision-Making Processes

Hampton University, as a private, non-sectarian University, is governed by a Board of Trustees. The President, as Chief Executive Officer, is responsible to the Board; the Provost is responsible to the President for all matters pertaining to academic programs. The Deans of the Schools report to the Provost.

The chief administrator within the Department of Architecture is the Chairperson, Robert. Easter, who reports to the Dean of the School of Engineering and Technology. Mr. Easter has headed the program for six years, is a Hampton University Architecture program alumnus, a former member of its Advisory Board, and served as Observer in the 2002 NAAB visit. The Chair directs the total educational and administrative program of the Department, including curriculum, fund raising, evaluations, recommendations for appointments, promotions and dismissals, budget/resource management and identifying/assigning/writing grants and proposals. The Chair also has direct access to the Provost's office and is able to communicate departmental concerns up the chain-of-command expeditiously. The Department has received significant support from senior administration.

As a professional program, Architecture is located in the School of Engineering and Technology. The Chair reports to the Dean, who reports to the upper levels of the University administration. The other professional disciplines on campus include Nursing and Pharmacy. Nursing and Pharmacy each have recognition and status as separate schools, administered by the Dean of the School of Nursing and the Dean of the School of Pharmacy.

While the final decisions on administrative matters rest with the Department Chairperson, it has long been the Department's accepted practice that faculty members provide input and/or advice in every capacity. This advisory function is normally accomplished during the weekly faculty / staff meetings. These meetings are also attended by the department's student leaders. Ongoing issues regarding student needs, classroom and equipment status, academic schedules (including student design crits), faculty needs, budget requests, grant and proposal status are routinely discussed.

In 2010, the chair established a formal advisory committee composed of the three tenured faculty members (Chance, Kloster and Sanchez). That committee meets on occasion to



review critical issues in the department, most specifically the curriculum. The committee was responsible for developing a documentation of course outcomes required for each professional course offered within the department, aligning those outcomes with the Student Performance Criteria established by NAAB, as well as being geared toward insuring that our program met our intended mission.

Formally organized committees have been further established from among the faculty members and students to advise the Department Chair as needed. For most matters, the faculty act as a committee of the whole. Operational input is further solicited from students within the architecture program under the organizational framework of the student chapters of the American Institute of Architecture Students (AIAS) and the National Organization of Minority Architects-Students (NOMAS). Both organizations are represented by a single, elected group of student officers. Student participation in departmental business is also made possible by maintaining open attendance policy at meetings of both standing committees, as well as the general faculty.

Promotion and tenure actions of the Department are governed by University policies and procedures. Faculty salary increases are dictated by the University based on recommendations from the Department Chair and the Dean, with the provision for merit increases only in those cases where extraordinary achievements have been documented.

The Department's budget proposal is developed by the Chairperson in the fall of each year for the following academic year, for submittal to the Dean of the School. The budget is discussed between the Dean and the Chairperson and then submitted as a part of the total School budget to the Vice President for Business Affairs and Treasurer.

## 1.2.3 Physical Resources:

### General Description of Facilities

The physical facilities for all departmental instructional functions are housed in Bemis Hall, a three-story Industrial Arts structure constructed in the 1930s. Except for one portion of the ground floor, which houses the Ceramics Studio of the Department of Fine and Performing Arts, Bemis is the home for the Architecture Program. Two supportive functions are housed elsewhere: the Model Shop is in the Armstrong-Slater Building, adjacent to Bemis; and, the Department has access to the Computer Labs in the Olin Engineering Building. These facilities provide a total of over 24,000 square feet of space.

Bemis Laboratories is organized around a three-story central space, containing a first floor gallery, and a two-story atrium space on the second and third floors. These central spaces are used as gallery, review space, and as space for receptions and informal gatherings.

Bemis was remodeled in the early 1990s, to provide air conditioning, as well as a second exit stair and an elevator for improved accessibility. The former model shop was remodeled in 1994 to become the current computer lab, and in 1999 the University wired Bemis to provide internet access and other digital capabilities. The University wireless system operates across the campus.

The student body in the Department of Architecture has decreased in size since the last visit, which relieved the stress on space requirements.

In 2011, the air conditioning system was upgraded and in 2012, the roof was replaced. The Department continues to work with the Dean and the University Buildings and Grounds leadership and staff to monitor and respond to issues as they arise.

### Dedicated Spaces

#### Faculty and Administrative:

Administration	780 sq. ft.
Office space for the Department Chairperson, two secretaries and a student worker.	
Conference/Seminar Room	370 sq. ft.
Faculty Offices	1160 sq. ft.
Four faculty offices to serve two persons each.	

#### Instructional:

Classrooms	370 sq. ft.
Two classrooms – one each on the first and second floor room, both of which will seat approximately 25 persons.	
Studios	7000 sq. ft.
Six studio spaces serve the five design studios.	
Auditorium	1270 sq. ft.
A maximum seating of sixty-five persons. The auditorium is utilized for large lectures, juries and special events, and serves as a classroom.	

#### Support:

Model Shop	1500 sq. ft.
------------	--------------

Located in the Armstrong-Slater Building, the primary objective of the model shop is to provide support to students constructing models for three-dimensional study of their building projects. Another function is the maintenance, repair and upkeep of equipment in the Department. Mr. Robert Johnson, Model Shop director, conducts classes to help students learn how to use the equipment safely and creatively.

Laser Cutter Room 60 sq. ft.

Located on the second floor of Bemis Laboratory, this space houses a laser cutter.

Student Project Archive Storage 325 sq. ft.

This space is located in a mezzanine between the first and second floor.

Photo Lab 100 sq. ft.

This space is used for photographing projects. Students have access to the photo lab for the Department of Fine and Performing Arts, located in Armstrong-Slater.

Materials Lab

Students have access to material testing resources and 3D printer in the Virtual Parts Engineering Research Center, located in the Olin Engineering Building.

Digital Resources

At Bemis Hall faculty and students have access to a collection of laptops, digital projectors, cameras (still frame and video) for instructional purposes (class lectures, presentations and project development).

Faculty Computer Lab 325 sq. ft.

One Windows XP station and laser printer (Color). Number of stations varies depending on need. (Note: faculty have desktop units in their offices.)

Bemis CAD Lab 500 sq. ft.

The CAD lab is housed in renovated space in the Moses Library. It provides support to all courses requiring a computing component. Occasionally it is utilized to conduct workshops on specific software or hardware. It is open five days per week during business hours. When student assistants can be hired, they allow the Lab to be open for extended hours. The Director of the Lab, Mr. Charles Cherry, administers the operation of the resources. Students are required to enter second year studio with their personal laptop. The Director of the CAD Lab provides support to these students, helping them install required software and ensuring connectivity to peripherals. The resources in the Lab have been specified to augment the students' laptop capabilities. Emphasis has been placed on acquiring input and output devices such as scanners, digital cameras, a digital projector, printers, and plotters.

The CAD Lab has the following equipment:

NO.	ITEM DESCR.	MODEL	QTY	REMARKS
1	COMPUTER	DELL OPTIPLEX 990	5	w/ software
		HP COMPAQ dc7800 CMT 2 Duo E6550	4	
2	PRINTER	BROTHER HL-4570CDW	1	
		HP LASER JET 1018	1	
		LEXMARK X4650	1	
3	SCANNER	CONTEX HD3630	1	
		EPSON EXPRESSION 10000XL	1	

		EPSON PERFECTION V37	1	
		HP SCAN JET G4010	1	
4	PLOTTERS	HP DESIGNJET T7100	1	
		HP DESIGNJET T2300 ps Emfp	1	
		HP DESIGNJET T1300 ps Eprinter	1	
		HP DESIGNJET T100ps	1	
		HP DESIGNJET T120	2	
		HP DESIGNJET 500ps	1	
		HP DESIGNJET 1050C	1	
6	LASER CUTTER	UNIVERSAL LASER SYSTEM V460	1	

Additionally, there is:

24 Ethernet ports and wireless connectivity

25 AutoCAD and Revit Licenses.

Additional software available in the Bemis CAD Lab: MS Office, Form Z, Google SketchUp Pro, and Adobe Creative Suite (PhotoShop, In-design, Illustrator, Acrobat).

Students have access to personal licenses at no cost to the following software: Graphisoft ArchiCAD 12, Google SketchUp Pro, and AutoCAD and Revit. These last two require registration in the Autodesk Student Community program.

#### Lockheed Martin Modeling and Simulation Laboratory

Located on the fifth floor of the Olin Engineering Building, this facility serves as teaching lab for engineering and architecture classes. The Olin Lab has the following equipment:

25 Windows workstations with MS Office, AutoCAD, Revit.

Library 1,200 sq. ft.

Within the department building is the William Moses Library. This space is described in greater detail in section 1.2.5, Information Resources.

#### Proposed or on-going Construction

The School of Engineering recently proposed the construction of a new Architecture Building in its strategic fundraising plan, and measures are now being undertaken to assemble a task force to begin planning and fundraising in earnest. There are currently no proposals for additional construction to the existing Bemis Laboratories building.

The building was remodeled in the early 1990s to include new heating and air conditioning systems, an elevator, an additional exit stair, and some remodeling/rearrangement of studio space and the library. In 1993 the old model shop was converted to a computer lab, and the shop moved to the adjacent Armstrong/Slater Building. The current wood shop has seen equipment and tool upgrades which were donated as a result of our participation in the Solar Decathlon.

#### Significant Issues

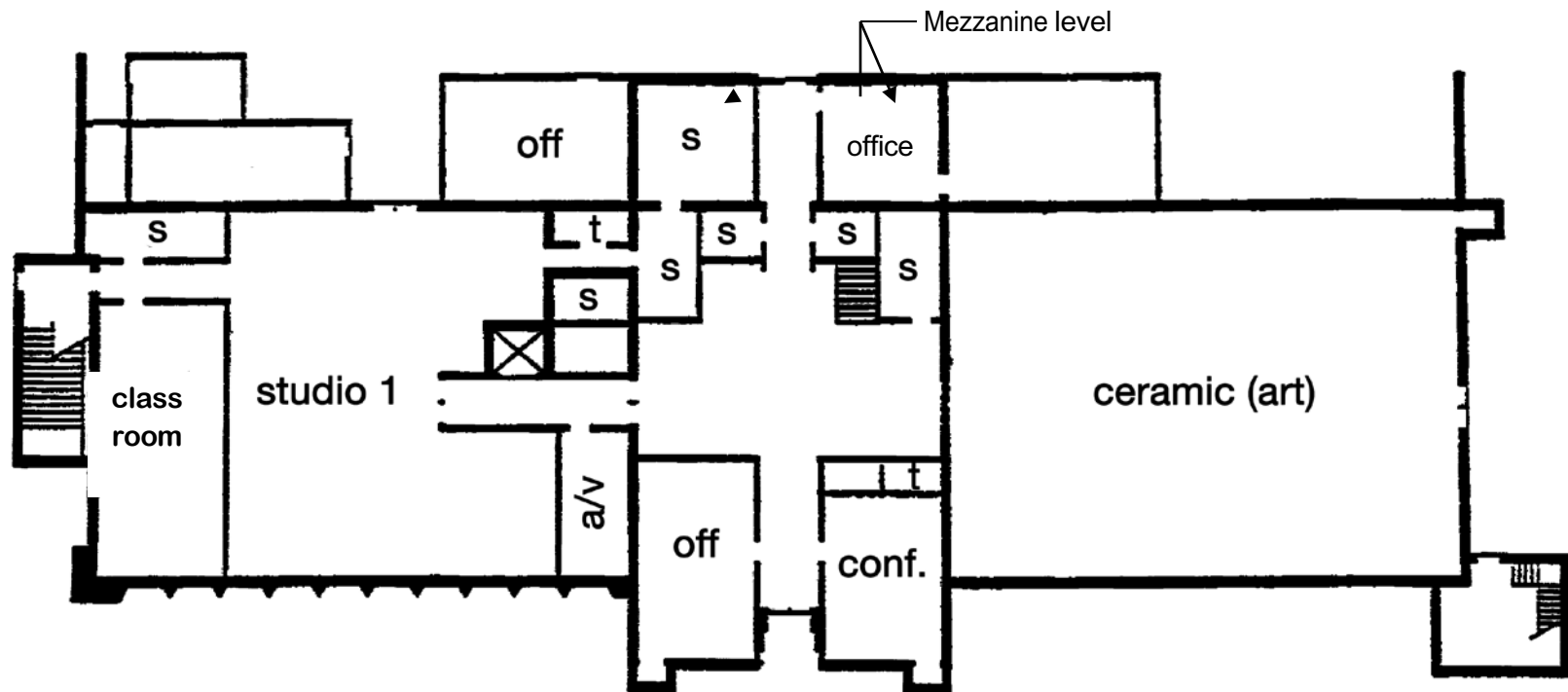
The Bemis Laboratory building that houses Architecture was built in the 1930's and requires regular monitoring and repair. The University has addressed past chronic roof leaks with a

complete replacement of the roof in the summer of 2012, and continues to be responsive about addressing infrastructure issues.

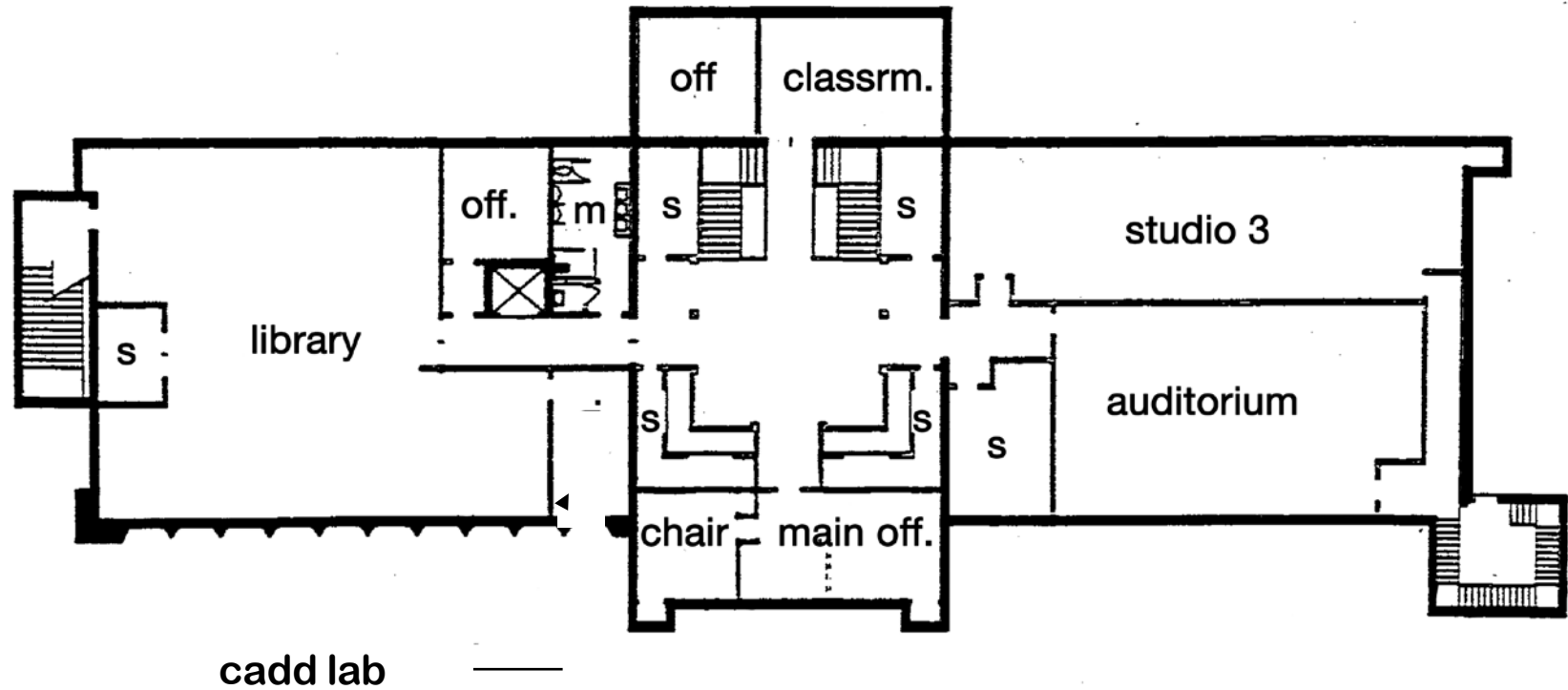
There are only three (non-studio) classrooms in the Bemis building, and the larger classroom doubles as an auditorium. However, the Department has identified adequate resources available elsewhere on campus. For example, the Department has utilized classrooms in the Olin Engineering Building, and held lectures and assemblies in the auditorium of Phenix Hall and in the Dett Auditorium in Armstrong Hall.

The Department is working on a plan to consolidate the existing model shop and laser cutter space to expand the quality and manner of modeling and fabrication.

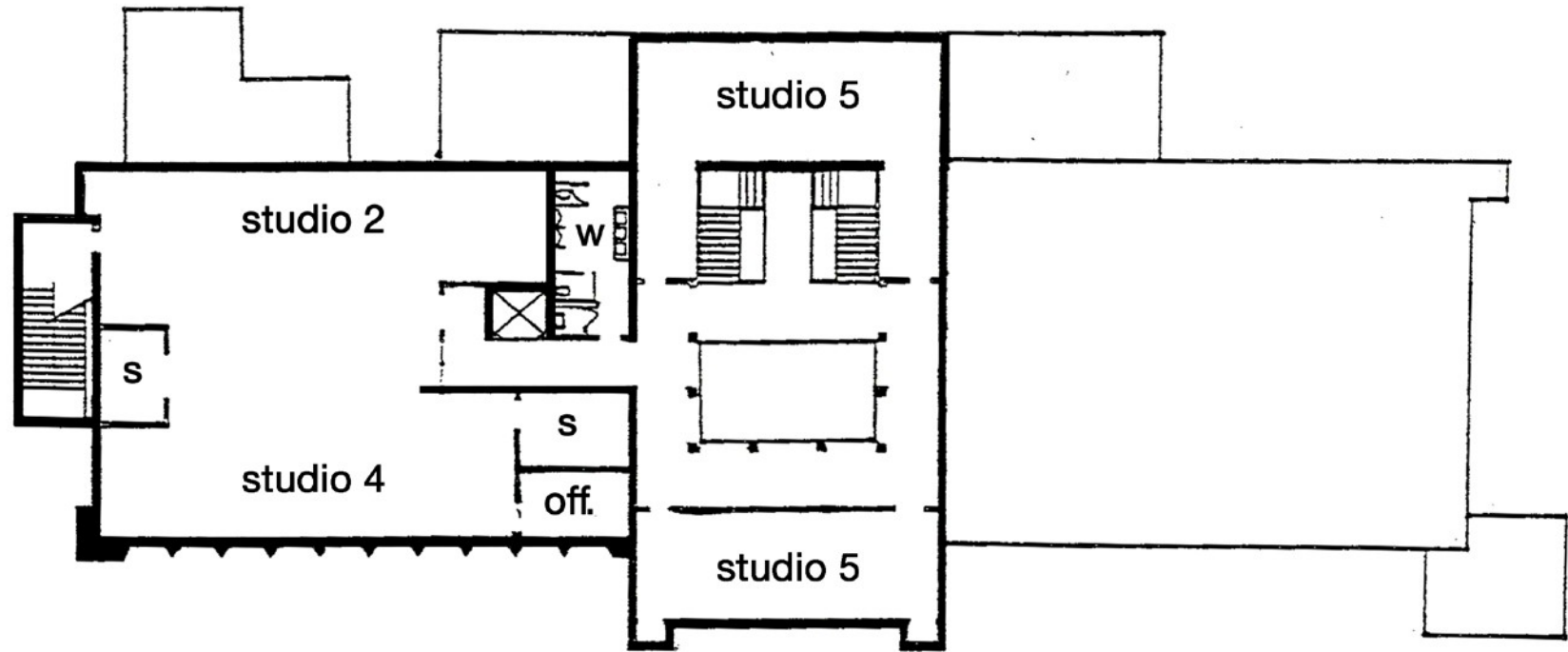
The next three pages depict the floor plans of Bemis Laboratory. The drawings are not to scale.



bemis laboratories first floor



bemis laboratories second floor



## bemis laboratories third floor



## 1.2.4 Financial Resources

### Budget

The Department budget proposal is prepared in the fall of each year for the next academic year. In recent years annual budgets have experienced minimal increases if any, and funding from the University can be best described as lean but adequate for bottom line operations.

An analysis of the enrollment and budget is found in the following table. It reflects the fact that our enrollment is cyclical, but that our budget has increased in the last two academic years. A comparative analysis of the Architecture Department (M.Arch.) and the School of Pharmacy (Pharm. D.) and School of Nursing is found on page 1-80..

Academic Year	Student Enrollment	Annual Operating Budget		Total Budget (includes Salaries and Arch. Library)	
		Amount	Per Student	Amount	Per Student
2008-2009	173	\$32,772.00	\$189.43	\$787,017.00	\$4,549.23
2009-2010	187	\$28,015.00	\$149.81	\$800,360.00	\$4,280.00
2010-2011	182	\$28,015.00	\$153.93	\$814,378.00	\$4,474.60
2011-2012	159	\$28,015.00	\$176.19	\$822,000.00	\$5,169.81
2012-2013	142	\$28,765.00	\$202.57	\$696,140.00	\$4,902.39
2013-2014	143	\$30,087.00	\$210.40	\$717,483.00	\$5,017.36

This compares with the funding received from the School of Pharmacy, which also offers a masters degree. Their funding history over the same period is described later in this section.

The University stresses self-sufficiency and asks departments to find creative funding sources to meet a variety of needs. The School of Engineering & Technology has been extremely supportive in finding additional, non-budgeted income sources to fund faculty and student travel and meet other requests that are made to the Dean. In 2001 the University received a significant endowed bequest from a friend of the Department, Sol Cohen, with the understanding that income from the bequest go to the Department of Architecture. This is the first such bequest the University has received.

In the last three years the Department has received increased benefit from grant funding. We are also seeking outside funding for visiting lecturers and travel/faculty development. We have successfully applied for funding for our study-abroad portion of the Urban Institute and we are continuing to apply for foundation grants to support other student activities. Local and state A/E firms have offered financial support as have organizations that employ our graduates. Care has been taken to assure that these funds, while directed to funded activities, will achieve maximum impact on the entire program.

There has been grant funding support available from the University and from the School of Engineering and Technology and the University Special Budget to support speakers and other Department activities. Title III funding for library acquisitions, specialized equipment such as computers and studio furniture has been approved by the University administration for use by the Department. Our goal is to have the University sponsor each faculty member for at least one travel opportunity this year (and in future years) to present papers, moderate sessions, serve as an officer, or otherwise be involved in conference activities. Our budget request also includes assisting faculty in paying for professional memberships

in AIA, NOMA and other relevant professional organizations. The typical funding on a case-by-case basis has been augmented by the Office of the Dean and from the Office of the Provost.

In indirect funding, recent campus advances in digital technology has been of considerable benefit to faculty, students, and staff. Online availability of records and class information has freed both faculty and students, while online registration and grading has unburdened staff, particularly at historically chaotic times in the calendar.

In 2010, the department requested that the university assess a professional fee to students, in the amount of \$400 per semester (\$800 per academic year), to supplement costs for student requirements. Specific funding needs included, resources to allocate \$2,500 for each third year student to pay for their travel study program, \$300 to pay for incoming freshmen tool kits (many students arriving on campus do not obtain the needed materials until late in the semester, hampering their progress), NCARB fees for 4<sup>th</sup> year students, and plotting costs. In Summer, 2014, the administration and the University Board of Trustees approved the fee assessment.

Department travel funds may be applied for with recruitment and fundraising travel as the priorities. We have been able to travel to some program required functions, such as the ASCA Administrator's Conference and other travel related to recruitment. Faculty use their own resources for most professional travel. We are required, and have successfully secured funding for some travel and equipment purchases.

## **Endowment**

It is University policy that all endowment contributions are designated to the University General Endowment. The following is a list of funded awards that are designed to benefit students in the program:

The Bonnie and Anthony Johns Award: an endowed award given annually to the rising fifth-year student possessing the highest GPA from studio courses.

The Keith Thomas Memorial Award for Best Thesis: endowed by the family of an alumnus who lost his life in a traffic accident a few years after his graduation. Awarded annually to the student with the best thesis project, as voted by the faculty.

The Joseph W. Robinson Sr. Endowed Scholarship: initiated by the family of an alumnus who was a prominent architect and a member of the class of 1949. Established 2007. Mr. Robinson passed this month and his family requested that donations to this scholarship be made in his honor. Not yet available.

John H. Spencer Endowed Scholarship: Endowed by contributions from alumni, faculty, students and friends. Established 2006, it provides annual scholarships to students who have reached the second year, have a GPA of 3.0 or higher, and have financial need. Students apply to the university and the selection is made by the faculty. The first year that funds were available was AY2012/13.

Sol Cohen Student Travel Scholarship: Endowed by a significant contribution from a local architect, this fund, established in 2005, is used annually to support and underwrite the cost of student participation in the International Urban Design Travel Program.

## Scholarships

There are no scholarships specific to the Department of Architecture for overall financial aid purposes. There are awards for upper level students based on academic and/or design performance within the Department. These are:

### CURRENT SCHOLARSHIPS AND AWARDS

#### **Anthony and Bonnie Johns**

Endowed, amount varies. Rising 5<sup>th</sup> Year Student with best studio GPA.

#### **Keith Thomas**

Endowed, amount varies. Given to Best Thesis Project.

#### **Alpha Rho Chi**

Medal. To graduating student for leadership, service, and professional merit.

#### **Henry Adams Medal, AIA**

Medal, graduating student with highest GPA.

#### **Henry Adams Certificate, AIA**

Certificate, graduating student with second highest GPA.

#### **David T. Fitz-Gibbon Scholarship, VSAIA**

Two \$2,500 awards, each to a third or fourth year student for foreign travel. Selected by faculty. These scholarships will be redirected to 5<sup>th</sup> year students during the 2014-2015 academic year.

#### **John H. Spencer Endowed Scholarship:**

Endowed, amount varies, by contributions from alumni, faculty, students and friends. Established 2006, it provides annual scholarships to students who have reached the second year, have a GPA of 3.0 or higher, and have financial need. Students apply to the university and the selection is made by the faculty. The first year that funds were available was AY2012/13.

#### **Virginia Foundation for Architecture**

This non-profit affiliate arm of the American Institute of Architects provides two scholarships to our program. Amounts have ranged from \$1,000 to \$2,500 each. Until the 2014-15 academic year, those scholarships were used to assist gifted 3<sup>rd</sup> year students with financial need in support of their travel studio expenses. In September, 2014, the faculty agreed to provide this resource to gifted 5<sup>th</sup> year students with financial need.

#### **Graduate Assistantships**

The university provides financial assistance to one 5<sup>th</sup> year student, selected by the faculty. The financial value of this support is approximately \$3,000, and requires the student to work in the department at the discretion of the Chair for up to 20 hours per week.

#### **Gindroz Foundation Scholarship for ICAA Winterim**

A \$3,000 cash award to student(s) to participate in the Winterim Institute for Classical Architecture and Art each January. Selections are made from fourth year students who submit sketchbooks and a plan for sharing the learning experience with the student body.

#### **Virginia Education Facility Planners**

Annual Design Competition awards \$1,000 in prizes to 4<sup>th</sup> year students.

## Development

The University assigned a development officer from the University Development Office to work with the School of Engineering and Technology (Mr. Arthur Affleck) who meets with the chair periodically to discuss grant writing and to identify fund raising opportunities. Primary development responsibilities are performed by the School Dean and Department Chair.

## Recruiting

Recruitment of students was recognized as a responsibility and priority of both the Department of Architecture and the School of Engineering and Technology, and the School has funded recruiting efforts. Architecture faculty regularly attend recruiting fairs locally. In the academic years beginning 2008 through 2010, the student population exceeded our building capacity. However, with the impact of the nation's economy, and national media suggestions that architecture was a poor vocational option, our enrollment dipped significantly and recruitment efforts have been accelerated.

We recruit heavily in the local school system and are constantly contacted via email by prospective students interested in our program. We invite parents and students to participate in our High School day, and other events held by the University to promote the programs of the institution. Our students are from across the country and the Department generally has more students than workstations. Our recruitment efforts are primarily designed to attract strong students, rather than to increase enrollment.

We have engaged in two articulation agreements with community colleges, the first with Tidewater Community College and the second with Delaware Technical and Community College. We visit high school and community college programs around the country to make students, parents and school administrators aware of our program offerings.

We have convened a committee of faculty, chaired by Prof. Kloster, to develop a detailed plan for increasing our recruitment efforts.

## Comparative Data on Expenditures for Professional Programs

**As a private institution of higher education, cost information is held within each school and** department, and comparisons are not easily generated. Professional programs within the University include the Department of Nursing, the School of Pharmacy, and the Physical Therapy Program. In the School of Engineering and Technology, the Department of Electrical Engineering has an adjusted 2002-2003 operating budget of \$14,375, with a student population of less than 100, and a faculty of four.

Academic Year	School of Pharmacy Annual Operating Budget			School of Pharmacy Annual Operating Budget		
	Student Enrollment	Amount (\$)	Per Student (\$)	Student Enrollment	Amount (\$)	Per Student (\$)
2008-2009	403	\$1,658,446.00	\$4,115.25	403	\$2,858,446.00	\$7,092.92
2009-2010	361	\$1,763,188.00	\$4,884.18	440	\$2,873,196.00	\$6,529.99
2010-2011	371	\$1,793,137.00	\$4,833.25	470	\$3,033,689.00	\$6,454.66
2011-2012	396	\$1,799,984.00	\$4,545.41	461	\$3,189,112.00	\$6,917.81
2012-2013	395	\$2,690,156.00	\$6,810.52	301	\$3,817,022.00	\$12,681.14
2013-2014	392	\$2,773,513.00	\$7,075.29	241	\$4,290,410.00	\$17,802.53

- \* Increase due to renovation of the Hampton Harbors space to provide additional space for the School.
- \*\* Includes funds from Title III for Health Profession Schools.

## Grants and Gifts

During the past 6 years, we have received the following grants:

2009 – Grant Recipient for testing software developed for VA Tech for testing structural design solutions in an architectural design class - \$8,000.00

2009-2011 – received an \$80,000 grant from the National Aeronautics and Space Administration (NASA Grant Number 557585-217585-3160-4218) to provide a work / study scholarship for one student (Roberta DePasquale, to study while doing research on climate change.

2010 – City of Newport News - \$40,300.00 to develop an urban design masterplan for the Jefferson Park community in Newport News, VA as part of a HUD revitalization grant.

2010-11 – US Department of Energy Solar Decathlon - \$50,000.00 (receiving 50% of grant funding from prime, Old Dominion University under the name, “Team Tidewater Virginia.”

2011 - Brown Family: Alum and Architect, Bill Brown and his wife, contributed \$50,000 to the school of Engineering, \$10,000 of which was dedicated to the HUDA and an additional \$10,000 that was made available to the program at the discretion of the Dean for use in the 2013 Solar Decathlon.

2012-13 – Department of Energy Solar Decathlon - \$100,000.00 (prime with Old Dominion University providing support at 50% of funding. The Team raised significant contributions and gifts in kind to secure construction materials and services including:

- a. \$30,000 in design services from Clark Nexsen Architecture firm in Norfolk, VA.
- b. \$40,000 in instructional services from C-N.
- c. \$60,000 in solar panels from
- d. \$ in tools from

Portsmouth Health Clinic - \$5,000 to provide planning, programming and design consultation support. A follow up grant was received to provide similar services at their Norfolk facility.

2012 – Hewlette-Packard (HP) Digital Reproduction Study Grant: The department received five large format ink plotters from HP to conduct a study on the E-Sharing print process and how it would impact student utilization.

2012 – Fulbright Scholarship: Professor Shannon Chance successfully submitted a grant proposal and was awarded a Fulbright Scholarship to continue her research in Dublin. Ireland. She was assigned to work at the Dublin Institute of Technology to conduct quantitative research on teaching pedagogies using collaborative teaching models with Dr. Brian Bowe. The University approved her request for one year’s sabbatical to complete her research.

2013 – The Hampton Roads Chapter of the Tuskegee Airmen awarded \$1000 in scholarships to three students who participated in a design competition guided by Prof. Wesley Henderson.

We applied for the following grants but did not receive funding:

US Department of Housing & Urban Development HBCU Grant -

HU Faculty Research Grants, additional HUD-HBCU Grant, additional ROTCH Grants, additional Graham Foundation Grants, National Park Service Preservation Technology and Training Grants, and EPA.

## 1.2.5 Information Resources

Library Resources: Hampton University's libraries include the William R. and Norma B. Harvey Library (main) and satellite libraries in the School of Nursing, the Department of Architecture, the Department of Music, and the College of Virginia Beach. **The William Moses Architecture Library**, together with the **William R. and Norma B. Harvey Library**, provides access to a diverse collection of instructional and research materials on architecture and related topics. **Harvey Library** is Hampton University's main library facility, with collections in all subject fields that have been developed systematically since the nineteenth century. The **William R. Moses Architecture Library** is a resource center whose primary objective is to implement, enrich and complement the holdings of the Harvey Library in ways intimately related to the architecture curriculum. Together, both facilities provide a well-balanced collection of appropriate and meaningful materials selected in compliance with commonly accepted selection principles, as well as instructional and other services. The resources of each library play a positive and active role in supporting the academic program, satisfying the interests of the students and faculty, and meeting the intellectual, educational and technical needs associated with teaching and learning.

The Architecture Library is located in Bemis Hall and therefore immediately accessible to architecture students and faculty while also serving the balance of the campus community. The Architecture Library has been a focus of further development since the last accreditation visit. Security has been improved and renovation of the physical space conducted since the 2002-2003 school year. The Architecture Library has assumed full responsibility for meeting the information needs of the Department of Architecture, but is fully complemented by an exceptional collection at the Main Library. That collection continues to grow and a coordinated effort is underway to insure that there is no unnecessary duplication of materials. A selection of materials not duplicated in Harvey was shifted from the Moses Architecture Library to the reserve shelves of the Harvey Library.

A higher degree of collaboration has resulted between the Architecture Department and the Harvey Library. The Harvey Library works with the Department on acquisition strategies, and has made Architecture a priority in its acquisitions, valued at an estimated \$12-15,000 per year. Substantially increased holdings of architecture titles in Harvey Library has been a boon to architecture students, who consequently have increased access to architectural publications in the evenings and on weekends when the Architecture Library is closed. Additionally, the administration made a one-time allocation to the Department of \$50,000 in Title III funding for the addition of Architecture titles/volumes in 2002-2003. The Harvey Library subscribes to ARTstor, an image database, to which all faculty and students on campus have access. This addition to the online database collection has been much anticipated by the Department.

The Architecture Library functions as a satellite of the William R. and Norma B. Harvey Library System. With newly implemented arrangements for centralized cataloging in Harvey, the Architecture Library is more integrally tied to the central system than before. The Architecture librarian is now under the joint oversight of the Department Chair and the University Librarian. The facility has been recently renovated and offers a pleasant and comfortable space for students to do research and study. We received a donation of used furniture from the City Library to assist in this process.

Faculty are required to take studio students on a tour of all library facilities. The library staff assist in conducting the tours and assist students to learn how to navigate the resources that are available to them.

## Context and Institutional Relationships

1. The resource collection fully supports the instructional program of the Department of Architecture by providing resources and services in the William R and Norma B Harvey Library, the main campus library. The instructional program is further served by the architecture branch library, the William H. Moses Architecture Library, located in Bemis Hall (the Architectural Department's building). There is a strong working relationship between the two libraries and both facilities serve the needs of faculty and students well. The Harvey Library is located in the main academic area of the university campus and is within easy walking distance of Bemis Hall.
2. No peer comparisons of the collections supporting Architecture programs at other institutions have been done by the Harvey Library professional staff. Comparisons of the periodical subscriptions recommended have been completed and have been found to include over 90% of the recommended titles, in either print or electronic formats.
3. Annually, the Harvey Library has provided at least one graduate assistant to support the Moses Library. That person has monitored the library and allowed the hours of operation to extend to midnight, on weekdays. The person also provides assistance to the CADD Lab manager so that the operation of that facility has extended to midnight and, occasionally, on weekends.
4. Overall (Harvey Library and Architecture Library), the library collection is appropriate to academic support of the architecture curriculum meeting NAAB criteria as specified in the Conditions for Accreditation. Current collection development goals include increased acquisition of audio-visual media, CDs, and literature covering non-Western societies and communities of color. Environmental design and urban architecture are other collection - development focus areas, in alignment with the Department's mission and degree program emphases.

### William Moses Architecture Library

The architecture library holds a concise and focused collection maintained to support the architecture curriculum. Within these guidelines print, audiovisual and digital items are collected. All aspects of Architecture are represented in the variety of formats. Information resources in Urban Design and Planning, Building Science and Construction Technology, Landscape Architecture, Preservation and Fine Arts are available across all formats.

The collection is periodically reviewed and recommendations for acquisition of resources are made by the department chair and faculty. Ongoing in house assessment insures that the collection is updated in a timely manner and that currency is maintained. Acquisition of digital items requires special attention and usually involves administrative oversight by the Library Director.

The Architecture Department maintains a Library Committee consisting of the librarian and two faculty members on a rotating basis. The Architecture librarian serves as a liaison to the Harvey Library in facilitating a joint Collection Development plan. This is an ongoing procedure designed to avoid unwanted duplication of library material, promote efficient use of resources and maximize accessibility of Architecture information resources at both libraries.

All materials in the Architecture Library collection are cataloged according to current professional standards. Cataloging is handled by the Harvey Library staff. Architecture items are fully integrated into the Hampton University online catalog and the OCLC WorldCat international electronic database of college and university online catalogs.



The implementation of the ArtStor image database has made it impractical to move forward with the plan to collect and organize slides (35 mm) so that project has been discontinued. The continuing development of the DVD collection will insure that sufficient audio visual resources are included in the library collection. The integration of the computer lab into the library operation has also facilitated increased access to graphic material in digital format. Access to several licensed and open access presentation software products have proven to be a more than adequate replacement for slides.

Online access to serial publications through the Ebsco Host, E-Journal Finder and J-Stor databases has enhanced the Architecture journal collection. Print journals will continue to be available in addition to titles in digital format so that the collection will maintain an international scope in coverage. Titles available online include:

- Architectural Design (AD)
- Architectural Research Quarterly (ARQ)
- Environment & Planning
- Journal of the Society of Architectural Historians (JSAH)
- Open House International Places

All other titles will continue to be received in print and/or print+online format(s). The online titles are available through E-Journal Finder on HU website. (full text, PDF)

MOSES LIBRARY RELEVANT HOLDINGS – 2014	
Monographs (paper)	5,111
Periodical Subscriptions (paper)	34

#### Services

The Architecture Library is staffed by one professional librarian who is on duty during all hours of library operation. The architecture librarian holds a Master's in Art(Museum Studies) as well as a Master's in Library Science degree.

The Architecture Library offers services in addition to access to print, audiovisual and digital and electronic resources. Reference and Reserve services are available to students and faculty. Library instruction is provided when requested by Department faculty. The Harvey Library administers the LibGuide research module for all programs on campus. This is an online service accessible campus wide.

Traditional library services, photocopying, desktop computer workstations and a networked printer are available for student use. DVD and VHS players are provided for individual and group use. The computer lab plotters and scanners are available for student project work.

The library is open Monday through Friday from 8:00 AM to 5:00 PM. Additional hours of operation till 12:00 Midnight have been made possible through the assignment of a graduate assistant student for the Fall and Spring semesters from the Harvey Library. The Harvey Library is also open 80 hours a week, providing evening and weekend service to students.

Through interlibrary loan and consortia agreements architecture material is available to a wide academic and professional community. These arrangements administered by the Harvey Library allow Architecture students to participate in resource sharing with many local and regional academic institutions.

## Facilities

The Architecture Library is centrally located on the second floor of the three story Architecture Department building. The librarian's office and the computer lab are located in separate rooms inside the larger room. The entire area is accessible, comfortable and has excellent lighting.

## Finances

Funding for the Architecture Library is provided through an operating budget administered by the University. The Harvey Library funds the acquisition and maintenance of the periodical collections, print and online. All other library items are purchased through the operating budget administered by the Department Chair with approval by the Dean of the School of Engineering and Technology. All purchasing decisions must be finalized by the University Provost.

The budget process is a collaborative function carried out by the Department Chairperson with input from the Architecture librarian and instructing faculty. The Harvey Library budget includes expenses for periodical subscriptions for the Architecture Library, Architecture monographs for the Harvey Library and cataloging and physical processing of all items regardless of location.

Additional resources are acquired through grants to the University, School or Department. The Harvey Library faculty are always available for collaboration on any grant awards that could include the Architecture Library.

The library budget, for the past six years, has been as follows:

MOSES LIBRARY BUDGET – 2009-2014	
2008-2009	\$13,775.00
2009-2010	\$13,975.00
2010-2011	\$13,975.00
2011-2012	\$13,975.00
2012-2013	\$13,975.00
2013-2014	\$14,000.00
2014-2025	\$14,000.00

## The University's Main Library

The William R. & Norma B. Harvey Library, also serves the Department of Architecture at Hampton University. The library encourages and utilizes input from faculty and students in planning its services and activities.

The Library Director, Ms. Tina D. Rollins, serves on a standing university committee the "Advisory Committee on Libraries and Informational Services". Faculty members are appointed by the Provost and School Deans, who work with the Interim Library Director, to shape policies and review major actions of the library. The committee also advises the Interim Library Director on questions relating to campus-wide library services and collections. The Interim Library Director reports to the university's Provost.

The ultimate responsibility for the coordination of services offered by the Harvey Library and the satellite libraries lies with the Provost. In practice success results from good working relations between all departments involved. Each librarian in the Harvey Library is assigned to serve as liaison to one or more academic departments. The liaisons are primarily

responsible for assuring that the library's collections and services evolve in accordance with departmental priorities, but also are charged with assuring the vitality of the library program in library instruction. The liaison librarian meets and confers regularly with the faculty of the Department.

The Harvey Library maintains regular contact with representatives of the Hampton University Student Government Association, receiving and acting on its advice on collection building and the organization of services. Additionally it welcomes, and regularly receives, written and emailed feedback from users. This feedback is always taken into account in developing library collections.

### Collections

The Harvey Library, which is a selective Federal Depository Library, collects books, periodicals, and government documents on all aspects of Architecture. It collects materials in print, electronic, microform and audiovisual formats. Its current holdings are in excess of 400,000 volumes. The library has established an approval plan with Coutts Information Services to acquire current monographic works as they are published. It purchases periodical subscriptions through a subscriptions agent, Ebsco Inc. Additionally, the library and more especially, the George Foster Peabody Collection, collects and preserves African American materials. The Peabody Collection, a noted research and rare books collection supporting the serious study of African-American history. Finally, the Harvey Library selects and manages access to a wide array of electronic resources, including over 120 databases, as well as electronic journals, and electronic books. These electronic resources greatly expand and diversify the library's offerings to the campus's constituency. Databases of particular interest to the Department of Architecture include: Academic Search Complete, ARTSTOR, Avery Index to Architectural Periodicals, Humanities International Complete, INSPEC, JSTOR, Omnifile Full Text Mega, Oxford Art Online, RIBA, Science Direct and SCOPUS.

A written collection development policy guides decision-making in the selection of items for the Harvey Library as well as in weeding. The aim in developing those parts of the collection that specifically support the study of architecture to maintain a diverse yet balanced collection. Through the library liaison program and faculty representation on standing university advisory committees communicative science faculty assists in making and otherwise guiding selections for the library collections.

The following table details the Harvey Library's holdings and subscriptions directly relevant to the study of Architecture.

<b>HARVEY LIBRARY Relevant Holdings – 2014</b>	
Monographs (paper)	3752
Monographs (electronic)	454
Periodical Subscriptions (paper)	54
Government Documents	189
Databases	11

A collection care unit was established to provide policy and procedure for the care and handling of print and media materials. The efforts of the unit and the Preservation Manager are extended to all university library collections as well.

The materials held in Harvey Library have been catalogued to current professional standards. An online catalog using SIRSI software provides intellectual access to the material. Records are also found in the OCLC WorldCat database.

Interlibrary loan and formal consortia arrangements with area libraries considerably enlarge the array of library resources available to the Hampton University community. Hampton University's participation in the Virginia Tidewater Consortium for Higher Education (VTC) provides the university faculty and students with reciprocal borrowing privileges at 16 area academic libraries. This membership includes those of Christopher Newport University, Thomas Nelson Community College, the College of William & Mary; Old Dominion University; Norfolk State University; Regent University; Virginia Wesleyan College; and others. Additionally, the Hampton Public Library has two facilities near the campus and provides an additional range of resources to affiliates of the university as members of the broader local community.

Library has a staff of twelve professional librarians (11 full-time, 1 part-time) and twenty-two full-time support staff. The Harvey Library also employs a workforce of work-study and graduate-student assistants. Professional librarians are on duty most hours the library is open, including night and weekends. Several librarians hold subject masters or doctoral degrees in addition to their professional credentials in library science

#### Services

In addition to its printed and electronic resources, the Harvey Library provides a variety of services to assist the University's faculty and students in meeting their teaching and learning, and research objectives.

In order to assure that library users find and effectively utilize the resources most appropriate to their needs, the library's Reference Department provides one-on-one consultations in addition to traditional desk-based services. Personalized service is also offered via telephone, email, or Internet chat.

On behalf of its patrons, the Harvey Library borrows materials from other institutions through interlibrary loan on a cost-recovery basis. Interface with the interlibrary loan service is facilitated by an automated system known as ILLIAD. The library repays the generosity of its interlibrary loan partners by regularly lending Harvey Library materials as requested.

The Harvey Library's special services to faculty include course reserves organized by the Circulation Department and library instruction services offered by librarians assigned to its reference and other departments. Library instruction in the Harvey Library aims to inculcate information literacy by planned and coordinated instruction in classes taken at all instructional levels through which students pass as they work toward their degrees.

The Harvey Library website [www.hamptonu.edu/universityservices/library](http://www.hamptonu.edu/universityservices/library) provides remote access to virtual collections and services. Additional services of the Harvey Library include access to photocopiers, networked printers, scanners, VCR's, DVD players, and typewriters. Library staff is available to provide assistance in using all such services and equipment. A particularly appreciated service of the Harvey Library is the provision of 24/7 access to library resources via the Internet

The Harvey Library building is open 99 hours per week; during Fall and Spring semesters; Monday through Thursday, 8:00 AM to 2:00 AM; Friday, 8:00 AM to 5:00 PM; Saturday, 9:00 AM to 5:00 PM; and Sunday 2:00 PM to 2:00 AM. Hours are slightly reduced during summer session.

## Facilities

The Harvey Library occupies a 125,000 square-foot, five-story building opened in 1992. With abundant seating at tables and carrels, fifteen private study rooms, ten small group study rooms, and eighteen faculty study rooms, the Harvey Library offers more than adequate seating and study space to its users. The facilities provide well for private study, collaborative study, and organized instruction. The library building is safe, well lit, and comfortable. It was designed to hold a capacity of 600,000 volumes without encroaching on the spaces set aside for study and offices.

The Harvey Library currently occupies the building's first four floors. The fifth floor houses the Center for Information Technology which includes: an Academic Technology Mall consisting of computer laboratories for faculty and students; the university's media center; the foreign language department's language laboratory; electronic classrooms; a television studio and related offices.

The third and fourth floors of the Harvey Library house the library's circulating collection of books. The third floor also houses the library's Technical Services Departments and the Peabody Special Collection. The second floor, devoted to the periodical collection, houses approximately 50,000 bound volumes, the library's collection of print indexes, a large microform collection and the Audio-Visual collection. The first floor houses the reference collection, and the Federal Documents depository (serving the Third Congressional District of the Commonwealth of Virginia). Also located on the first floor are the reference and circulation desks, the interlibrary loan office, an electronic classroom and two other rooms available for meetings or instructional sessions, a 24-hour study area, and administrative offices. The electronic classroom, used primarily for information literacy and library instruction, has digital projection facilities and thirty networked laptop computers. The other two meeting and conference rooms have network and digital projection facilities.

In addition to the computer facilities used by library staff there are forty-five networked desktop computers for patron use. Most of these computers are clustered in three groups on the first and second floors. All of these computers are connected to networked laser printers whose output is governed by a debit-card print-management system. Many are equipped with sound cards to permit access to audio files. Network connections are provided throughout the library, including the 24-hour study room, for patrons who wish to connect their own computers.

Beyond computers and network connections, the Harvey Library provides scanners, typewriters, photocopiers and digital microform reader-printers for use and circulates laptop computers.

## Finance

Annually the university appropriates funds for acquisitions of the Harvey Library. The Interim Library Director is responsible for the allocation of these funds on the basis of recommendations developed by the Assistant Director for Collection Development. Each year the library allocates its acquisition funds in such a way as to assure the development of a well-rounded collection providing at least an adequate array of print, electronic, and audiovisual resources to the faculty and students of each department of the university. An annual appropriation of funds to purchase monographic works is developed. A formula based on enrollments in the various majors is used as the basis of each year's allocations. Separate allocations are made for books, periodical and other serial subscriptions, audio-visual media, electronic databases, and preservation.

## 1.3 Institutional Characteristics

### 1.3.1 Statistical Reports

#### 1.3.1.2 Program Student Characteristics

#### Demographics – University Student Characteristics

Academic Year	Grand Total of Students	Male		Female		Asian or Pacific Islander		Black		Hispanic		White	
2013-14	4622	1618	35%	3004	65%	80	1.73%	4149.2	89.77%	58	1.25%	8	7.07%
2012-13	4754	1711	36%	3043	64%	16	0.34%	4253	89.46%	46	0.97%	12	7.45%
2011-12	5221	1827	35%	3394	65%	20	0.38%	4633	88.74%	63	1.21%	14	7.62%
2010-11	5253	1944	37%	3309	63%	24	0.46%	4698	89.44%	71	1.35%	21	7.21%
2009-10	5402	1999	37%	3403	63%	20	0.37%	4932	91.30%	62	1.15%	318	5.89%

#### Program Student Characteristics

Academic Year	Total Architecture Students	Male		Female		Asian or Pacific Islander		Black		Hispanic		White	
2013-14	125	71	57%	54	43%	5	4%	110	88%	2	2%	8	6%
2012-13	141	82	58%	59	42%	6	4%	123	87%	0	0%	12	9%
2011-12	156	90	58%	66	42%	4	3%	135	87%	3	2%	14	9%
2010-11	179	104	58%	75	42%	4	2%	151	84%	3	2%	21	12%
2009-10	188	105	56%	83	44%	1	1%	163	87%	1	1%	23	12%

See Time to Graduate on following page.

## Time to Graduate:

<b>Major: Architecture</b> First-Time Entering Freshmen, Fall Cohorts 2006 -2013								
Academic Year	2006	2007	2008	2009	2010	2011	2012	2013
Enrolled Fall 2006	40							
Graduated Fall 2006	0							
Graduated Spring 2007	0							
Enrolled Fall 2007	24	47						
<b>2006 Cohort Retention</b>	<b>60.0%</b>							
Graduated Fall 2007	0	0						
Graduated Spring 2008	0	0						
Enrolled Fall 2008	19	24	36					
<b>2007 Cohort Retention</b>		<b>51.1%</b>						
Graduated Fall 2008	0	0	0					
Graduated Spring 2009	0	0	0					
Enrolled Fall 2009	18	18	22	36				
<b>2008 Cohort Retention</b>			<b>61.1%</b>					
Graduated Fall 2009	0	0	0	0				
Graduated Spring 2010	0	0	0	0				
Enrolled Fall 2010	7	14	17	25	41			
<b>2009 Cohort Retention</b>				<b>69.4%</b>				
Graduated Fall 2010	0	0	0	0	0			
Graduated Spring 2011	10	0	0	0	0			
<b>2006 Cohort 5-Year Graduation</b>	<b>25.0%</b>							
Enrolled Fall 2011	1	15	15	24	29	27		
<b>2010 Cohort Retention</b>				<b>70.7%</b>				
Graduated Fall 2011	0	0	0	0	0	0		
Graduated Spring 2012	5	10	0	0	0	0		
<b>2007 Cohort 5-Year Graduation</b>	<b>21.3%</b>							
Enrolled Fall 2012	0	4	15	22	22	14	22	
<b>2011 Cohort Retention</b>						<b>51.9%</b>		
Graduated Fall 2012	0	0	0	0	0	0	0	
Graduated Spring 2013	1	4	12	0	0	0	0	
<b>2008 Cohort 5-Year Graduation</b>			<b>33.3%</b>					
Enrolled Fall 2013	0	0	2	18	19	12	14	29
<b>2012 Cohort Retention</b>							<b>63.6%</b>	
Graduated Fall 2013	0	0	0	0	0	0	0	0
<b>2006 Cohort 7 1/2-Year Graduation</b>	<b>40.0%</b>							
Graduated Spring 2014	0	0	0	15	0	0	0	0
<b>2009 Cohort 5-Year Graduation</b>				<b>41.7%</b>				
Note: This chart represents first-time entering Freshmen in the Architecture field only. Source: University Fall Headcount File, National Student Clearinghouse, HU Institutional Research								

### 1.3.1.3 Program Faculty Characteristics

In 2009, as a result of the economic crisis that impacted the nation, Hampton University

Faculty Characteristics - Ethnicity								
Academic Year	Total Full-Time Faculty	Male	Female	African American	Hisp / Latino	Asian	White	
2008-2009	8	7	3	4	1	0	4	
2009-2010	9	7	3	4	1	0	4	
2010-2011	9	7	3	4	1	0	4	
2011-2012	9	7	3	4	1	0	4	
2012-2013	8	8	3	3	1	0	4	
2013-2014	8	8	3	3	1	0	4	
2014-2015	7	7	2	3	1	0	3	

Faculty Characteristics - Professional					
Academic Year	Total Full-Time Faculty	Licensed Architects	Tenured Faculty	Promoted Faculty	Remarks
2008-2009	8	7	3	0	
2009-2010	9	7	3	0	
2010-2011	9	7	3	0	
2011-2012	9	7	3	0	
2012-2013	8	8	3	0	
2013-2014	8	8	3	1	Sanchez to Full Professor
2014-2015	7	6	3	2*	*Chance to Full Professor is no longer with the program Easter tenured

#### Overall University

Academic Year	Full-Time Faculty										
		Prof	# Tenured	Assoc. Prof.	# Tenured	Asst. Prof.	# Tenured	Instructors	# Tenured	Lecturers	# Tenured
2009-2010	330	57	43	80	42	159	11	22	0	12	0
2010-2011	352	75	38	82	36	157	12	17	0	21	0
2011-2012	241	46	30	68	34	107	11	10	0	10	0
2012-2013	251	46	34	68	34	116	12	8	0	13	0
2013-2014	277	50	43	59	56	142	8	20	0	6	0



### **1.3.2 Annual Reports**

Robert Easter, Chair of the Department of Architecture is responsible for preparing and submitting Annual Reports. The statistical data is obtained from the university's office of Institutional Research.. All data submitted to the NAAB through the Annual Report submission system since the last site visit is accurate and consistent with the reports sent to other national and regional agencies, including the National Center for Education Statistics.

#### **1.3.3 Faculty Credentials**

This information will be on display in the team room

### **1.3.4 Policy Review**

This information is located in the Appendices, Section 4,

## Part Two – Educational Outcomes and Curriculum

### 2.1. Educational Realms and Student Performance Criteria

#### 2.1.1. Realm A: Critical Thinking and Representation

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

ARC 411	Architecture Theory II	Papers
ARC 601/602	Design Research Thesis Studio I & II	Papers / Assignments

Evidence: In the Theory class, students are required to write papers documenting their analysis of works by other architects.

Studio fulfills A.1 Communication Skills as it requires reading for analysis, writing for constructing argument, students oral delivery is assessed for clarity and completeness, and listen to peers' presentations to review their work.

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

ARC 303-304	Design Studio 5 and 6	Project Assignments
ARC 405-406	Design Studio 8 and 9	Project Assignments

Students are required to demonstrate through creative design projects, an understanding of the design process and an ability to employ the skills needed to complete a complex design problem.

Additionally, in the 5th year studio, Design Thinking Skills criterion is demonstrated in the implementation of the research plan, in the assessment of its effectiveness for answering the research questions, and in evaluating the design research products against the criteria defined by the student.

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

ARC 203-204	Architectural Representation 1 and 2	Papers
ARC 601/602	Design Research Thesis Studio I & II	Papers

In the studio, this is demonstrated in the construction of the thesis, the case studies, and the diagramming of the architectural problem and of the proposal argument.

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

ARC 405-406	Design Studio 8 and 9	Project Assignments
ARC 518	Professional Practice II	Project Assignments

Students are required to present their design solutions in a readable,

- A-5 Investigative Skills: *Ability* to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.
- |             |                                      |                      |
|-------------|--------------------------------------|----------------------|
| ARC 405-406 | Design Studio 8 and 9                | Project Assignments  |
| ARC 601/602 | Design Research Thesis Studio I & II | Papers / Assignments |
- At the fourth year design studio, students conduct research on building systems and LEED requirements for the development of a LEED certification strategy. Students also conduct research on code requirement, zoning issues and building programming.
- In this 5th year studio students must demonstrate competency in A.5 Investigative Skills as they individually search for an architectural problem to define and articulate a thesis. They must make use of the results of A.11 Applied Research as they must use evidence to support the thesis rationale. The evidence is generated from researching the manufacture and function of building systems, assemblies and materials, and from the analysis of architectural work, as well as consider insights gained from research on behavior and social and economic sciences. This is demonstrated in the critical assessment of the research process and products as the students compare/contrast their results with architectural projects, and research on the problem and solution. Students must place the intermediate findings of their research in the larger context of the professional community. Tangible demonstration of this understanding can be found in the summative reflective essay, and in the design work.
- A-6 Fundamental Design Skills: *Ability* to effectively use basic architectural and environmental principles in design.
- |             |                       |                     |
|-------------|-----------------------|---------------------|
| ARC 201-202 | Design Studio 2 and 3 | Project Assignments |
| ARC 303-304 | Design Studio 5 and 6 | Project Assignments |
- This is demonstrated by the design assignments that will be on display for all levels of the program.
- A-7 Use of Precedents: *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.
- |             |                                      |                      |
|-------------|--------------------------------------|----------------------|
| ARC 306     | International Urban Design Studio 7  | Papers / Assignments |
| ARC 601-602 | Design Research Thesis Studio I & II | Papers / Assignments |
- Students are required to present analysis of architectural icons that inspire their work and describe what impact that work has on their creative process. This analysis is included in the pre-design work in the studio. In the Thesis studio, more detailed analysis is provided and documented on the presentation boards.
- A-8 Ordering Systems Skills: *Understanding* of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.
- |             |                       |                     |
|-------------|-----------------------|---------------------|
| ARC 201-202 | Design Studio 3 and 4 | Project Assignments |
| ARC 405-406 | Design Studio 8 and 9 | Project Assignments |

In the studio setting, students are required to do a precedence analysis of similar building types, and determine the context of the local area where their building is to be placed.

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

ARC 207-208	Architectural History 1 & 2	Project Assignments
ARC 305-305	International Urban Design Studio 7	Project Assignments

Students are required to take 3 multiple-choice examinations. And students are required to write a 10-page research paper. Students had to select 4 buildings: 1)ancient/built before 1900; 2)modern/built after 1900; 3)a building in their hometown of any time period; 4)a building on this campus or from the surrounding community. All four buildings should have something in common, possibly in their use, material, form, style, or designer. Students had to analyze these commonalities and then compare them looking for differences. Students also had to analyze the designers of these buildings, looking for commonalities and differences among them. The papers were graded for grammatical errors. Photographs of all four buildings were required. The photographs could come from the internet, but students were encouraged to take their own photographs of the campus buildings. Because the class is numerically large, there is not enough time for verbal presentations of the papers by each student. Instead, at the end of the semester, after taking the final exam, each student must select and read 3 papers written by fellow students. Students then fill out a survey/questionnaire about each paper they have read. This questionnaire process helps assure that students adequately read each paper rather than rush or skim through it.

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

ARC 305	International Travel Studio	Project Assignments
ARC 618	International Urban Design Studio	Project Assignments

Students are exposed to a variety of cultures and study the implications of culture and history on the making of space. This is demonstrated in the process work of the Urban Travel studio, students

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

ARC 314-315	Environmental Systems 1 & 2	Project Assignments
ARC 601-602	Design Research Thesis Studio I & II	Papers / Assignments

In the 5th year studio, Applied Research is demonstrated in the critical assessment of the research process and products as the students compare/contrast their results with architectural projects, and research on the problem and solution. Students must place the intermediate findings of their research in the larger context of the professional community. Tangible

demonstration of this understanding can be found in the summative reflective essay, and in the design work.

#### 2.1.2. Realm B: Integrated Building Practices, Technical Skills and Knowledge:

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

ARC 303-304	Design Studio 5 and 6	Project Assignments
ARC 405-406	Design Studio 8 and 9	Project Assignments

In the fourth year, student work to develop project requirements including budgeting, programming, site analysis, zoning and code requirements. This work is documented in their final project presentations.

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

ARC 405-406	Design Studio 8 & 9	Project Assignments
ARC 517-518	Professional Practice 1 & 2	Papers

In the fourth year, student work is required to include site and building accommodations as required in the CABA ANSI 117.1, a required text for the class. Work demonstrated include restroom configurations and a description of systems that support persons with physical and cognitive disabilities.

Each year, the students in the Professional Practice course conduct a wheelchair race during the week of their Professional seminar on the ADA. The path of the race includes maneuvering through areas where accessibility has not been provided. This race is conducted to help students understand the importance of applying the principals of accessibility in all aspects of their design.

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

ARC 200	Architectural Ecology	Project Assignments
ARC 405-406	Design Studio 8 and 9	Project Assignments

Students are introduced to the elements of design that impact the environment and are required to develop strategies through small project assignments that demonstrate their understand of the principles of sustainability.

In the fourth year, student document a plan to achieve LEED certification for their project designs.

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

ARC 200	Architectural Ecology	Project Assignments
ARC 306	International Urban Design Studio 7	Papers / Assignments

Students are required to develop site plans through project assignments that demonstrate an understanding of site and context.

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

ARC 303-304	Design Studio 5 and 6	Project Assignments
ARC 405-406	Design Studio 8 & 9	Project Assignments

Students are required to review the International Building Code and assess its impact on the development of their design solution. A life safety plan is a required part of their final submission.

- 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:

ARC 405/506	Architecture Design Studio VIII and IX	Papers
ARC 517/518	Professional Practice I & II	Papers

The evidence for this criteria is found primarily in the 4<sup>th</sup> year studio work, ARC 405 and ARC 406 and is characterized as follows.

**A.2. Design Thinking Skills:** In ARC 405, students compete in a statewide design completion to design an elementary school. They have professional mentors from the local professional community who meet with students every two weeks and assist students in testing their design ideas.

**A.4. Technical Documentation:** To be demonstrated in the ARC 518, in conjunction with ARC 406. Students compose a small set of construction documents.

**A.5. Investigative Skills:** Work performed at the 4th year level requires students to research several components of design, including building type, programmatic requirements, zoning ordinance criteria, as well as site conditions and project / client requirements.

**A.8. Ordering Systems:** Students study circulation patterns and human behavior to define spatial arrangements.

**A.9. Historical Traditions and Global Culture:** Students study design precedents and project site context to complete their design concepts.

**B.2. Accessibility: Students** are required to obtain copies of the ANSI/CABO 117.1, and use it as a design resource. Their work is graded on the capacity of buildings to facilitate access for the physically handicapped. In ARC 518, they provide more detail in toilet rooms to demonstrate an understanding of the accessible requirements. In 517/518, students plan a panel discussion on accessibility. They also organize and compete in a wheel chair race on campus having to maneuver around obstacles where current conditions are not accessible.

**B.3. Sustainability:** To be demonstrated in the second semester. Students will be required to develop a LEED strategy in the design of their final design project and present their solutions for achieving Gold Certification for their buildings.

**B.4. Site Design:** Students are given a project on a Greenfield site and an existing site. On both projects, they are required to develop parking and vehicular circulation patterns,

**B.5. Life Safety:** Work on their first design project, a six week design study of an elementary school, required code analysis of a variety of life safety measures, including egress requirements,

**B.8. Environmental Systems:** Students are required to design the concept for introducing mechanical systems into their building, as well as discuss passive systems that reduce the use of fossil fuels.

**B.9. Structural Systems:** Students are required to design the structural systems for their building designs.

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

ARC 518 Professional Practice 2 Assignments / Tests

After a lecture on Project Budgets, students are required to respond to test questions about project funding and budgets.

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

ARC 314-315 Environmental Systems 1 & 2 Assignments / Tests  
ARC 405-406 Design Studio 8 & 9 Project Assignments

Students are required to evaluate multiple active and passive systems and determine how those systems are incorporated into their project design.

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

ARC 414 Structures 1, 2 & 3 Papers / Tests  
ARC 405-406 Design Studio 8 & 9 Project Assignments

Students are required to develop a structural plan, including the selection and justification of structural system, horizontal and vertical layout of systems.

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

ARC 310	Building Science 1 & 2	Papers
ARC 405-406	Design Studio 8 & 9	Project Assignments

Students are required to take exams to demonstrate understanding and produce Lab assignments are used to practice methods. Studio Projects reveal technical proficiency when applied to unique building designs

In the fourth year, student develop enlarged wall sections describing the wall systems used in their building design.

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

ARC 314-315	Environmental Systems 1 & 2	Assignments / Tests
ARC 405-406	Design Studio 8 & 9	Project Assignments

Through project assignments, examinations and research projects, students demonstrate an understanding of the principals of heating, cooling, lighting, power and other building systems.

In the fourth year, student present a design for incorporating building systems into their building design.

- B-12 Building Materials and Assemblies: *Understanding* of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.

ARC 213-304	Building Science 1 & 2	Papers
ARC 405-406	Design Studio 8 & 9	Project Assignments

In ARC 213-314 students are tested on material from *Fundamentals of Building Construction*, by Paul Allen. They are also required to attend monthly Hard Hat Tours of buildings under construction, conducted by the local chapter of the AIA, and to generate framing plans and construct ½ inch scale framing models of Key West cottages.

Students are required to take exams to demonstrate understanding and produce Lab assignments are used to practice methods. Studio Projects reveal technical proficiency when applied to unique building designs.

In the fourth year, student work must demonstrate an understanding of building materials that are used in their building designs

### 2.1.3. Realm C: Leadership and Practice:

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

ARC 303-304	Design Studio 5 and 6	Project Assignments
ARC 306	International Urban Design Studio 7	Project Assignments
ARC 405-406	Design Studio 8 and 9	Project Assignments



This is a staple of our project design instruction process. Parts of studio projects are collaborative; requiring students to work in project groups to develop design solutions. At the fourth year level, outside consultation with engineering and construction professionals is also planned to help integrate building system designs into the building projects.

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

ARC 200	Architectural Ecology	Papers
ARC 317	Architectural Theory I	Papers

In the definition and characterization of the architectural problem that is the focus of the thesis, students must demonstrate the understanding specified by C.2 Human Behavior: human behavior, natural context, and built context. The scale at which each thesis engages human behavior varies with the scale of the focus problem and research question. Demonstrating the understanding specified under C.2 Human Behavior can also be found in the set of criteria that each student defines in their research plan to assess their research work.

- 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.

ARC 303-304	Design Studio 5 and 6	Project Assignments
ARC 405-406	Design Studio 8 and 9	Project Assignments

Students are introduced to projects that involve outside clients, interacting with them to develop building programs, design requirements and other project parameters. Those clients work with the students through the course of the term, attending crits and providing project advisement, and attending the submission of the final design product. Past client representatives have included the School administrators and facility planners, the Newport News Redevelopment & Housing Authority, the Norfolk Redevelopment & Housing Authority, NASA, multiple private developers in the Hampton Roads area. This is primarily demonstrated in the contexts created by the student to test their architectural proposition, and by the set of criteria they have defined to evaluate the research products.

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

ARC 518	Professional Practice 2	Papers
---------	-------------------------	--------

As part of the requirements for Professional Practice, students work in project teams to research office procedures and develop an implementation plan for opening a small practice. By examination, students are required to demonstrate an understanding of project delivery methods and methods for securing AE commissions.

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

ARC 517	Professional Practice 1	Papers / Tests
---------	-------------------------	----------------

Students are required to visit architectural offices and discuss with the principals a variety of topics. These discussions are presented to the class in seminar fashion.

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

ARC 512	Professional Practice 1	Papers
ARC 618		Papers

The C.6 Leadership criterion is addressed as follows. The thesis requires students to take a stand and propose direction for solution to a pressing architectural problem. In defining and characterizing the architectural problem their thesis seeks to resolve they must construct the environmental, social, cultural, political, and economic context in which the problem is found. In identifying and characterizing an architectural problem, and conceiving a direction for resolution students demonstrate understanding about the responsibilities of the architect, and of which those shared with the design team and the community it works for. Students have to analyze and evaluate architectural work and in this critical thinking process they have to identify and interpret all the forces that have shaped the projects to understand who affects what and in what context. This is primarily demonstrated in the contexts created by the student to test their architectural proposition, and by the set of criteria they have defined to evaluate the research products.

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

ARC 518	Professional Practice 2	Papers
ARC 405/406	Design Studio 8 & 9	Papers

Students are introduced to the requirements imposed by the Building Codes in the third year design studio.

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

ARC 517	Professional Practice	Tested Material
ARC 618		Papers

One requirement of ARC 517/518 sequence of courses is that students plan four seminars, inviting outside speakers and advertising the content for the entire student body. They are provided a list of required or recommended participants. Those topics include:

- a. Professional Opportunities in Architecture
- b. Professional Ethics
- c. The Americans with Disabilities Act
- d. Sustainability

One of the required participants of the Ethics panel is Dr. Richard Wills, Ph.D, a local pastor who completed his degree in architecture and worked many years in the field before pursuing his ministerial vocation and receiving a Ph.D. from the University of Virginia in Religious Ethics. Students also invite ethics professors, local Human Resource corporate officers and architects. The material presented in the seminars are tested.

The analysis of the architectural problem and of the projects that deliver the evidence to support the thesis students must demonstrate ethical judgment. This fulfills criterion C.8 Ethical and Professional Judgment. Students demonstrate fulfillment of C.9 Community and Social Responsibility in the selection of the architectural problem to be studied, in the articulation of the thesis and its rationale. The understanding specified by the criterion is demonstrated in the research plan that guides design research. This is demonstrated in the research products and in their evaluation by the student. This assessment is documented in a summative reflective essay.


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

ARC 601	Design Research Thesis Studio I	Papers / Assignments
ARC 618		Papers

In the 5th year studio, this is demonstrated in the research products and in their evaluation by the student. This assessment is documented in a summative reflective essay.

		NAAB Title	NAAB SPC
		credits	cluster
ARC101	5	Studio	Communication Skills
ARC102	5	Studio	Design Thinking Skills
ARC200	3	Tech	Visual Communication Sk
ARC201	5	Studio	Technical Documentation
ARC202	5	Studio	Investigative Skills
ARC203	3	Repres	Fundamental Design Skills
ARC204	3	Repres	Use of Precedents
ARC207	3	Hist/Th	Ordering Systems Skills
ARC208	3	Hist/Th	Hist Trads. & Global Cult
ARC213	3	Tech	Cultural Diversity
ARC303	6	Studio	Applied Research
ARC304	6	Studio	Pre-Design
ARC309	3	Tech	Accessibility
ARC310	3	Tech	Sustain-ability
ARC314	3	Tech	Site Design
ARC315	3	Tech	Life Safety
ARC317	3	Hist/Th	Comprehensive Design
ARC305	3	Hist/Th	Financial Considerations
ARC306	3	Studio	Environmental Systems
ARC405	6	Studio	Structural Systems
ARC406	6	Studio	Building Envelop Stems
ARC411	3	Hist/Th	Building Service Systems
ARC414	3	Tech	Building Matl & Assem
ARC517	3	Prof	Collaboration
ARC518	3	Prof	Human Behavior
ARC601	6	Studio	Client Role in Architecture
ARC602	6	Studio	Project Management
ARC617	3	Tech	Practice Management
ARC618	3	Hist/Th	Leadership
ARC530	6		Legal Responsibilities
			Ethics & Prof. Judgment
			Community & Soc. Resp.

KEY  introductory level

 application of many facets of criterion

 fully meets the criterion

 must be demonstrated together in Comprehensive Design

## 2.2. Curricular Framework

### 2.2.1. Regional Accreditation

Hampton University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award degrees at the associate, baccalaureate, master's, education specialist and doctorate levels. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call (404) 679-4500 for questions about the accreditation of Hampton University. The Commission requests that it be contacted only if there is evidence that appears to support an institution's significant non-compliance with a requirement of standard.

### 2.2.2. Professional Degrees and Curriculum:

Hampton University Department of Architecture offers the Master of Architecture degree. Our offering is unique, in that students complete five academic semesters, plus two summer sessions. We call it a 5½ degree. It is unique because there is no bachelorette degree; after four years, students transition into an "architectural professional" status.

There are no prerequisite courses required for a student to declare architecture as a major and enter the program. Therefore, our program is both comprehensive and intensively rigorous. Our aim is to develop students who are proficient in the work of architecture, no matter their background or preparation.

In recent years, students have been able to complete minors in mathematics, aviation and graphic design. Students have also obtained concentrations in math.

The program includes 168 credits, of which 123 are major courses, 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 4<sup>th</sup> year and Graduate Professional students. Other electives are offered as open electives and made available to lower level students.

The following table describes the distribution of credits between professional and non-professional courses.

General (non-architecture Studies)		Professional Studies	
Course Name / Title	Credits	Course Name / Title	Credits
Health Education or PE	2	ARC 101 Studio I	5
UNV 101 University Studies	1	ARC 102 Studio II	5
ENG 101 English composition	3	ARC 200 Architectural Ecology	3
ENG 102 College English	3	ARC 201 Studio III	5
MAT 118 Pre-Calculus II	3	ARC 202 Studio IV	5
COM 103 Oral Communications	3	ARC 203 Representation I	3
ART Required Elective	5	ARC 204 Representation II	3
PHY 201 Physics	4	ARC207 History of Architecture I	3
HUM 201 Humanities	3	ARC208 History of Architecture II	3
Social Science Required Electives	6	ARC 213 Elements of Bldg Assembly	3
HIS 106 World Civilization	3	ARC 301 International Travel Prep	1
		ARC 303 Studio V	6
		ARC 304 Studio VI	6
		<b>ARC 305 Intl Urban Travel Studio</b>	3
		ARC 306 Urban Des Studio VII	3
		ARC 309 Structures I	3
		ARC 310 Structures II	3
		ARC 314 Building Assemblies	3
		ARC315 Environmental Systems	3
		ARC 317 Global Theories of Urban	3
		ARC 405 Studio VIII	6
		ARC 406 Studio IX	6
		ARC 411 Cont. Architectural Theory	3
		ARC 414 Structures III	3
		ARC 516 Bldg Sys Integr. Workshop	3
		ARC 517 Professional Practice I	3
		ARC 518 Professional Practice II	3
		ARC 601 Thesis Studio I	6
		ARC 602 Thesis Studio II	6
		ARC 617 Community Design Issue	3
		ARC 618 Advanced Bldg Tech Issues	3
Total Credits	36		117
Elective Courses with other than Architectural Content		Elective Courses with architectural content	
Total Free Elective Course Opportunities	9	Total Required Architecture Electives	6
<b>Total Non-Architecture Studies</b>	45	Total Professional Studies Credits	123
<b>Total Number of Credits Required for Degree</b>			<b>168</b>

The emboldened course, ARC 305, is the one course that has an off-campus requirement. Students travel for a period of 2-3 weeks to an area abroad. Our students have traveled to countries in South America, Africa, Europe and the Caribbean. The cost of the travel is supported by grants from the Ray and Marilyn Gindroz Foundation, the Sol Cohen endowed scholarship and the Virginia Center for Architecture. In addition to their tuition, students must also supplement the cost of the trip. We endeavor to keep the cost for students under \$2,500. The University has recently approved a professional fee that will be paid each semester by students, and will cover the student contribution to the travel requirements.

The following is the recommended track of study for all students in the M.Arch curriculum.

**revised curriculum**

**14 May 2014**

<b>YEAR 1</b>	<b>semester I</b>		<b>semester II</b>	
	ARC 101	Studio	5	ARC 102 Studio 5
	ARC 207	Architectural History I	3	ARC 208 Architectural History II 3
	ENG 101	Written Communications I	3	ENG 102 Written Communications II 3
	MAT 118	Pre-Calculus II	3	COM 103 Oral Communications 3
	UNV 101	Individual & Life	1	ELECTIVE Art 2
	HEA 200	Health Education (PED)	2(1)	
	17(16)		16	
<b>YEAR 2</b>	<b>semester III</b>		<b>semester IV</b>	
	ARC 201	Studio	5	ARC 202 Studio 5
	ARC 203	Representation I	3	ARC 204 Representation II 3
	<b>ARC 213</b>	<b>Elem of Bldg Assembly</b>	<b>3</b>	ARC 200 Architectural Ecology 3
	PHYS 201	Intro to Physics	4	ARC 309 Structures I 3
	OPEN ELECTIVE 1	3	ARI ELECTIVE	3
	18		17	
<b>YEAR 3</b>	<b>semester V</b>		<b>semester V</b>	
	ARC 303	Studio	3	ARC 304 Studio 6
	ARC 310	Structure II	3	ARC 315 Environmental Systems 3
	<b>ARC 314</b>	<b>Bldg Assemblies</b>	<b>3</b>	<b>ARC 317 glob theories urb des 3</b>
	HUM 201	3	<b>ARC 301 Intl Studio Travel Prep 1</b>	
	OPEN ELECTIVE 2 (PED)*	3	HIS 106 World Civilization 3	(1)
	18		16/(17)	
<b>YEAR 3.5</b>	<b>semester VII</b>			
	ARC 305	International Travel Studio	3	
	ARC 306	Intl Urban Design Studio	3	
	6			
<b>YEAR 4</b>	<b>semester VIII</b>		<b>semester IX</b>	
	ARC 405	Studio	6	ARC 406 Studio 6
	ARC 414	Structure III	3	<b>ARC 411 Contemprary Arch Theory 3</b>
	<b>ARC 516</b>	<b>Bldg Syst Integration</b>	<b>3</b>	ARC 518 Professional Practice 3
	ARC 517	Professional Practice	3	OPEN ELECTIVE 3 3
	SOC. SCI. ELECTIVE	3	SOC. SCI. ELECTIVE	3
	18		18	
<b>YEAR 4.5</b>	<b>semester X</b>			
	Internship		NC	
<b>YEAR 5</b>	<b>semester XI</b>		<b>semester XII</b>	
	ARC 601	Thesis Studio	6	ARC 602 Thesis Studio 6
	ARC 617	Seminar-Tech Issues	3	ARC 618 Seminar-Community Issues 3
	ARC 530	Architecture Elective I	3	ARC 530 Architecture Elective II 3
	12		12	



### 2.2.3. Curriculum Review and Development

Periodically, the faculty or the University will review the curriculum and recommend modifications. In the past six years there have been two occasions for curriculum modifications. These have involved department recommended changes and university required changes.

#### Process

Need Determined: The need for adjustments or amendments to the curriculum can be offered through a number of initiatives. As we periodically review our program, recommendations can be made by individual faculty members, including the chair.

They can also be mandated by the administration. One catalyst for the most recent change was a directive from the senior academic leadership team that the general education requirements be officer

Once the need for a curriculum revision has been identified, there are several steps required for a successful approval of the modification.

- a. A curriculum revision must be developed by the department. Faculty will meet to discuss the required / requested / recommended adjustments and discuss how those can best be appropriated. Led by the Tenured Faculty Committee, but inclusive of all faculty, multiple meeting will occur until consensus is reached.
- b. A copy of the modification is submitted to the Dean of the School of Engineering of Engineering for review. The Dean will convene an assembly of the school's faculty and the revision is reviewed and a vote for school approval is taken.
- c. The Dean will submit the modification requires to the Office of the Provost who will review the modification for approval of that office.
- d. If successful, the revision is submitted to the long-range planning committee and the Graduate College. The Chair or his/her designee will appear before those committees and present the modification for their review and approval.
- e. The modification is presented to the full university faculty senate for review and at one of the monthly meetings, will be voted for final approval.

When modifications have fiscal impacts or degree implications, it might also be reviewed by the University administrative leadership, including the Treasures and Vice President for Financial Affairs and, if need be, the University President.

#### Recent Changes

In 2009, the NAAB Visiting Team recommended modifications to strengthen the pre-requisite requirements and introduce gateways to insure that students did not progress too far into the program if ultimate completion were not possible.

In 2013, there was internal discussion about the cost of credits being required for the architecture curriculum, where seven of the 11 academic terms included credits beyond the 17 maximum credit limit, exposing students to additional costs. At the same time, the university was reviewing the requirements for general education courses within each curriculum. In November, 2013, the faculty completed a review of the curriculum and made a recommendation to the Dean of SET. The recommendation was tabled until January,

when a sub-committee of the University's long-range planning committee assigned to review the General Education requirements completed their work. That committee determined that the University had a larger than necessary requirement for General Education requirements compared to its peer institutions and recommended that programs reassess their General Education requirement based on university developed criteria.

The HUDA faculty incorporated those recommendations into the earlier completed document, and in April, 2014 submitted the modification to the Dean. The revision was examined by the appropriate committees and in July, 2014 a special committee of the faculty voted to approve the curriculum revision. The result was a reduction in total credits required for the degree (from 173 credits to 168 credits). This allowed the department to introduce two new courses (ARC 300, Travel Prep, and ARC 516 Building System Integration), while eliminating three General Education courses (one math course, one credit in art and one humanities course).

### **2.3. Evaluation of Preparatory/Pre-professional Education:**

Hampton University is an open enrollment institution; any student admitted to the university may declare any desired major. The university standards for admission are based on high school performance and standardized test scores, but the university has a mission to extend opportunities to students who do not necessarily meet the minimum requirements, but display other qualities of leadership and service that merit a chance to develop their talents through collegiate education. The department of architecture will often receive students who are not academically prepared for the rigors of our curriculum. Remedial courses, particularly in mathematics are generally required.

One comment received from the 2009 NAAB Visiting Team suggested that the measure for students moving forward was too nebulous and did not provide ample gateways for evaluating student progression through the curriculum; there was no suitable 'off-ramp' for those who had progressed to the 4<sup>th</sup> year with no future in the profession. As a result, we developed more stringent metrics to determine who moved forward in the process. That included higher GPA standards after the first and second year so that students could be assessed by their professors in concert with their faculty advisors and those not possessing the needed acumen would be remanded to the Chair for assessment.

Our program also includes a small percentage of transfer students (approximately 6-10 of each new class). Most of those students arrive as a result of articulation agreements that we have developed with the Architectural Technology programs within the Virginia Community College System institutions, most notably Tidewater Community College. We have worked at length with this program to align our course goals and objectives. Those students enter our program as advanced 2<sup>nd</sup> year students, having completed multiple technical architectural and general education courses.

## 2.4. Public Information

### 2.4.1. Statement on NAAB Accredited Degrees:

Located on university website at:

Located on the University website at the following link:  
<http://set.hamptonu.edu/architecture/>

### 2.4.2. Access to NAAB Conditions and Procedures

Information available on website:

### 2.4.3. Access to Career Development Information

This information is available on the University website at the following link.

<http://www.hamptonu.edu/student services/careercenter/>

There are two major components associated with providing our students access to Career Development information. One is provided inhouse through the office of the Chair, the second is provided at the University level through the office of Career Counseling and Planning.

Within our department, there is an IDP coordinator (currently Robert Easter, but transitioning to Darryl Henderson) who is responsible for assisting student transition into the workplace. Students are required to complete a summer internship that meets the standards and criteria of the NCARB Intern Development Program. They are given assistance and preparation in ARC 517, Architectural Practice I. Students must present portfolios, resumes, firm research and identification / business cards during the class. Students must also have an IDP / NCARB file. The chair helps students locate mentors in their hometowns who act as conduits, channeling students to practicing professionals in their chosen area and help acclimate students to the job climate.

The Department also works closely with the Career Counseling office to identify prospective employment opportunities for our students.

The mission of the Career Counseling and Planning Center is to support academic programs and to provide services that assist students and alumni in developing, evaluating and implementing career plans that lead to employment and lifelong personal development. The Center is the liaison between the students, alumni, corporations and government agencies. All resources are employed to facilitate and enhance the student's professional development. The Career Counseling and Planning Center's mission is consistent with the University's through commitment to the preparation and promotion of learning, character building, leadership skills and service. For this process, students are provided workshops and seminars in dining etiquette, image enhancements, and general topics that will prepare them for workplace experiences presented by the Center's staff, businesses and corporations. These services are open to all students and alumni.

The Career Counseling and Planning Center, under the direction of Mrs. Vivian Wrenn David, provides on-going services during the entire period of a student's involvement with the University. The Department has worked most intensely with Mrs. Bessie Willis in this office. The Center also offers up-to-date career planning information, assistance with selection of a major field of study, self-assessment and evaluation, individual appointments for career counseling, information sessions from corporate representatives, internships and

cooperative education opportunities, job listings, on-line recruiting, mentorship opportunities, and workshops on resume writing, interviewing, job search, dining and dressing for success. The Career Counseling and Planning Center sponsors two career fairs, one graduate school day and endeavors to ensure that students' career aspirations are in sync with the jobs available to them upon graduation. All Center services and programs are also extended to alumni.

There are a number of critical programs sponsored by this office, including:

Though it is not a placement office, this department houses announcements on all full and part-time jobs received in the Career Counseling and Planning Center and post them on the on-line eRecruiting System, the Student Pipeline, and the bulletin boards in the Student and Career Centers. Job announcements are emailed to alumni upon request. This department provides professional assistance and consultation to students and alumni on career development or transitions, registers students on the eRecruiting System, critiques resumes and covers letters and works directly with employers to develop employment opportunities for students. The department assists with the liaison and consultative relationship with faculty, staff, appropriate student organizations and represents the Center at campus and community functions.

The Career Fair is one of the most anticipated annual events. Corporations, Government agencies and Educational institutions from all over the country have the opportunity to acquaint students with their organizations while recruiting potential employees.

The Fall Career Fair is held at the Convocation Center, usually in September of each year. The Spring Career Fair is generally held in February in the Student Center Ballroom. The Fairs are open to all students and alumni.

Graduate and Professional School Day is usually in October or November. Representatives from more than 86 graduate and professional schools around the country will generally attend.

Students are given the opportunity to gather information on the various offerings of these schools; such as graduate studies, fellowships, special programs and scholarships.

Outside of academia, the department chairpersons have many resources at their disposal to keep current on the job market trends. They assist students with job search strategies and ensure that students are well prepared for the workforce. Successful students are those who have taken the initiative to stay in touch with the Career Center, participate in career fairs and other extra curricula activities and have participated in some volunteer service. This type of networking brings different kinds of exposure and opportunities.

#### 2.4.4. Public Access to APR's and VTR's

Thus information is in office of the Chair and us available to anyone requesting access.

#### 2.4.5. ARE Pass Rate

Information available on line with link

### **3. Part Three – Progress Since the Last Site Visit**

#### **3.1. Summary of Responses to the Team Findings**

3.1.1. Responses to Conditions Not Met: The 2009 VTR cited four conditions as “Not Met.” They were:

- 1. Human Resources (Condition 6)..... 3-2**
- 2. Physical Resources (Condition 8) ..... 3-4**
- 3. Building Systems Integration (SPC 13.23)..... 3-6**
- 4. Comprehensive Design (SPC 13.28)..... 3-8**

## Human Resources (Condition 6)

*The accredited degree program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, and adequate administrative technical, and faculty support staff. Student enrollment in and scheduling of design studios must ensure adequate time for an effective tutorial exchange between the teacher and the student. The total teaching load should allow faculty members adequate time to pursue research, scholarship and practice to enhance their professional development.*

### VTR Comments:

- The Architecture program is at or near its limits in terms of the faculty's ability to deliver comprehensive instruction related to a Master of Architecture degree. It is important that measures are firmly in place to maximize the potential for the faculty and staff to thrive in their respective roles, minimize the possibility of disruption due to lack of human resources, and reinforce continuity in the program. Significant attention should be immediately paid to increasing the faculty staff to meet the demands of a Master's offering and providing methods of faculty engagement that enhance the potential for retention.

The sequential design studio curriculum forms the central focus of a professional architectural degree program, culminating in this case with a research-based terminal project. Due to increased class loads, particularly with regard to design studios, several of the faculty is required to lead multiple design studios in addition to fulfilling their other assignments, responsibilities, and aspirations. This condition places a significant stress on the faculty and has the potential to compromise the quality of the education delivered.

The program is at or very near in terms of the faculty's ability to deliver comprehensive instruction. Action should be taken immediately to increase tenure-track faculty positions.

### Program Response Since Last Visit:

- 2010 Response: Our program was cited for having too few FTE's to support the size of our student body. At the time of the visit, our program had 192 students. This student population was uncommon for our program, which had averaged 175-180 in the previous years. The 2009-2010 academic year saw the number increase to 193. We have determined that the larger population is unsustainable, because neither our physical nor human resources support that level. Some factors that contributed to the larger population include a temporary influx of students from another institution as a result of that program's accreditation status. Those students have graduated and our program is back to a more manageable level of 180. In response to the variation, the University has eliminated one part-time faculty position and replaced it with a full-time position. Additionally, one of our faculty members was serving as an assistant to the Dean of the School of Engineering and Technology, resulting in a 25% release time. That assignment has been eliminated and the University has provided support for the addition of an Assistant Dean's position that will not adversely impact the Department's FTE's. The result of these actions has increased our full-time FTE's from 8 to 8.75. This has resulted in a drop in our student-to-faculty ratio from 1:24 to 1:20. Additionally, the University has indicated that it will support any additional adjunct positions that are necessary to meet the needs of our program (we currently have 3 adjunct professors, the same as at the time of the Team Visit). It should be noted that Hampton University is a private, tuition/endowment funded institution. As is typical of most similar institutions, our endowment has been affected by the severe economic trends. However, the



University has not raised tuition by double digits, nor (unlike many others) reduced faculty staffing.

- **2011 Response:** This academic year has seen a dramatic decline in our department's enrollment, which now stands at 159, resulting in a student-to-faculty ratio of 1:18. The University continues to support the current level of faculty. We lost one faculty member, Professor Daisy Williams, who joined the faculty at the University of Oregon. We have hired Ogheneruno Okiomah, a recent graduate of the Massachusetts Institute of Technology (her CV is attached in the appendix). Additionally, we have adjunct faculty who have provided key assistance to our program and the University has supported every request for those positions. As a result, our program has a strong cadre of experienced faculty.
- **2012 Response:** Over the past two years, our program has successfully competed in the US Department of Energy's Solar Decathlon, in partnership with the School of Engineering at Old Dominion University. As we moved to the 2012-2013 Solar Decathlon, the University committed to provide instructional support so that the faculty member(s) involved with the Solar Decathlon would not teaching overloads and would be able to focus on the competition. We have also received support from local firms to fill the void. One firm, Clark Nexsen, provided three instructors, all of whom had previous instructional experience at the collegiate level, to assist in design studio courses. Adjuncts positions were provided to fill other voids and as a result, the competition did not add stress to the teaching loads of the full time faculty. The Solar Decathlon has also provided opportunities for expanded collaboration with our partners at the Old Dominion University who initiated dialog about assisting in the instruction of some of our core courses, including Architectural Ecology and Structures. Additionally, during this academic year, one of our faculty members, Shannon Chance, has received a prestigious Fulbright Scholarship to continue her research in Dublin. This is a testament to the level of scholarship and research being conducted by our faculty and demonstrates the level of excellence in our teaching corps.
- **2013:** After lifting the freeze on promotions, the University promoted Dr. Sanchez to the rank of Full Professor. Profs. Okiomah and Turner departed the program to pursue their research interest and licensure, respectively. Because the enrollment had decreased 17%, the university replaced only one position. That slot was used to hire Darryl Henderson, AIA, a practicing architect in the Hampton Roads area with teaching experience in interior design and a distinguished and celebrated design career. The university also conferred adjunct status to Professor Ray Gindroz in order to allow him to conduct research and write grants for the department in support of our International Travel Studio. At the same time, the university allowed a 25% reduction in the number of credits required to be taught by our graduate faculty. The result is a decrease in our FTE's from 8.75 to 7.75.
- **2014:** The University promoted Professor Chance to Full Professor and awarded tenure to Chair Easter. We also learned that Professor Chance would be leaving the program to continue her research in Dublin, Ireland. The University has decided not to fill her position at this time, meaning that our FTE's is now at 6.75 and our student / faculty ratio is at 21.2:1.
- **Since Visit:** The first two conditions necessitated an interim review. In Summer, 2012, this condition was determined to be met.

## Physical Resources (Condition 8)

*The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes.*

### VTR Comments:

- Bemis Hall was constructed in 1931 and is structurally sound; however infrastructure systems and the building envelope are outdated and inefficient. Studio space is crowded and lecture rooms are poorly lit, arranged, and equipped. Even with these deficiencies, Bemis has a character and identity suited to architectural education and should be properly restored. Heating and cooling issues should be addressed in consultation with the department chair and faculty.

The Team sees a need for additional studio and faculty office space, a large architectural model-building shop, dedicated outdoor construction space, and a space to assemble the entire student body (200 seats). The existing library, while convenient, would yield program space if moved to Harvey Library. The ceramics studio located on the ground floor of Bemis is actually part of Liberal Arts' space.

Regarding digital technology needs, students accept the requirement to provide their own computers, yet they are frustrated that formal training is not offered on software they are required to purchase. In addition, students would appreciate greater access to the department's laser cutter and a wireless link to the department's plotters.

### Program Response Since Last Visit:

- 2010 Response: The primary issue surrounding the physical resources of Bemis Laboratory is its size. As indicated above, at the time of the Team Visit, we had 192 students in our program and our classrooms were overcrowded. Our student population has decreased and the overcrowding has been mitigated. Two recommendations made by the Visiting Team (expanding into the first floor ceramics lab and moving the library resources from Bemis Laboratory into the main university library) have not been fully explored, but carry significant programmatic and financial costs. The Dean of the School of Engineering and Technology and the Dean of the School of Liberal Arts have discussed moving the ceramics lab, but a location that will accommodate the class and kiln has not yet been found. Additionally, the University made a significant investment in upgrading the mechanical system in the building and made repairs to the roof. The University has proposed an addition to the Architecture building when funds become available. Other physical resource improvements have also been made to the program. We have acquired 66 new desks; a new large format scanner, and new computers for the library and faculty.
- 2011 Response: As indicated above, our enrollment has decreased to a manageable level. During the past year, our facilities have received extensive attention. The building suffered extensive damage from Hurricane Irene in August, 2011. The University responded immediately by providing for the roof to be completely replaced. Our mechanical systems have been significantly improved and building comfort has increased as a result of compressor replacements and pipe maintenance. The University continues to study options for expanding our physical resources. Our lecture series has been moved into an auditorium in Phenix Hall, which has a seating capacity of over 300 (exceeding our enrollment). This allows for more flexible use of remaining large

classroom spaces in Bemis. During construction, for example, the Bemis Auditorium has been used as a studio space.

- 2012 Response: To compete in the Solar Decathlon, the School of Engineering & Technology has made space available in the Olin Engineering Building for our SD Design Studio. Additionally, our reduced enrollment has resulted in adequate room being available in Bemis Laboratory to meet the needs of the Department. As we collaborate with other institutions and departments on and around campus, we are also provided access to extended technology enhancements, including instructional telecommunications and computer hardware / software. Our CADD lab has added an additional plotter ( a corporate gift ), a copy machine and five new computers with updated BIM and modeling simulation software. The University studied the recommendations of the Visiting Team (described above) and determined that moving the ceramics studio would have an adverse impact on the Art Program. The Department faculty determined that the relative benefits of the Library space would be diminished significantly by the relocation of the Library functions to the main library building on campus. Our library, with the CADD Lab now integral to it, is a hub of activity in the program and adds to the community culture of the program.
- 2013-2014 Response: Our program has reviewed and debated the recommendations of the NAAB Team, particularly the suggestions to relocated the library and seek to relocated art department related instructional spaces and found that those options would not be of benefit to the university. The library, though a small satellite, provides an essential study space for our students. Its co-location with the CADD lab makes it more than a convenience, but a necessary and vital component of our program. The reductions in enrollment has alleviated many of the space concerns. We have also had an influx of equipment. In 2012, Chair Easter received a grant from Hewlett-Packard to conduct research in the use and vibrancy of their E-Share plotting software. As a result of this grant, the department received five new plotters of varying sizes to support the plotting needs of the program.
- **In Summer, 2012, this condition was determined to be met.**

## **Building Systems Integration (SPC 13.23)**

*Ability to assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design.*

### **VTR Comments:**

- This criterion is first addressed in ARC 304 and later in ARC 405-6. New faculty have been hired to teach ARC 304; the outlook of meeting this criterion in the future is certain. Current fourth year student work falls short in demonstrating the ability to capably and fully integrate building systems in the designs.

### **Program Response Since Last Visit:**

- 2009-2012: We have made changes to teaching assignments for the third and fourth year studios; these courses are taught by registered architects who are also responsible for teaching the architectural technical support courses (Environmental Systems, Building Science and Structures). Additionally, we conducted a review of all required courses in the Architecture curriculum to document the required measurable outcome expectations for each of the courses in the curriculum, including those support classes.
- 2012-2013: We have initiated a pilot program with a local architectural / engineering (A/E) firm, Clark Nexsen, who provide a cadre of architects and engineers to assist in our Comprehensive design studio. This process began when one of the firm associates began working with our program as an Adjunct Professor and the firm expressed interest in expanding their participation in our program. Design professionals include Architects, land planners, Landscape Architects, and an array of professional engineers who are assisting in the instruction.
- 2010 Response: The fourth year studio (our Comprehensive Design Studio) has been restructured to make sure that students are able to adequately show an understanding of the variety of approaches and systems available to support their designs and to incorporate them into their work.
- 2011 Response: There have been several significant accomplishments over the past year, including the following:
  1. Measured outcomes that were developed by faculty for the 4th Year, Comprehensive Design Studio, require students to demonstrate a comprehensive understanding of key components of the design process, including mechanical and electrical systems integration, accessibility and code analysis, structural systems and building envelope systems design, zoning and site planning, interior space planning and interior architecture, cost controls.
  2. Additionally, this class has been coupled with our ARC 417-418 Professional Practice sequence (which has now become 517-518 in the 2012 curriculum revision) to provide increased understanding of Construction Document development, specifications and presentation methods.
- 2012 Response: This year, our program added the NASA Langley Research Center as a partner. The Chief Architect and Center Master Planner along with the Chief of Facility Engineering worked with the Studio professors to develop a comprehensive pilot program for our 4th year studio that included the detailed study of their proposed 140,000 sf Measurement Science Building (called New Town 3) to be constructed on their New Town Campus in 2014-16. This partnership will continue with the development of each new building on the New Town campus and allow students to experience real

world design conditions from project programming through conceptual design, making presentations to a variety of Owner / User / Client groups throughout the process. NASA is making their engineering team available to the students to discuss emerging technologies being employed in sustainable designs. Their architecture and engineering consulting firms are also acting as consultants to the students to allow them to engage in the comprehensive design process of place making. They participate in studio presentations and review student submissions. The work of our students will be displayed at the Langley Research Center facilities during the summer.

- 2013-2014 Response: Our program continues to review our curriculum and the most recent revision added ARC 516, Building Systems Integration to enhance the instruction for the 4<sup>th</sup> year students concurrently in the Comprehensive Design Studio.

**Comprehensive Design (SPC 13.28):**

*Ability to produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies, and the principles of sustainability.*

**VTR Comments:**

- Comprehensive design ability is to be demonstrated in courses ARC 405-6, Advanced Architectural Design Studios. The Team did not find a comprehensive understanding of structural, environmental, and life-safety systems shown in the design work. An understanding of some conditions was found, but projects, in general, feel short of comprehensive solutions.

**Program Response Since Last Visit:**

- The fourth year studio was revamped. It is taught as an office environment, in conjunction with the ARC 517-518, Professional Practice sequence.
- 2009-2012: The fourth year studio (our Comprehensive Design Studio) has been restructured to make sure that students are able to adequately show an understanding of the variety of approaches and systems available to support their designs and to incorporate them into their work.
- As indicated above, we have initiated a pilot program with a local A/E firm, Clark Nexen, who provide a cadre of architects and engineers to assist in our Comprehensive design studio. Design professionals include Architects, land planners, Landscape Architects, and an array of professional engineers who are assisting in the instruction.
- 2012-2014 Response: Our program has developed a relationship with the university's mechanical contractor, Damuth Trane. An engineer from that company also works with our 4<sup>th</sup> year studio to facilitate mechanical system discussions.

3.1.2. Responses to Causes of Concern: The 2009 VTR, cited four conditions as “Causes of Concern.” They were:

1. **Human Resource Development (Condition 7)** ..... 3-10
2. **Graphic Skills (SPC 13.3)**..... 3-14
3. **Structural Systems (SPC 13.18)**..... 3-15
4. **Environmental Systems (SPC 13.19)**..... 3-16

## Human Resource Development (Condition 7)

*Schools must have a clear policy outlining both individual and collective opportunities for faculty and student growth inside and outside the program.*

### VTR Comments:

- The University has stated policies regarding Human Resource Development. It appears however, funding is currently insufficient to adequately encourage, support, and sustain faculty development opportunities for personal and professional growth. The Team found this is a cause of concern.

The university has a stated policy regarding individual opportunities for growth and development available to the faculty including: paid leave, awards for dissertation, study, retraining and in-service grants, and other individual pursuits. Collective opportunities for the faculty within the department are not stated specifically as policy but are essentially realized through active participation in local, regional and national professional service affiliations, conferences, conventions, juries, and foreign travel studios.

The students enjoy a variety of pathways for their personal and pre-professional development through the core curriculum and related opportunities. These activities are integrated into, and in addition to normal coursework and tailored appropriately to the student's sequential learning experience through individual efforts. Regular programs are available to the students such as guest lecturers, gallery and juried critiques, involvement with professional and community organizations, travel abroad, and academic advising, career guidance, and advocacy for internship opportunities.

While University policies are in place to address human resource development, it appears additional funding for the Department of Architecture faculty is currently insufficient to adequately encourage, support, and sustain faculty development opportunities for personal and professional growth. The Team found this is a cause of concern.

### Program Response Since Last Visit:

- University funds have been requested and approved to attend critical activities to support faculty and program development, including the ACSA Administrator's Conference in Austin, TX in 2012. In addition, we have also been successful in securing external funds to support travel to conferences and conventions (faculty and students attend the Virginia Society of the American Institute of Architect's annual conference, Architecture Exchange – East in Richmond, VA and the NOMA Annual Conference each year). Faculty and students have also attended the National Homebuilders Convention. We are also developing relationships with other institutions (Virginia Tech, the University of Virginia, MIT and the other accredited HBCU programs) to secure opportunities for collaborative work in pursuit of funded research and service. Relationships with government agencies also provide opportunities for Human Resource Development. The US Park Service conducted a two day workshop for our program focusing on historic preservation under the direction of Dr. Ali Miri from the Atlanta office. Finally, one of our faculty, Shannon Chance, completed her doctorate with the support of the University, and the University is supporting her Sabbatical in 2012-2013 as a Fulbright Fellow in Dublin, Ireland. Finally, the University provides professional development activities at the Fall, Winter, and Spring Faculty Institutes as well as periodic sessions throughout the year offered through the Center for Teaching Excellence.
- We have been cosponsors of a new conference held annually and rotating between the accredited Historically Black Colleges and Universities (HBCU). We hosted the



conference in 2010. One of our faculty members, Dr. Chance, was permitted to take leave on a paid sabbatical to continue her research in Dublin, Ireland.

- 2010 Response: In light of reduced resources available campus-wide, each academic program has been tasked to creatively fund, where possible, through grants and contributions, faculty travel and involvement in opportunities that foster personal and professional growth. We have been successful in securing funding to support travel to conferences and conventions (this year, faculty and students attended the Architecture Exchange – East conference in Richmond and the NOMA Annual Conference in Boston and will be attending the National Homebuilders Convention in Orlando in January. We are also developing relationships with other institutions (Virginia Tech, the University of Virginia, MIT and the other accredited HBCU programs) to secure opportunities for collaborative work in pursuit of funded research and service. Relationships with government agencies also provide opportunities for Human Resource Development. The US Park Service conducted a two day workshop for our program focusing on historic preservation under the direction of Dr. Miri from the Atlanta office. Finally, one of our faculty, Shannon Chance, completed her doctorate this year, with the support of the University.
- 2011 Response: Our program created several unique partnerships with other programs that provide opportunities for our faculty members to develop expertise in architecture and related fields.
  1. Solar Decathlon: The Hampton University Department of Architecture partnered with the School of Engineering at Old Dominion University to submit a successful entry into the US Department of Energy's 2011 Solar Decathlon. Two professors, Mason Andrews and David Peronnet developed collaborative coursework in the areas of energy efficiency, sustainability, and construction materials and methods that will continue to be offered between the two programs. We are continuing to explore ways to work collaboratively with the Engineering School at Old Dominion University, our Solar Decathlon partners, to develop additional joint coursework in these areas.
  2. As a result of our success in the Solar Decathlon, the University's interest in this competition has increased, resulting in continued efforts to enter the competition and maintain the collaborative relationship with ODU. The University has also indicated a support our efforts with increased resources, in faculty, space and equipment.
  3. Shannon Chance has continued research in the area of collaboration models of instruction used creative / design and Engineering courses and is pursuing funding with international programs.
  4. Our new instructor, Ogheneruno Okiomah is doing research on sustainability in the development of housing and agrarian communities in Nigeria.
  5. Two faculty members were able to attend the National Organization of Minority Architects annual conference in Atlanta, GA where over 15 learning units were available from participation in a variety of lectures and seminars.
  6. We are most proud that Dr. Carmina Sanchez was selected by the ACSA as the Outstanding Architectural Educator of the Year, for which she gave a lecture and participated in the Annual Conference in Montreal, Quebec, Canada.
  7. Dr. Wesley Henderson was a co-principal investigator of a study grant with the Robert Taylor Society at MIT to develop a digital documentation of African American Architects practicing in the United States.

8. Robert Easter and Wesley Henderson have attended the annual conferences of the National Organization of Minority Architects (NOMA) in 2010 through 2013. Each year, they have also taken students with them. In 2011, the department received a grant from YBF, a website devoted to African American celebrity news, to send 30 students to the conference in Atlanta, GA.
9. Our students participated in a design competition at the AIA Convention in Washington, DC along with the regional schools of architecture. The program, called 30x30x30 required them to design a prototype workstation of the future that was no more than 30 square feet, consisted of materials purchased or scavenged from no further than 30 miles and cost no more than \$30. Our student's submission won the "People's Choice" award.
10. All faculty and students had the opportunity to participate in the regional conference of the American Institute of Architects (Architecture Exchange – East), held annually in Richmond, Virginia. The Virginia Society of the AIA allows our program to attend for one day at no expense to the participants (both faculty and students).
11. We are collaborating with the accredited programs at the other six Historically Black colleges and Universities (HBCU) in a variety of programs. This year, we traveled with Howard University and Morgan State University to the NOMA conference. Additionally, we sponsored and planned the first two annual HBCU Architecture Student Conferences, the first held at Howard, and the second held here at Hampton University. 43 of our students, along with two faculty members, travelled to the third annual event, held at Florida A&M University.
12. Our program has joined with Virginia Tech to propose a planning effort for Ft. Monroe, a historic army installation that was recently turned over to the National Park Service as part of the Base Closing Commission.
13. We have partnered with the NASA Langley Research Center (LaRC) to develop design studio assignments consistent with their newly implemented New Town Master Plan. For the next few years, our students will be designing significant buildings on the LaRC campus. Engineers and planners from the facility
14. When travel and faculty development funding is required, the chair and dean request an exception to the travel funding freeze. Most faculty have been able to travel on University funds when necessary. Further, the University offers three faculty institutes each year, a monthly development activity through the Center for Teaching Excellence, and a monitoring program to help optimize human resource development.
15. Our collaborative efforts also include a number of community based projects that are still being planned:
  - a. Courtland School in Chesapeake, VA: restoration of a one-room school house that was used to educate freed African Americans prior to desegregation.
  - b. Virginia School for the Deaf and Blind: reutilization of a site and its facilities that once housed the academic campus for educating African American deaf and blind children. The facility functions have been consolidated to the campus in Staunton, VA and the conditions for which the original campus property was donated require that the uses continue to serve populations with visual and hearing impairments.

- 2012-2014 Response: Our faculty have made significant contributions to the scholarship of the industry. In Spring, 2014, Professor Andrew presented a paper, at the ACSA Conference in Miami, FL about our International Urban Design Studio.
- During the 2014 Spring Break, our students, hosted by Professor Andrews, Kloster and Gindroz, visited and participated in a study of Seaside, a planned community in central Florida.

### Graphic Skills (SPC 13.3)

*Ability to use appropriate representational media, including freehand drawing and computer technology, to convey essential formal elements at each stage of programming and design process*

#### VTR Comments:

- Mastery of graphic skills is essential to communicating ideas effectively within the practice of architecture. However, consistent evidence of freehand drawing skills was not observed in student work; a cause for concern.

#### Program Response Since Last Visit:

- 2010 Response: Our first year studio outcomes include significant hand drawing requirements. Students do not work in digital media until the second year. At that time, they are taught as a part of the design process, to use hand drawings and quick sketches to capture conceptual thoughts. We have added a second architectural representation class to our required curriculum to allow more emphasis to be placed on both hand drawn and digital media. After our third year, our students take a required summer Travel Abroad Studio conducted, in part, by the internationally renowned Urban Designer, Ray Gindroz, who works with our students on hand drawing techniques.
- 2011 Response: The programs above continue to provide increased opportunities for students to develop their graphic skills. They are now monitored based on required outcomes.
  1. We have, as part of the re-configured curriculum, an additional course, ARC 204 – Architecture Representation II, to facilitate increased instruction in digital craftsmanship.
  2. We have expanded use of the laser cutter, a tool heretofore underutilized in the program. The Adjunct professor, one of our former graduates, conducts classes to enable students to understand the potential of this equipment.
  3. Our students participate in mandatory statewide design competitions that allow them to see the work of other students.
- The 2012 curriculum revision added an additional course, ARC 204, Architectural Representation II, to provide more time for students to learn how to use software to enhance their digital graphic representation skills.
- This process continues. To increase the competitive drive in this area, we offer, through the Gindroz Foundation, a scholarship to a fourth year student to participate in the Winterim of the Institute for Classical Art and Architecture. The student selected for this program is required to assist in hand drawing instruction upon their return.

### **Structural Systems (SPC 13.18)**

*Understanding of principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.*

#### **VTR Comments:**

- Comprehension of basic structural theory was not evident in the design solutions at appropriate grade levels. Concepts such as load-path, bay sizes, and structural depths were not consistently present in the design work and is a cause for concern.

Structural principles are taught through courses ARC 309-10, ARC 414 and reinforced in design studios. Students have an adequate understanding of basic force resisting systems.

#### **Program Response Since Last Visit:**

- 2010 Response: Design solutions at the third and fourth year are required (per student required outcomes for those classes) to demonstrate an understanding of the structural systems that support the building concepts.
- 2011 Response: In addition to the requirements stated above, our 4th Year Studio requires students to develop structural layouts and develop detailed exterior wall sections of their buildings as a part of the Comprehensive Design Studio requirements.
  1. We are also working with VA Tech on a NSF funded grant to develop structural analysis software. This is being used in our 4th year studio for long span and space frame design.
- 2012: to further this work, the Norfolk A/E firm of Clark Nexen is assisting in our instruction by providing faculty support in all engineering areas, including Structural Engineering.

## **Environmental Systems (SPC 13.19)**

*Understanding of the basic principles and appropriate application and performance of environmental systems, including acoustical, lighting, and climate modification systems, and energy use, integrated with the building envelope.*

### **VTR Comments:**

- Basic principles of environmental systems are presented in course ARC 315 and demonstrated in the 3rd and 4th year comprehensive project assignments. Course content and exam results suggest basic principles are understood, however actual translation of this knowledge to the 4th year comprehensive project is weak. Systems' concepts, equipment sizes and locations, piping chases, air distribution concepts, and outdoor equipment locations were not seen in the projects. The Team felt practical application of environmental systems concepts in the design process to be the key to understanding these principles; this was a cause of concern.
- Basic principles of environmental systems design are presented through a single core subject course ARC 315 and integrated through the 3rd and 4th year comprehensive project assignments. Course content and exam results suggest basic principles are understood by the students but there is weak evidence this understanding is translated into application at the 4th year comprehensive project appropriate to a Master of Architecture professional degree. The Team found this criterion a cause of concern.

### **Program Response Since Visit:**

- 2010 Response: Design solutions at the fourth year are required (per student required outcomes for that class) to demonstrate an understanding of the mechanical, electrical, lighting and fire protection systems that support the building concepts.
- 2011 Response: Those requirements are consistent with the student performance criteria established in our course outcome requirements.
- 2012: to further this work, the Norfolk A/E firm of Clark Nexsen is assisting in our instruction by providing faculty support in all engineering areas, including Mechanical and Electrical Engineering. They further provide instruction to the fourth year studio in developing LEED strategies as part of design solutions.

### 3.1.3. Summary of Responses to Changes in the NAAB Conditions

- Curricula Modifications: our curriculum has been modified twice, with the approval of the University.
  - In 2012, the curriculum was changed to add an additional class in Architectural Representation (ARC 204, Representation II. This class allows for more focused instruction on the use and application of both hand and digital media techniques. This addition was offset by a change in the number of credits assigned to the lower level studios. Additionally, in concert with the recommendations of the NAAB Team, we have increased the clarity of achievement milestones and gateways for students as they navigate the curriculum. As a result, our curriculum has increase from 171, to 173 required credits. Finally, the architectural electives and professional practice classes were changed from 400 level to 500 level classes, so that the total number of graduate courses (500 and 600 level courses) was increased to 30 credits. See appendix for modifications to Program Curricula.
  - In 2014, the curriculum was changed to add additional course work in building system integration (ARC 516), and to reduce the General Education core as mandated by the University. A Travel Prep course (ARC 300), which was previously offered as an elective, was made a required course.
- New Faculty: (Resumes and / or Curriculum Vitas are attached in Appendix C)
  - In February 2009, we added professor Mason Andrews to our full-time faculty. This increases our FTE's from 8 to 8.75.
  - In September / October 2010, we added Dr. Wesley Henderson and Marci Turner to our full-time faculty, replacing a part-time instructor and a visiting professor slot.
  - In August, 2011, we added Ogheneruno ('Runo') Okiomah to replace a faculty member who left. Our number of FTE's remains at 8.75.
  - In August, 2013, Professor Chance returned from her sabbatical in Dublin, Ireland. We added Darryl Henderson, AIA to replace the departing Profs. Okiomah and Turner. Professor Turner returned to practice to complete her IDP requirement, but remained as an adjunct to continue teaching the Representation sequence (ARC 203-204).

## Part Four – Supplemental Information

### 3.2. Course Descriptions

ARC 101	Intro to Communication and Design Fundamentals—Studio I .....	4-2
ARC 102	Communication and Design Fundamentals--Studio II.....	4-3
ARC 200	Architectural Ecology .....	4-4
ARC 201	Basic Architectural and Environmental Design--Studio II.....	4-5
ARC 202	Basic Architectural and Environmental Design--Studio IV .....	4-6
ARC 203	Theory and Practices of Representation I.....	4-7
ARC 204	Theory and Practices of Representation II.....	4-8
ARC207	History of Architecture I .....	4-9
ARC208	History of Architecture II .....	4-10
ARC 213	Elements of Building Assembly .....	4-11
ARC 301	International Travel Preparation.....	4-12
ARC 303	Intermediate Architecture Design--Studio V.....	4-13
ARC 304	Intermediate Architecture Design--Studio VI.....	4-14
ARC 305	International Urban Travel--StudioVII .....	4-15
ARC 306	International Urban Travel Design--Studio VIII .....	4-16
ARC 309	Structures I .....	4-17
ARC 310	Structures II .....	4-18
ARC 314	Building Assemblies .....	4-19
ARC315	Environmental Systems.....	4-20
ARC 317	Global Theories of Urban Design .....	4-21
ARC 405	Advanced Architectural Design Studio VIII .....	4-22
ARC 406	Advanced Architectural Design Studio IXI .....	4-23
ARC 411	Contemporary Architectural Theory .....	4-24
ARC 414	Structures III .....	4-25
ARC 516	Building Systems Integration Workshop .....	4-26
ARC 517	Professional and Community Design Practice I.....	4-27
ARC 518	Professional and Community Design Practice II.....	4-28
ARC 601	Thesis Design Research Studio I .....	4-29
ARC 602	Thesis Design Research Studio II .....	4-30
ARC 617	Community Design Issues.....	4-31
ARC 618	Advanced Building Technology Issues .....	4-32

General: All prerequisites for architecture courses must be completed with a grade of “C” or better.  
All required courses in the major must be completed with a grade of “C” or better.  
In addition to the times and terms listed, students are allowed to re-take studios during the summer session if needed to stay on course for graduation.



**Course Description (limit 25 words):**

Basic free hand and orthographic graphic drawing, three-dimensional modeling and verbal/written communication skills. Introduction to principles and theories of abstract design, conceptualization, and fabrication, with an emphasis placed on design analysis and “process of design.”

**Course Goals and Objectives;**

- Identify and represent basic architectonic elements: point, line, plane, volume.
- Graphically document existing buildings and sites through *freehand sketches*. Translate freehand sketches into accurate orthographic drawings with shade, shadow, and material pattern and texture.
- Generate projected shadows based on an understanding of the solar cycle.
- Use vocabulary specific to design principles and elements.
- Work will be supported by knowledge gained in the history of architecture course (ARC 207).
- Generate concepts for 2D and 3D spatial and architectonic compositions.
- Design an *architectonic* (point, line, plane, volume.) composition in 2D and 3D following specified principles of design and rudimentary spatial/use/scale program following an iterative process.
- Compose (design) the presentation for an **architectonic** 3D object using plan, section, elevation, axonometric, and perspective; aligned according to geometrical relationships, and annotated so that text is secondary to content.
- Use materials ensuring the economy of means and reduction of waste.
- Document design process graphically.
- Represent existing buildings and sites through freehand sketches, 2D line and color diagrams, 3D analytical models, and precise orthographic projections (plan, section, elevation).
- Use architectural tools and conventions to generate 2D and 3D parti diagrams, schematic drawings (orthographic: plan, section, elevation), and 3D physical study models for architectonic compositions.
- Use rendering techniques: line weight, line type, shade/shadow, material texture, and color to generate representations of a design or existing object.
- Use Wood Shop to make parts or full models.
- Use tools to make parts or full models for study and exhibition.
- Verbally present studio projects clearly and concisely.
- Manage time and maintain focus to complete projects by deadline.
- Effective (productive, efficient, focused) use of studio time.

**Student Performance Criteria Addressed (name and number)**

This course introduces students to A-1, A-2, A-3, A-6, A-7, A-8 and C-2

**Topical Outline and percentage of time spent on each**

Knowledge/Skills 30%, Design/Process 30%, Representation 30%, Communication 10%

**Pre-requisites: No prerequisite.****Textbooks / Learning Resources**

Ching, Frank	Design Drawing, 2nd Edition
Friedman, Jonathan	Creation in Space, 2nd Edition
Ching, Frank	Architectural Graphics, 5th Edition

**Offered (terms):**

Fall Semester only

**Faculty Assigned**

2014 – Kloster (F/T) / Brown (F/T)  
2013 – Kloster (F/T) / Brown (F/T)

**Course Description (limit 25 words):**

The intention of this course is FIRST: to introduce those aspects of design (principles of order and composition) considered fundamental to an understanding and interpretation of architecture, and SECOND: the introduction of, and familiarization with, drawing and presentation skills, such that the student develops the facility and precision necessary for communication.

**Course Goals and Objectives;**

- Identify and discuss exemplary works of contemporary architecture.
- Analyze a seminal work of architecture considering elements and principles of design.
- Identify and represent basic architectural elements in a spatial composition.
- Graphically diagram the argument, or the problem presented in a reading.
- Generate projected shadows based on an understanding of the solar cycle.
- Use vocabulary specific to design principles and elements.
- Design an *architectural* (wall, roof, column, beam, floor, stair, ramp) composition in 2D and 3D following specified principles of design, and a minimal architectural program following an iterative process.
- Design an *architectural* artifact demonstrating basic requirements for universal accessibility.
- Design an *architectural* artifact demonstrating consideration of basic human habits, customs, needs (human behavior).
- Compose (design) the presentation for an **architectural** object using plan, section, elevation, axonometric, and perspective.
- Use materials ensuring the economy of means and reduction of waste.
- Represent existing buildings and sites through freehand sketches, 2D line and color diagrams, 3D analytical models, and precise orthographic projections (plan, section, elevation).
- Use architectural tools and conventions to generate 2D and 3D parti diagrams, schematic drawings and 3D physical study models for architectonic compositions.
- Use rendering techniques: line weight, line type, shade/shadow, material texture, and color.
- Use Wood Shop and tools to make parts or full models for study and exhibition.
- Generate analysis or documentation project in collaboration with others fulfilling all submission requirements on time.
- Verbally present studio projects clearly and concisely.

**Student Performance Criteria Addressed (name and number)**

This course introduces students to A-1, A-2, A-3, A-6, A-7, A-8 and C-2

**Topical Outline and percentage of time spent on each**

Knowledge/Skills 30%, Design/Process 30%, Representation 30%, Communication 10%

**Pre-requisites**

ARC 101 for ARC 102 or permission of the faculty.

**Textbooks / Learning Resources**

Ching, Frank, Design Drawing, 2nd Edition ,  
Friedman, Jonathan, Creation in Space, 2nd Edition  
Ching, Frank, Architectural Graphics, 5th Edition,  
Unwin, Simon, Analyzing Architecture, 3rd Edition

**Offered (terms):**

Spring Semester only

**Faculty Assigned**

2014 – Kloster (F/T) / Brown (F/T)  
2013 – Kloster (F/T) / Brown (F/T)

**Course Description (limit 25 words):**

An investigation of topographic and climatic phenomena that influence building assemblies and environmental systems. Passive control systems from ancient and contemporary discoveries are examined for sustainable solutions to thermal comfort, lighting, hydrology and power.

**Course Goals and Objectives;**

Focusing on site-specific aspects that influence architectural design, ARC201 will build on the fundamental principles discussed in ARC101 and ARC102. Projects and discussions in this design studio will help you develop your architectural vocabulary and better understand how various types of parts of a building go together to make a cohesive design. ARC201 requires thoughtfully researching, analyzing, and reporting site data and built precedents; synthesizing ideas and information (with tools such as diagrams, sketches, and quick study models as well as carefully measured process drawings and models); and then communicating your grasp of architectural concepts, typologies and intentions with formal presentation drawings and models.

**Student Performance Criteria Addressed (name and number)**

A-1, Communication Skills; A-10, Cultural Diversity; A-11, Applied Research; B-4, Site Design; C-2, Human Behavior

**Topical Outline and percentage of time spent on each**

Lectures (30%), Class Projects (70%)

**Pre-requisites**

ARC 101, 102

**Textbooks / Learning Resources**

Friedman, J. B. (1999). *Creation in Space: Fundamentals of Architecture: Volume 2: Dynamics*. ISBN: 0787215635

We also will frequently reference:

Brawne, M. (2003). *Architectural Thought: The design process and the expectant eye*. Burlington, MA: Architectural Press.

Brolin, B. C. (2002). *The designer's eye: Problem solving in architectural design*.

Crowe, N., & Laseau, P. (1984). *Visual notes for architects and designers*. John Wiley and Sons.

Lightman, A. (1993). *Einstein's dreams*. USA: Warner Books.

Unwin, S. (2003). *Analyzing architecture*. NYC: Routledge.

McDonough, W. & Braungart, M. (2002). *Cradle to cradle: Remaking the way we make things*. New York: North Point Press.

Shiller, M. (2004). *Mechanical and electrical systems*. Chicago: Dearborn Financial Publishing.

Steffen, A. (Ed.). (2004). *Worldchanging: A User's Guide for the 21st Century*. New York: AbramsWood, Paul H. *Site Design*. Chicago: Dearborn Financial Publishing.

Stein, J. M. & Sprecklemeyer, K. F. (Eds.). (1999). *Classic readings in architecture*. McGraw-Hill. New York, NY.

Wackernagel, M. & Rees, W. (1996). *Our ecological footprint: Reducing human impact on the earth*. Gabriola Island, British Columbia: New Society Publishers.

Wood, P. H. (2004). *Site design*. Chicago: Dearborn Financial Publishing.

**Offered (terms):**

Fall Semester only

**Faculty Assigned**

2014 – Chance (F/T)

2013 – Okiomah (F/T)

**Course Description (limit 25 words):**

The focus on urban theory, buildings, and building patterns through physical documentation, drawings, models, and urban theory readings. Architectural design projects involving a variety of urban conditions. The course begins with small-scale structures that introduce basic tectonic issues and include site analysis and basic programming. ARC 202 projects increase in scale, complexity and level of detail. Studios include required field trips to various local, regional and national sites.

**Course Goals and Objectives;**

To enhance the concepts of quality of spaces, materials, function, circulation, and interior/exterior relationships as design determinates.

To further develop the understanding of organization.

To build skills in site analysis and design.

To understand and utilize various planning and massing strategies.

To develop greater understanding of structure and environmental systems as design determinates.

To foster individual commitment and excitement for the search for a solution.

To continue to develop the understanding of "Architectural Education," studio culture and the part that the design studio plays in education and design.

**Student Performance Criteria Addressed (name and number)**

A-3 Visual Communication Skills

A-6 Fundamental Design Skills

A-8 Ordering System Skills

**Topical Outline and percentage of time spent on each**

Project Assignments – 90%,      Class Participation – 10%

**Pre-requisites**

ARC 102 for ARC 201, ARC 200 and 201 for ARC 202 or permission of the faculty.

**Textbooks / Learning Resources**

**Sun, Wind & Light: Architectural Design Strategies** ([http://www.amazon.com/Sun-Wind-Light-Architectural-Strategies/dp/0471348775/ref=sr\\_1\\_1?ie=UTF8&qid=1326214414&sr=8-1](http://www.amazon.com/Sun-Wind-Light-Architectural-Strategies/dp/0471348775/ref=sr_1_1?ie=UTF8&qid=1326214414&sr=8-1))

**Precedents in Architecture: Analytic Diagrams, Formative Ideas, and Partis**  
(<http://www.amazon.com/Precedents-Architecture-Analytic-Diagrams-Formative/dp/0471479748>)

We will also reference the books used in ARC200:

McDonough, W. & Braungart, M. (2002). *Cradle to cradle: Remaking the way we make things*. New York: North Point Press.

Shiller, M. (2004). *Mechanical and electrical systems*. Chicago: Dearborn Financial Publishing.

Steffen, A. (Ed.). (2004). *Worldchanging: A User's Guide for the 21st Century*. New York:

AbramsWood, Paul H. *Site Design*. Chicago: Dearborn Financial Publishing.

Stein, J. M. & Sprecklemeyer, K. F. (Eds.). (1999). *Classic readings in architecture*. McGraw-Hill. New York, NY.

Wackernagel, M. & Rees, W. (1996). *Our ecological footprint: Reducing human impact on the earth*. Gabriola Island, British Columbia: New Society Publishers.

Wood, P. H. (2004). *Site design*. Chicago: Dearborn Financial Publishing.

**Offered (terms):**

Spring Semester only

**Faculty Assigned**

2014 – Chance (F/T), D. Henderson (F/T)

2013 – Turner (F/T), Okiomah (F/T)

**Course Description (limit 25 words):**

The focus on urban theory, buildings, and building patterns through physical documentation, drawings, models, and urban theory readings. Architectural design projects involving a variety of urban conditions. The course begins with small-scale structures that introduce basic tectonic issues and include site analysis and basic programming. ARC 202 projects increase in scale, complexity and level of detail. Studios include required field trips to various local, regional and national sites.

**Course Goals and Objectives;**

To enhance the concepts of quality of spaces, materials, function, circulation, and interior/exterior relationships as design determinates.

To further develop the understanding of organization.

To build skills in site analysis and design.

To understand and utilize various planning and massing strategies.

To develop greater understanding of structure and environmental systems as design determinates.

To foster individual commitment and excitement for the search for a solution.

To continue to develop the understanding of "Architectural Education," studio culture and the part that the design studio plays in education and design.

**Student Performance Criteria Addressed (name and number)**

A-3 Visual Communication Skills

A-6 Fundamental Design Skills

A-8 Ordering System Skills

**Topical Outline and percentage of time spent on each**

Project Assignments – 90%,      Class Participation – 10%

**Pre-requisites**

ARC 102 for ARC 201, ARC 200 and 201 for ARC 202 or permission of the faculty.

**Textbooks / Learning Resources**

**Sun, Wind & Light: Architectural Design Strategies** ([http://www.amazon.com/Sun-Wind-Light-Architectural-Strategies/dp/0471348775/ref=sr\\_1\\_1?ie=UTF8&qid=1326214414&sr=8-1](http://www.amazon.com/Sun-Wind-Light-Architectural-Strategies/dp/0471348775/ref=sr_1_1?ie=UTF8&qid=1326214414&sr=8-1))

**Precedents in Architecture: Analytic Diagrams, Formative Ideas, and Partis**  
(<http://www.amazon.com/Precedents-Architecture-Analytic-Diagrams-Formative/dp/0471479748>)

We will also reference the books used in ARC200:

McDonough, W. & Braungart, M. (2002). *Cradle to cradle: Remaking the way we make things*. New York: North Point Press.

Shiller, M. (2004). *Mechanical and electrical systems*. Chicago: Dearborn Financial Publishing.

Steffen, A. (Ed.). (2004). *Worldchanging: A User's Guide for the 21st Century*. New York:

AbramsWood, Paul H. *Site Design*. Chicago: Dearborn Financial Publishing.

Stein, J. M. & Sprecklemeyer, K. F. (Eds.). (1999). *Classic readings in architecture*. McGraw-Hill. New York, NY.

Wackernagel, M. & Rees, W. (1996). *Our ecological footprint: Reducing human impact on the earth*. Gabriola Island, British Columbia: New Society Publishers.

Wood, P. H. (2004). *Site design*. Chicago: Dearborn Financial Publishing.

**Offered (terms):**

Spring Semester only

**Faculty Assigned**

2014 – Chance (F/T), D. Henderson (F/T)

2013 – Turner (F/T), Okiomah (F/T)

**Course Description (limit 25 words):**

Overview of architectural representation media (theories, methods, and materials) used for documentation, analysis, visualization and presentation. Requires hands-on engagement for mastery of basic skills both in 2D and 3D with emphasis on the digital, and building a theoretical foundation.

**Course Goals and Objectives;**

To define fundamental concepts related to representation in architecture as they are applied in the digital environment, such a geometry, object, layer, composition, attribute, operation, projection, mass, depth, light, sequence, grid, atmosphere, scale, texture, color, vector vs. raster, traditional vs. digital

To document, analyze, and evaluate architectural work

To develop design thinking/process, documentation/description, analysis and visualization/communication skills through the purposeful generation, development, and manipulation of digital images using appropriate software

To build experience dealing with input/output processes, to be transferred to the design studio

**Student Performance Criteria Addressed (name and number)**

A-3 Visual Communication Skills

A-4 Technical Documentation

C-7 Legal Responsibilities

**Topical Outline and percentage of time spent on each**

Lectures and Demonstrations (60%)

Student Projects (40%)

Test and Quizzes (10%)

**Pre-requisites**

ARC 101 and 102 or permission of the faculty

**Textbooks / Learning Resources**

*Basic Architecture 01, Representational Techniques*, by Lorraine Farrelly, ISBN – 13: 978-2940373628

Students are required to have laptops with Adobe Creative Suites, AutoCAD Revit, Microsoft Office, and SketchUp.

Students are required to become members of Yahoo Group: HUARCREP

**Offered (terms):**

Fall Semester only

**Faculty Assigned**

2014 – Turner (Adjunct)

2013 – Turner (F/T)

**Course Description (limit 25 words):**

Further development of architectural representational skills focusing on digital 3D modeling, parametric modeling, and building information modeling. Work generated will be of moderate complexity, at various scales and levels of resolution. :

**Course Goals and Objectives;**

To define fundamental concepts related to representation in architecture as they are applied in the digital environment, such as geometry, object, layer, composition, attribute, operation, projection, mass, depth, light, sequence, grid, atmosphere, scale, texture, color, vector vs. raster, traditional vs. digital.

To document, analyze, and evaluate architectural work.

To develop design thinking/process, documentation/description, analysis, and visualization/communication skills through the purposeful generation, development, and manipulation of digital images using appropriate software

To build experience dealing with input/output processes, to be transferred to the design studio.

**Student Performance Criteria Addressed (name and number)**

A-3 Visual Communication Skills

A-4 Technical Documentation

C-7 Legal Responsibilities

**Topical Outline and percentage of time spent on each**

Lectures and Demonstrations (60%)

Student Projects (40%)

Test and Quizzes (10%)

**Pre-requisites**

ARC 101, 102 and 203.

**Textbooks / Learning Resources**

*Basic Architecture 01, Representational Techniques*, by Lorraine Farrelly, ISBN – 13: 978-2940373628

Students are required to have laptops with Adobe Creative Suites, AutoCAD Revit, Microsoft Office, and SketchUp.

**Offered (terms):**

Spring Semester only

**Faculty Assigned**

2014 – Turner (Adjunct)

2013 – Turner (F/T)

**Course Description (limit 25 words):**

The history and development of architecture considered as a social, cultural and spatial expression from Prehistory to the Renaissance.

**Course Goals and Objectives;**

The objective of this course is for students to explore and understand the chronological study of the social, political, technical, and cultural influence on architectural movements, to analyze the creativity and individuality within various styles, as well as the community or urban context, and to appreciate the aesthetic values and the excellence inherent in artistic expression. The student is expected to evaluate his or her own approach to design methodology based upon a historical perspective.

**Student Performance Criteria Addressed (name and number)**

- A1 Communication Skills: Ability to read, write, speak, and listen effectively
- A5 Investigative Skills: Ability to gather, assess, record, and apply relevant information in architectural coursework.
- A7 Use of Precedents: Ability to incorporate relevant precedents into architecture and urban design projects.
- A9 Historic Traditions & Global Culture:: Understanding of the Western Architectural Canons and traditions in architecture.
- A10 Cultural Diversity: understanding of parallel and divergent canons and traditions of architecture and urban design in the non-western world.

**Topical Outline and percentage of time spent on each**

Knowledge 50%  
Research 25%  
Communication 25%

**Pre-requisites**

No Prerequisites.

**Textbooks / Learning Resources**

*Buildings Across Time: An Introduction to World Architecture* by Marian Moffett, Michael Fazio, and Lawrence Wodehouse; 3rd edition

**Offered (terms):**

Fall Semester (sometimes offered in Spring)

**Faculty Assigned**

2014 – W. Henderson (F/T)  
2013 – W. Henderson (F/T)



**Course Description (limit 25 words):**

The survey of the architecture history, considered as a social, cultural and spatial expression of civilization from Renaissance through the 21st century.

**Course Goals and Objectives;**

The objective of this course is for students to explore and understand the chronological study of the social, political, technical, and cultural influence on architectural movements, to analyze the creativity and individuality within various styles, as well as the community or urban context, and to appreciate the aesthetic values and the excellence inherent in artistic expression. The student is expected to evaluate his or her own approach to design methodology based upon a historical perspective.

**Student Performance Criteria Addressed (name and number)**

- A1. Communication Skills: Ability to read, write, speak, and listen effectively
- A5. Investigative Skills: Ability to gather, assess, record, and apply relevant information in architectural coursework.
- A7. Use of Precedents: Ability to incorporate relevant precedents into architecture and urban design projects.
- A9. Historic Traditions & Global Culture:: Understanding of the Western Architectural Canons and traditions in architecture.
- A10. Cultural Diversity: understanding of parallel and divergent canons and traditions of architecture and urban design in the non-western world.

**Topical Outline and percentage of time spent on each**

Knowledge 50%  
Research 25%  
Communication 25%

**Pre-requisites**

No Prerequisite.

**Textbooks / Learning Resources**

*Buildings Across Time: An Introduction to World Architecture* by Marian Moffett, Michael Fazio, and Lawrence Wodehouse; 3rd edition

**Offered (terms):**

Spring Semester (sometimes offered in Fall)

**Faculty Assigned**

2014 – W. Henderson (F/T)  
2013 – W. Henderson (F/T)

**Course Description (limit 25 words):**

An exploration into the substance of buildings and the manufactured scales of matter that affect architecture. The nature of common products for building are reviewed to reveal design requirements for the construction process.

**Course Goals and Objectives;**

- A working vocabulary of construction terms and processes particular to common materials.
- An ability to safely use standard building tools and manipulate common materials.
- An ability to translate abstract graphic information into a fabricated form
- An ability to identify, in general terms, the proper types of materials in a variety of uses
- An understanding of material properties and the nature of their use.
- An introductory understanding of the difference between Structure, Envelope and Ornament
- An understanding of finish materials
- The knowledge of a broad based survey of the variety of building materials available for use in the design of structures

**Student Performance Criteria Addressed (name and number)**

A-11 Applied Research  
B-7 Financial Considerations  
B-12 Building Materials and Assemblies  
C-1 Collaboration

**Topical Outline and percentage of time spent on each**

Technical Knowledge 60%, Construction Site/Process 20%, Design/Representation Skills 10%, Collaborative Skills 10%

**Pre-requisites**

No Prerequisite.

**Textbooks / Learning Resources**

Edward Allen, Joseph Iano, *Fundamentals of Building Construction*

**Offered (terms):**

Spring Semester only

**Faculty Assigned**

2014 – Peronnet  
2013 – Peronnet

**Course Description (limit 25 words):**

Presents an overview of the history (political, architectural, artistic and urban) and culture of the country to be visited in ARC 305. Course also includes some instruction in the language and customs of the country to be visited, urban analysis of cities to be visited, guidance on packing, documentation, and equipment for travel.

**Course Goals and Objectives;**

This course is being designed and will be taught in Spring, 2015 for the first time.

**Student Performance Criteria Addressed (name and number)****Topical Outline and percentage of time spent on each****Pre-requisites**

No Pre-requisites

**Textbooks / Learning Resources****Offered (terms):**

Spring Semester only

**Faculty Assigned**

2014 – Andrews (F/T)

**Course Description (limit 25 words):**

Integration of material, systems and spatial elements of architectural design through projects of varying scales in the community context. Deepening understanding of site planning and tectonic issues.

**Course Goals and Objectives;**

1. The ability to gather and assess information relevant to a proposed building project.
2. The development of the capability to develop an architectural idea, to accept that modification of an initial schematic design strategy is inevitable and even welcome.
3. The development of the ability to be an effective collaborator.
4. The recognition that architecture has a far-reaching and complex role in the world at large.
5. Mastery of presentation skills.
6. Application of new knowledge to design work.

**Student Performance Criteria Addressed (name and number)**

Mastery:	A2 Digital Thinking Skills A4. Fundamental Design Skills B.1Predesign B5. Life Safety	A3: Visual Communication Skills A 10. Cultural Diversity B4. Site Design
Strength	A7 Use of Precedents B9 Structural Systems C1.Collaboration C3 Client Role in Architecture	B6. Comprehensive Design B10. Bldg. Envelope Systems C2. Human Behavior
Intro	A4. Technical Documentation B8 Environmental Systems C6. Leadership C8 Ethics and Professional Judgment	A5. Investigative Skills B11. Building Service Systems C7. Legal Responsibilities C9. Community and Social Responsibilities

**Topical Outline and percentage of time spent on each**

Composition/perspective (20%), observational drawing (5%), digital and physical modeling urban sites (5%), site planning (10%), architectural design projects individual (50%), collaborative design (10%)

**Pre-requisites**

ARC 101, 102, 200, 201, 202, 203, 204, 207, 208 and 213; MAT 118; PHY 201.  
Cumulative GPA of 2.3.

**Textbooks / Learning Resources**

Allen, E and Iano. The Architect's Studio Companion. Wiley (Hoboken) 2012  
In class lectures and interviews with "clients" and public officials.

**Offered (terms):**

Fall Semester only

**Faculty Assigned**

2014 – Andrews (F/T), Gindroz (F/T)  
2013 – Andrews (F/T), Okiomah (F/T)

**Course Description (limit 25 words):**

Integration of material, systems and spatial elements of architectural design through projects of varying scales in the community context. Deepening understanding of site planning and tectonic issues.

**Course Goals and Objectives;**

- Knowledge/Critical Thinking Skills: Site documentation and analysis for sites at several scales; research & client interview to develop moderately complex architectural programs; research to select structural and materials systems; Extend knowledge of appropriate vocabulary.
- Design Skills: Generate architectural and site design for urban projects at different scales as an iterative process. Plan basic building systems, passive and active environmental systems. Integrate resolution of life safety and ADA issues.
- Representation Skills: Physical and digital models to analyze and represent urban design sites; design in plan, section, and elevation, beginning with esquisse following parti; Diagramming and freehand sketching leading to drawing sets following architectural conventions of practice as well as presentation drawings.
- Communication Skills: Develop project briefs, Orally and in writing present design projects clearly and concisely

**Student Performance Criteria Addressed (name and number)**

Mastery of: A2) Design Thinking Skills, A3) Visual Communication Skills, A7 Use of Precedents, B1) Predesign, B2) Accessibility, B3 Sustainability, B4, Site Design, B5, Life Safety. In addition this studio in general proposes students exit with mastery of B10? Building Envelope Systems, B12, Building Materials and Assemblies; i Deepening understanding of and facility with: A11 Applied Research, B6) Comprehensive design, B8 Environmental Considerations, B9) Structural Systems, C1) Collaboration, C2) Human Behavior, C3) Client Role. Finally, NAAB expects students in ARC 304 to be exposed to, and begin to develop an understanding of A4) Technical Documentation, A5) Investigative Skills, C6) Leadership, C7) Legal Responsibilities, C8) Ethics and Professional Judgment and and C9) community and Social Responsibility.

**Topical Outline and percentage of time spent on each**

Meetings/interviews research with "clients," stakeholders, and civic officials (5%), Three architectural design projects in urban settings in Norfolk, VA (70%), Precedent analysis (5%), observational drawing/documentation at sites (5%), Mini reviews of building systems and materials as part of design process (5%), physical and digital model building (5%), analytic and presentation drawing (5%).

**Pre-requisites**

ARC 101, 102, 200, 201, 202, 203, 204, 207, 208, 213, and 303; MAT 118; PHY 201.

**Textbooks / Learning Resources**

Allen, E and J. Iano, *The Architect's Studio Companion* John Wiley and Son (Hoboken): 2012.

**Offered (terms):**

Spring Semester only

**Faculty Assigned**

2014 – Andrews (F/T), Gindroz (adjunct)  
2013 – Andrews (F/T)

**Course Description (limit 25 words):**

Integration of material, systems and spatial elements of architectural design through projects of varying scales in the community context. Deepening understanding of site planning and tectonic issues.

**Course Goals and Objectives**

1. Knowledge/Critical Thinkings Skills: Site documentation and analysis for sites at several scales; research & client interview to develop moderately complex architectural programs; research to select structural and materials systems; Extend knowledge of appropriate vocabulary.
2. Design skills:Generate architectural and site design for urban projects at different scales as an iterative process. Plan basic building systems, passive and active environmental systems. Integrate resolution of life safety and ADA issues.
3. Representation skills: Physical and digital models to analyze and represent urban design sites; design in plan, section, and elevation, beginning with esquisse following parti; Diagramming and freehand sketching leading to drawing sets following architectural conventions of practice as well as presentation drawings.
4. Communication Skills: Develop project briefs, Orally and in writing present design projects clearly and concisely

**Student Performance Criteria Addressed (name and number)**

Mastery of : A2) Design Thinking Sills, !# Visual Communication Skills, A7 Use of Precedents, B1) Predesign, B2) Accessibility, B3 Sustainability, B4, Site Design, B5, Live Safety. In addition this studio in general proposes students exit with mastery of B10? Building Envelope Systems, B12, Building Materials and Assemblies; i

Deepening understanding of and facility with: A11 Applied Research, B6) Comprehensive design, B8 Environmental Considerations, B9) Structural Systems, C1) Collaboration, C2) Human Behavior, C3) Client Role. Finally, NAAB expects students in ARC 304 to be exposed to, and begin to develop an understanding of A4) Technical Documentation, A5) Investigative Skills, C6) Leadership, C7) Legal Responsibilities, C8) Ethics and Professional Judgment and and C9) community and Social Responsibility.

**Topical Outline and percentage of time spent on each**

Meetings/interviews research with "clients," stakeholders, and civic officials (5%), Three architectural design projects in urban settings in Norfolk, VA (70%), Precedent analysis (5%), observational drawing/documentation at sites (5%), Mini reviews of building systems and materials as part of design process (5%), physical and digital model building (5%), analytic and presentation drawing (5%).

**Pre-requisites**

ARC 101, 102, 200, 201, 202, 203, 204, 207, 208, 213, and 303; MAT 118; PHY 201.

**Textbooks / Learning Resources**

Allen, E and J. Iano, *The Architect's Studio Companion* John Wiley and Son (Hobolken): 2012.

**Offered (terms):**

Spring Semester only

**Faculty Assigned**

2014 – Andrews (F/T), Gindroz (adjunct)      2013 – Andrews(F/T)

**Course Description (limit 25 words):**

Urban design studio for a project studied while traveling. Students will work in collaboration to develop a proposal for a quarter of a city visited in ARC 305.

**Course Goals and Objectives;**

1. To implement design criteria, insights, and opportunities growing out of ARC 305 analysis.
  - 1.1.1. To undertake and execute a design proposal for the city of Toulon, working as a collaborative team.
  - 1.1.2. To produce full schematic design documentation of the design proposal, culminating in an illustrated report to the city.
4. To apply existing theories of human behavior, urban design, and basic environmental sustainability in the design proposal..
5. To produce a design project as a productive member of a design team.

**Student Performance Criteria Addressed (name and number)**

A.1 Communication Skills  
A.2 Design Thinking Skills,  
A.3. Visual Communications Skills  
A9 Historical Traditions and Global Culture,  
A10 Cultural Diversity,  
B4 Site Design, and  
C1 Collaboration.

**Topical Outline and percentage of time spent on each**

Small team design proposals (20%), design selection and development (20%), architectural development (30%), digital modeling and rendering (20%), report production (10%).

**Pre-requisites**

ARC 101, 102, 200, 201, 202, 203, 204, 207, 208, 213, 303, 304 and 305; MAT 118; PHY 201.

**Textbooks / Learning Resources**

Materials assembled during travel.

**Offered (terms):**

Summer session only

**Faculty Assigned**

2014 – Andrews (F/T) Gindroz (Adjunct)  
2013 – Andrews (F/T)

**Course Description (limit 25 words):**

A fundamental introduction to statics and strengths of material elements in architectural scenarios.

**Course Goals and Objectives;**

Students will understand the principles of statics and strengths of materials.

The knowledge of the mechanics of timber, steel (309), concrete and hybrid systems (how to find information about and select systems using charts and diagrams).

Students will understand the process for selecting structural systems to support building design.

Students will demonstrate understanding through technical application via model-making.

**Student Performance Criteria Addressed (name and number)**

B-9 - Structural Systems

**Topical Outline and percentage of time spent on each**

Lectures and Demonstrations – 75%

Tests and Quizzes – 25%

**Pre-requisites**

MAT 118 and PHY 201.

**Textbooks / Learning Resources**

David Berg, Robert Marks & Lester Wertheimer, Structural Systems Study Guide: 2012 Edition, Kaplan Architecture Education; ISBN: 978-1-4277-3709-0/1-4277-3709-6

**Offered (terms):**

Spring Semester and Summer Session (when needed)

**Faculty Assigned**

2014 – Brown (Adjunct)

2013 – Brown (Adjunct)



**Course Description (limit 25 words):**

An applied study of natural and engineered wood products in framing systems for buildings (beams, columns, trusses and connections).

**Course Goals and Objectives;**

Students will understand the process for selecting structural systems to support building design. Students will demonstrate understanding through technical applications via model-making.

**Student Performance Criteria Addressed (name and number)**

B-9 - Structural Systems

**Topical Outline and percentage of time spent on each**

Lectures and Demonstrations – 75%  
Tests and Quizzes – 25%

**Pre-requisites**

ARC 309, MAT 118 and PHY 201.

**Textbooks / Learning Resources**

David Berg, Robert Marks & Lester Wertheimer, Structural Systems Study Guide: 2012 Edition, Kaplan Architecture Education; ISBN: 978-1-4277-3709-0/1-4277-3709-6

**Offered (terms):**

Fall Semester (Spring Semester when needed)

**Faculty Assigned**

2014 – Brown (Adjunct)  
2013 – Brown (Adjunct)

**Course Description (limit 25 words):**

An investigation of the diverse systems used to construct buildings with concentration on exterior envelopes for thermal, moisture and air control. Details and techniques are explored and represented with drawing conventions used for construction.

**Course Goals and Objectives;**

A successful student of this course will be able to produce the following evidence at the conclusion of the semester.

A working vocabulary of construction terms and processes particular to common materials.

An ability to safely use standard building tools and manipulate common materials.

An ability to translate abstract graphic information into a fabricated form.

An understanding of the assemblies required for various floor, wall and roof systems.

An understanding of construction scheduling.

An understanding of material costs and labor time in basic construction technology.

**Student Performance Criteria Addressed (name and number)**

B10 Building Envelope Systems, B12 Building Materials and Assemblies,

**Topical Outline and percentage of time spent on each**

Identification of Building Envelope Systems 20%, Tectonics of Floor, Wall and Roof Systems 65%, Lab / Project application of knowledge 15%

**Pre-requisites**

ARC 213.

**Textbooks / Learning Resources**

Architectural Detailing (Allen & Rand), Fundamentals of Building Construction (Allen)

**Offered (terms):**

Fall Semester only

**Faculty Assigned**

2014 – Peronnet (F/T)

2013 – Kloster (F/T)

**Course Description (limit 25 words):**

A fundamental introduction to the equipment and services required for interior environmental control and comfort. Basic requirements for HVAC, electricity, illumination, plumbing and acoustics in building design are examined.

**Course Goals and Objectives;**

A successful student of this course will be able to produce the following evidence at the conclusion of the semester.

A working vocabulary of Plumbing, HVAC, Electrical and Acoustical terms and processes particular to building design in the United States.

An ability to calculate basic environmental load requirements for specific architectural programs.

An ability to identify and select environmental solutions applicable to architectural design.

An understanding of the extensive information and data required by engineers to execute an entire environmental system for a building.

**Student Performance Criteria Addressed (name and number)**

A-4 Technical Documentation

A-11 Applied Research

B-8 Ordering System Skills

B-10 Building Envelop Systems

B-11 Building Service Systems

B-12 Building Assembly and Materials

**Topical Outline and percentage of time spent on each**

50% Lecture, 50% Projects,

**Pre-requisites**

ARC 200, ARC 213.

**Textbooks / Learning Resources**

Grondzik, Kwok, Stein, Reynolds: *Mechanical and Electrical Equipment for Buildings* 11th Edition, (New York, NY, John Wiley & Sons 2009)

**Offered (terms):**

Spring Semester only (annually)

**Faculty Assigned**

2014 – Peronnet (F/T)

2013 – Brown (Adjunct)

**Course Description (limit 25 words):**

Overview of the history of urban design, the social, political, and economic forces that have shaped the growth of cities in different eras and cultures, and the practice of applying these design parameters to contemporary design challenges.

**Course Goals and Objectives;**

Ability to analyze existing places through diagramming and other graphic representation.

Ability to articulate meaningful responses to reading assignments through written and graphic means.

Understanding of urban design theories and their evolution through time.

Ability to generate analyses and documentation in collaboration with others.

Ability to apply historical design theories and practices to contemporary design challenges and evaluate the success and failures in so doing.

**Student Performance Criteria Addressed (name and number)**

A.1 Communication Skills

A.9 Historical traditions and global culture.

A.5. Investigative Skills

C.2. Human Behavior

C.6. Leadership

C.8. Ethics and Professional Judgment

**Topical Outline and percentage of time spent on each**

Presentation of design strategies (30%), application of principles learned (30%), reading support material and re-presentation to class (10%), full semester analysis of a seminal work of theory per student team and the application of that theory to the redesign of a specific urban area (30%)

**Pre-requisites**

ARC 207 or 208.

**Textbooks / Learning Resources**

Bacon, Edmund *The Design of Cities* Penguin: New York, 1974.

**Offered (terms):**

Spring Semester only

**Faculty Assigned**

2014 – Andrews (F/T) Gindroz (Adjunct)

2013 – Andrews (F/T)

**Course Description (limit 25 words):**

Complex and contextual issues of a complete architecture design in the urban setting with comprehensive consideration of site, orientation, environmental relationships and building systems.

**Course Goals & Objectives (list):**

- To develop student understanding of design solutions as a rational, iterative process.
- To develop student understanding of inter-relationship between the building, its site, and its larger context.
- To undertake complex building project(s) in urban locations and explore the inter-relationship among various components and functions.
- To develop multi-disciplinary approach to design process.
- To integrate technical aspects of architecture as an integral part of the "total" design solution.
- To study various materials and construction techniques and employ them in innovative ways.

**Student Performance Criterion/addressed:**

A-2	Design Thinking	B-6	Comprehensive Design
A-4	Technical Documentation	B-7	Financial Considerations
A-5	Investigative Skills	B-8	Environmental Systems
A-8	Ordering Systems Skills	B-9	Structural Systems
A-9	Historical Traditions and Global Culture	B-10	Building Envelop Systems
A-11	Applied Research	B-11	Building Service Systems
B-1	Pre-Design	B-12	Building Materials and Assemblies
B-2	Accessibility	C-1	Collaboration
B-3	Sustainability	C-3	Client Role in Architecture
B-4	Site Design	C-6	Leadership
B-5	Life Safety	C-9	Community and Social Responsibility

**Topical Outline**

Argument exploration and definition via case studies, writing, and visual diagramming (70%)  
Research plan and test via writing and charrette (30%)

**Prerequisites:**

ARC 101, 102, 200, 201, 202, 203, 204, 207, 208, 213, 303, 304, 305, 306, 309 and 317; MAT 118; PHY 201. This studio, ARC 405, is a prerequisite for ARC 406. The university catalog states: "Architecture students must have completed all studio and related prerequisites before being admitted to the fourth-year design studio at Hampton University. Students admitted to the fourth-year design studio must have earned a 2.0 GPA in the major courses

**Textbooks/Learning Resources:**

Students are required to obtain a copy (digital or hardcopy) of the ICC/ANSI A117.1-2003 Standard on Accessible and Usable Buildings and Facilities codebook for this course. It is available for purchase (for approx. \$40):  
<http://www.constructionbook.com/icc-ansi-a1171-2003-standard-on-accessible-usable-buildings-facilities-9033s03/ansi/>

**Offered (semester and year):**

Fall only; annually

**Faculty assigned (list all faculty assigned during the two academic years prior to the visit):**

2012 Easter, (F/T), Battaglia, (Adjunct)  
2013 Easter, (F/T), D Henderson, (F/T)

**Course Description (limit 25 words):**

Continuation of ARC 405 project into construction documents including outline specifications and the design of structural and mechanical building systems, the use of building codes, an understanding of zoning and the principles of building programming.

**Course Goals & Objectives (list):**

- To develop student understanding of design solutions as a rational, iterative process.
- To develop student understanding of inter-relationship between the building, its site, and its larger context.
- To undertake complex building project(s) in urban locations and explore the inter-relationship among various components and functions.
- To develop multi-disciplinary approach to design process.
- To integrate technical aspects of architecture as an integral part of the "total" design solution.
- To study various materials and construction techniques and employ them in innovative ways.

**Student Performance Criterion/addressed:**

A-2	Design Thinking	B-6	Comprehensive Design
A-4	Technical Documentation	B-7	Financial Considerations
A-5	Investigative Skills	B-8	Environmental Systems
A-8	Ordering Systems Skills	B-9	Structural Systems
A-9	Historical Traditions and Global Culture	B-10	Building Envelop Systems
A-11	Applied Research	B-11	Building Service Systems
B-1	Pre-Design	B-12	Building Materials and Assemblies
B-2	Accessibility	C-1	Collaboration
B-3	Sustainability	C-3	Client Role in Architecture
B-4	Site Design	C-6	Leadership
B-5	Life Safety	C-9	Community and Social Responsibility

**Topical Outline**

- 10% Design Project Assignment – 1
- 40% Design Project Assignment – 2
- 40% Urban Design
- 10% Professional Design Practice, including Leadership, attendance, as well as active and engaged Participation

**Prerequisites:**

ARC 304, ARC 207, ARC 208, ARC 310 ARC 314, ARC 315, and ARC 405. The university catalog states: "Architecture students must have completed all studio and related prerequisites before being admitted to the fourth-year design studio at Hampton University.

**Textbooks/Learning Resources:**

Students are required to obtain a copy (digital or hardcopy) of the ICC/ANSI A117.1-2003 Standard on Accessible and Usable Buildings and Facilities codebook for this course. It is available for purchase (for approx. \$40):  
<http://www.constructionbook.com/icc-ansi-a1171-2003-standard-on-accessible-usable-buildings-facilities-9033s03/ansi/>

**Offered (semester and year):**

Spring only; annually

**Faculty assigned (list all faculty assigned during the two academic years prior to the visit):**

- 2013 Easter, (F/T), Battaglia, (Adjunct)
- 2014 Easter, (F/T), D Henderson, (F/T)

**Course Description (limit 25 words):**

Overview of the history of architectural thought and theories by looking at ideologies, process and synthesis in preparation for thesis research and design.

**Course Goals and Objectives;****Student Performance Criteria Addressed (name and number)**

1. Speaking and Writing Skills; 2. Critical Thinking Skills; 4. Research Skills; 8. Western Traditions; 9. Non-Western traditions; 10. National and Regional Traditions; 12. Human Behavior; 13. Human Diversity; 32. Leadership. The fuller explanation of each of the above may be viewed at [www.NAAB.org](http://www.NAAB.org).

**Topical Outline and percentage of time spent on each**

In class quizzes 10%, Midterm Exam 20%, Final Exam 20%, Midterm Project 20%, Final Project 20%. Class presentations and discussions leadership when assigned 20%, Glossaries 5%, Class participation 5%.

**Pre-requisites**

ARC 207, 208, 317.

**Textbooks / Learning Resources**

Sykes, A. Krista. Ed. *The Architectural Reader*. George Braziller (New York) 2007.  
Nesbit, Kate, ed. *Theorizing a New Agenda for Architecture* Princeton Architectural Press (Princeton): 1996  
Additional texts will be kept on reserve and, it is to be hoped, BlackBoard.2013 – Andrews (F/T)

**Offered (terms):**

Spring Semester only

**Faculty Assigned**

2013 – Andrews (F/T)  
2014 – Chance (F/T)

**Course Description (limit 25 words):**

An applied study of steel and reinforced concrete behavior in structural applications for buildings. The influence of wind and seismic activity are examined and regulated applications from building codes.

**Course Goals and Objectives;**

Students will understand the process for selecting structural systems to support building design. Students will demonstrate understanding through technical applications via model-making.

**Student Performance Criteria Addressed (name and number)**

B-9 - Structural Systems

**Topical Outline and percentage of time spent on each**

Lectures and Demonstrations – 75%  
Tests and Quizzes – 25%

**Pre-requisites**

ARC 213, 309, 310, 314, 315 and MAT 118, PHY 201.

**Textbooks / Learning Resources**

David Berg, Robert Marks & Lester Wertheimer, Structural Systems Study Guide: 2012 Edition, Kaplan Architecture Education; ISBN: 978-1-4277-3709-0/1-4277-3709-6

**Offered (terms):**

Fall Semester only

**Faculty Assigned**

2014 – Brown (Adjunct)  
2013 – Brown (Adjunct)



**Course Description (limit 25 words):**

A workshop to exercise the order of building technology in architectural design. Applied scenarios are used to discover the cause and effects of form, comfort and safety.

**Course Goals and Objectives;**

This will be a new course and is being designed for implementation in the Fall 2017. Its Goals and Objectives are being evaluated.

**Student Performance Criteria Addressed (name and number)**

The course will address a range of Student Performance Criteria associated with technical skills, production and problem solving.

**Topical Outline and percentage of time spent on each**

This will be a new course and is being designed for implementation in the Fall 2017. Its Outline is being evaluated.

**Pre-requisites**

ARC 213, ARC 314 & ARC 315  
Co-requisite, ARC 405

**Textbooks / Learning Resources**

This will be a new course and is being designed for implementation in the Fall 2017. The possible Textbooks and Learning Resources are being evaluated

**Offered (terms):**

Fall Semester (and Spring when needed)

**Faculty Assigned**

This is a new class that was recently added to the curriculum and has not yet been offered. David Peronnet is currently assigned to design and deliver this course

**Course Description (limit 25 words):**

Principles of professional conduct, architect-client contractor relationships, construction contract documentation related to practice and procedures of an architectural office, as well as relationships to disciplines of engineering, planning and urban design, contemporary problems in architecture theory, ethics, emerging technological changes and professional responsibilities in field of architecture and community design. The second semester's work is concerned with the development of Construction Documents, including Specifications, Construction Drawings and Cost Estimates, and is closely related to the design studio work in ARC 406.

**Course Goals and Objectives;**

General course objectives are:

- To expand the student's knowledge of the role of the architect in society.
- To introduce the student to the concepts of environmental ethics and professional practice.
- To introduce the student to the management and leadership problems surrounding the practice of architecture.
- To introduce the student to cost estimating and cost controls.
- To introduce the student to laws and regulations as related to architectural practice.
- To make the student aware of the various groups and resources which contribute to the total body of knowledge necessary to carry out the architectural practice process.

**Student Performance Criteria Addressed (name and number)**

- B5 Life Safety
- C1 Collaboration
- C3 Client Role in Architecture
- C5 Practice Management
- C6 Leadership
- C7 Legal Responsibilities
- C8 Ethics and Judgment

**Topical Outline and percentage of time spent on each**

- Written reports, readings, homework, quizzes and exercises 20%
- Group Project 20%
- Class discussions, participation, and attendance 20%
- Mid-term exam 20%
- Final exam 20%

**Pre-requisites**

Co-Requisites: ARC 405

**Textbooks / Learning Resources**

- The Architecture Student's Handbook of Professional Practice, 14th Edition, the American Institute of Architects, ISBN 978-0-470-08869-2
- Francis D. K. Ching, Building Construction Illustrated, 4th Edition, Van Nostrand Reinhold Company, NY, 2008. (ISBN-13: 9780470087817)

**Offered (terms):**

Fall Semester only

**Faculty Assigned:**

Robert Easter, (F/T)

**Course Description (limit 25 words):**

Principles of professional conduct, architect-client contractor relationships, contractual documentation related to practice and office procedures, relationships to disciplines of engineering, planning and urban design. The second semester's covers, ethics, professional responsibilities in field of architecture and community design.

**Course Goals and Objectives;**

General course objectives are:

- To expand the student's knowledge of the role of the architect in society.
- To introduce the student to the concepts of environmental ethics and professional practice.
- To introduce the student to the management and leadership problems surrounding the practice of architecture.
- To introduce the student to cost estimating and cost controls.
- To introduce the student to laws and regulations as related to architectural practice.
- To make the student aware of the various groups and resources which contribute to the total body of knowledge necessary to carry out the architectural process.

**Student Performance Criteria Addressed (name and number)**

- A4 Technical Documentation
- B2 Accessibility
- B5 Life Safety
- B7 Financial Considerations
- C3 Client Role in Architecture
- C4 Project Management
- C7 Legal Responsibilities
- C8 Ethics and Professional Judgment

**Topical Outline and percentage of time spent on each**

- Construction Documents – Drawings 20%
- Construction Documents – Project Manual 20%
- Class discussions, participation, and attendance 15%
- Mid-term 15%
- final exam 15%
- Quizzes and other in-class assignments 15%

**Pre-requisites**

ARC 517

**Textbooks / Learning Resources**

- The Architecture Student's Handbook of Professional Practice, 14th Edition, the American Institute of Architects, ISBN 978-0-470-08869-2
- Harold Rosen and John Regener, Construction Specifications Writing Principals & Procedures, 5th Edition or later, John Wiley & Sons, Inc., NY, 2004 (ISBN-13: 9780471432043).
- Francis D. K. Ching, Building Construction Illustrated, 4th Edition, Van Nostrand Reinhold Company, NY, 2008. (ISBN-13: 9780470087817)
- Barry D. Yatt, Cracking the Code- An Architects Guide to Building Regulations, John Wiley & Sons, Inc., NY, 1998. (ISBN 0471169676)

**Offered (terms):**

Spring Semester only

**Faculty Assigned**

2014 – Easter (F/T),

2013 – Henderson, Darryl (Adjunct)

**Course Description (limit 25 words):**

Self-directed inquiry articulated by the student around a specific claim, question, and position having clear architectural implications. The thesis research and proposal resulting from this effort is further elaborated in ARC 602.

**Course Goals & Objectives (list):**

Develop ability to apply critical thinking skills to examine and resolve environmental challenges through design in an architectural setting. Demonstrate oral, written, graphic and modeling skills expected in an architectural professional setting. Demonstrate ability to generate an architectural *proposal argument* using design as research methodology: research through design.

Ability to use a variety of sources to research and define an architectural problem and its context;

- to select, analyze and evaluate information to develop evidence supporting an architectural proposal argument for design as research;
- to generate clear, accurate, detailed technical documentation, analysis and evaluation of works of architecture and design following architectural conventions;
- to synthesize ideas to articulate an argument, and to develop the rationale for it; to generate clear and complete comprehensive graphic and model presentations of the argument and its evidence;
- to clearly and completely articulate the argument in essay form applying Chicago Style including using appropriate citation; to clearly and completely present the argument and its products orally;
- to apply this understanding to form a plan for investigation through design which defines agenda, context and principles, representational modes, and criteria for assessing products

**Student Performance Criterion/addressed:**

A.1: Communication Skills  
A.2 Design Thinking Skills  
A.5 Investigative Skills  
A.11 Applied Research  
C.2 Human Behavior  
C.6 Leadership  
C.8 Ethics and Professional Judgment  
C.9 Community and Social Responsibility

**Topical Outline**

Argument exploration and definition via case studies, writing, and visual diagramming (70%)  
Research plan and test via writing and charrette (30%)

**Prerequisites:**

Completion of all major requirements up to 5<sup>th</sup> year, and professional architecture student standing (AP).

**Textbooks/Learning Resources:**

Reader provided including articles from multiple sources on research, argument construction, and design research.

**Offered (semester and year):**

Fall only; annually

**Faculty assigned (list all faculty assigned during the two academic years prior to the visit):**

2012 and 2013 - Dr. Wesley Henderson (F/T), Dr. Carmina Sánchez-del-Valle (F/T)

**Course Description:**

Self-directed inquiry based on the thesis argument and research proposal articulated in ARC 601. Studio directed towards generating a personal and visionary interpretation of architecture.

**Course Goals & Objectives:**

Develop ability to apply critical thinking skills to examine and resolve environmental challenges through design in an architectural setting. Demonstrate oral, written, graphic and modeling skills expected in an architectural professional setting. Demonstrate ability to generate an architectural **proposal argument** using design as research methodology: research through design.

- To further develop creative critical thinking skills alongside design skills, in particular synthesis and evaluation in the generation of architectural work.
- To construct a personal and visionary *interpretation of architecture*, exploring *design as a form of research*. This involves following a student-defined process that is systematic, replicable, iterative, and verifiable.
- To investigate the use of the process of design as thinking in action: making as a form of thinking.
- To document the research process, reflect on its preliminary results, and modify the process as necessary.
- To examine the design inquiry against work generated by contemporary architects, and to discuss findings in light of the established body of work.
- To demonstrate ability to apply and manipulate basic architectural design principles.
- To demonstrate ability to design considering fundamental realities of building such as: ergonomics, life-safety, construction, environment, program, context, etc.
- To demonstrate understanding the implications of architectural work, particularly the ethical dimensions.
- To demonstrate mastery in the application of architectural representational devices.

**Student Performance Criterion/addressed:**

A.1: Communication Skills  
A.2: Design Thinking Skills  
A.5: Investigative Skills  
A.11: Applied Research  
C.2: Human Behavior  
C.6: Leadership  
C8: Ethics and Professional Judgment  
C9: Community and Social Responsibility

**Topical Outline:**

Research through design including analysis and interpretation of products, documentation and presentation (100%)

**Prerequisites:**

Satisfactory completion of ARC 601

**Textbooks/Learning Resources:**

Student defined.

**Offered:**

Spring only; annually

**Faculty assigned:**

2013 and 2014, Dr. Wesley Henderson (F/T) and Dr. Carmina Sánchez-del-Valle (F/T)

**Course Description:**

Explores contemporary issues in environmental and community design from a theoretical perspective with emphasis on sustainability.

**Course Goals & Objectives:**

- Provide material to advance discussions initiated in the Arc 317 Urban Design Theory, Arc 305-306 Urban Study Abroad, and Arc 405-406: 4<sup>th</sup> year studio.
- Encourage critical inquiry exploring the definitions of community and sustainability, community participation, planning and design through written and verbal discussion and reflective analysis of current cases. Students will be able to:
- Define and critically discuss community, participatory design processes, community planning practices, community plans and comprehensive plans.
- Describe relationship between participants in a community driven design process.
- Explain practices and tools used to guide community design and development.
- Analyze and evaluate existing and proposed community designs using guidelines such as LEED-ND and Smartcode.
- Discuss the ethical responsibilities of architects involved in urban and community designs.
- Discuss contemporary demands that have forced reframing approaches to community design, in particular the social, cultural and ecological imperatives subsumed under the concept of sustainability.
- Identify and explain challenges currently affecting communities in the U.S. and in other areas of the world.

**Student Performance Criterion/ addressed:**

A.9: Historical Traditions and Global Culture,  
A.10: Cultural Diversity  
C.2: Human Behavior,

C.6: Leadership,  
C.8: Ethics and Professional Judgment,  
C.9: Community and Social Responsibility.

**Topical Outline:**

Defining Culture and Community (15%)  
Community Participation Theories and Practices (15%)  
Housing and Community (15%)  
Established Urban Practices (15%)  
Communities in Tension: Case Studies (20%)  
Community Design Practices Now (20%)

**Prerequisites:**

Completion of all major courses prior to 5<sup>th</sup> year.

**Textbooks/Learning Resources:**

Reader provided. Among selected texts:

Awan, Schneider, Till. *Spatial Agency: Other Ways of Doing Architecture*; Barton, Craig. *Sites of Memory*; Jacobs, Jane. (2004) **Dark Age Ahead**; Sanoff, Henry. (2000). **Community Participation Methods in Design and Planning**.

**Documents:** *LEED ND* - Guidelines for the design of new neighborhoods, *Smartcode*, *RIBA Silver Linings Report*; **Web sites:** *Cleveland Urban Design Collaborative* and other CDC, *Spatial Agency*, *Building Futures*, *MOMA Rising Currents*, TED Talks. Videos from Independent Lens, Global Voices, America Reframed

**Offered (semester and year):**

Spring only; annually

**Faculty assigned (list all faculty assigned during the two academic years prior to the visit):**

2013 and 20144, Dr. Carmina Sánchez-del-Valle (F/T)

**Course Description:**

Examination of theories, concepts and mechanics of emerging technology in architecture focusing on materials, construction and building systems [including green building, sustainable systems, and historical preservation and rehab]. Intensive reading, speculative and critical writing, research, drawing and diagramming required for description, analysis, evaluation, and discussion.

**Course Goals & Objectives:**

1. The course is intended to offer a forum to discuss contemporary issues in architecture in a focused manner and from diverse perspectives. It aims to support the students' thesis studio work. Students will be able to identify architects, practices, and projects worldwide that are:
  - Implementing new approaches to design production (such as digital fabrication and prototyping), and to explain their innovations.
  - Implementing new approaches to assess building performance (performance-based design), and to explain their design implications.
  - Developing new materials and systems in partnership with manufacturers, and to explain verbally and through diagrams their application.
  - Developing new uses for old materials and systems, and to explain their application verbally and through diagrams.
  - Using innovative approaches to environmental control, particularly focusing on sustainability.
  - Adopting approaches to recycling, and reusing, and preserving historical structures.
2. Students will be able to discuss in detail projects where new materials or systems are being tested.
3. Students will be able to diagram projects where new materials or systems are being tested.
4. Students will be able to speculate on the relationship between site, form, materials, and construction.
5. Students will be able to theorize on the future of architecture's *constructability* and materiality.

**Student Performance Criterion/addressed:**

A. 1 Communication Skills,  
A.5 Investigative Skills,  
A.11 Applied Research,  
B.10 Building Envelope Systems  
B.12 Building Materials & Assemblies

**Topical Outline:**

Case Studies of recent work – global scope (55%)  
Water and Energy Cycle research based on projects (10%)  
New construction Products, construction methods, and assemblies - research and review (25%)  
Speculation on future of housing, tall buildings based on target research (10%)

**Prerequisites:**

Completion of all majors courses up to the 5<sup>th</sup> year.

**Textbooks/Learning Resources:**

Multiple – based on in-class and assigned work.

**Offered :**

Fall only; annually

**Faculty assigned :**

2012 and 2013 - Dr. Carmina Sánchez-del-Valle (F/T)

4.1. Faculty Resumes: Attached are resumes for the following faculty members

Full-time Faculty

	Name	Duration	Rank	Tenure / Tenure Track
1.	Mason Andrews	2009 – present	Associate	Prof
2.	Dr. Shannon Chance	1999 – 2014	Professor	Tenured
3.	Robert Easter (current)	2008 – present	Associate Prof	Tenured
4.	Darryl Henderson	2013 – present (also adjunct)	Assistant Prof	Annual
5.	Dr. Wesley Henderson	2009 – present	Associate Prof	Annual
6.	Ron Kloster	1992 – present	Assistant Prof	Tenured
7.	Okiomah,	2012 – 2013	Assistant Prof	Annual
8.	Dr. Carmina Sánchez-del-Valle	1990 – present	Professor	Tenured
9.	Marci Turner	2012 – present (also adjunct)	Assistant Professor	Annual

Adjunct

1. Paul Battaglia (2011-2013)
2. Sherman Brown (current)
3. Ray Gindroz
- 4.



## **Andrews, Mason, Associate Professor**

### **Courses Taught (during the past two academic years):**

Fall 2013: ARC 303, ARC 530 – Arch Electives (Arch. Writing & Tucker's Landing)  
Spring 2013: ARC 317; ARC 304; ARC 430 – Arch Elective (France Travel Prep)  
Summer 2013: ARC 306 – Methods and Techniques; ARC 305 – Urban Design Studio  
Fall 2014: ARC 303 – Intern Arch Des I; ARC 530 – Arch Elective (Arch. Writing)  
Spring 2014: ARC 317; ARC 304; ARC 430 – Arch Electives (France Travel Prep, Seaside, Tucker's Landing)  
Summer 2014: ARC 305 – Urban Design Studio; ARC 306 Int'l Urban Design Studio

### **Educational Credentials:**

1982 Master's of Architecture, Princeton University  
1980 Howard Crosby Butler Fellowship for Travel and Study Abroad  
1976 Bachelor of Arts (English Language & Literature; History), University of Virginia

### **Teaching Experience**

2009-present Hampton University

### **Professional Experience**

1990-2009 Archipelago, Virginia, Solo general design consultancy.  
1989-present Sweetwater Corporation, President  
2004-2007 Burkhardt Thomas Reed, Professional association with Archipelago. Business development, Norfolk, VA  
1988-2006 Sturgeon Creek Development Corporation, President.  
1983-1990 Archipelago, New York, NY, Founding partner, architectural and int. design firm.  
1982-1984 John Carl Warneke, Architects and Planners, New York, NY,

### **Licenses / Registrations:** None active

### **Professional Memberships:**

Chair, City of Norfolk's Design Review Committee; Member since 2003  
Chair, Hampton Roads Chamber of Commerce, Norfolk Division, Board member since 2004  
Director, United Way Foundation, Five Points Community Farm Market,  
Marilyn and Ray Gindroz Foundation, current President,

### **Professional Development & Research Publications, selected**

Steinfeld, Edward, and Jonathan White. *Inclusive Housing: A Pattern Book*. New York: W. W. Norton & Co. 2010. (design work used as prototype)  
Institute for Classical Architecture, *A Pattern Book for Neighborly Houses* (New York) 2007 (design work featured).  
Gartner, M.C., "Classicism for Humanity," *Period Homes* January 2006.  
*Norfolk Redevelopment and Housing Authority, Ocean View Design Standards and Architectural Patterns* (Norfolk) 2003. Author, Definitions and Descriptions.  
Stern, R.A.M., *Pride of Place: Building the American Dream* Houghton Mifflin (New York): 1987. Technical Revisions Editor.  
Andrews, M. Frank Gehry, *Buildings and Projects*, Rizzolli (New York): 1985  
Gutman, R., *Design of American Housing: A Reappraisal of the Architect's Role*. Center for Cultural Resources (New York): 1985. (Research Assistant for generating National Endowment for the Humanities study).  
Andrews, M. Swid Powell: *Objects by Architects* (New York): 1983  
Andrews, M. Lafayette Square: The Past, Preservation and the Presidency. Smithsonian Institution (Washington, D.C.) 1983

## **Battaglia, Paul (Adjunct), Associate Professor**

### **Courses Taught (during the past two academic years):**

Fall 2013: ARC 405 – Adv Arch Design I

Spring 2013: ARC 406 – Adv Arch Design II

### **Educational Credentials:**

1996 Master of Architecture, Virginia Polytechnic Institute and State University

1992 Bachelor of Architecture, Virginia Polytechnic Institute and State University

### **Teaching Experience**

Virginia Polytechnic Institute and State University, 2005-2006

1996 Faculty, European Travel Abroad Program – England, France, Germany, Switzerland, Italy

North Carolina State University, 1998-2011

### **Professional Experience**

June 2011-present Clark/Nexen, Senior Architect

2006 Thompson and Litton, Architect

1999-2005 Gresham Smith and Partners, Project Manager/Architect

1998-1999 SMBW Architects, Intern

1997-1998 Hugo+Farley Architects, Intern

1996-1997 Franko, LaFratta & Farinholt, Designer/Project Manager

### **Licenses / Registrations:**

Virginia, North Carolina, National Council of Architecture Registration Boards

### **Professional Memberships:**

American Institute of Architects, Member

National Council of Architectural Registration Boards, Member

Design Committee, Virginia Society of the American Institute of Architects, Former Chair, Committee Member

Phi Beta Delta International Honor Society, Gamma Omega Chapter of Virginia Tech, Member

### **Professional Development & Research**

2007-2011 ACSA Faculty Counselor, North Carolina State University

2007-2010 Chair, Speakers Committee, North Carolina State University

2008 Reviewer, 2008 ACSA West Fall Conference, University of Southern California

2006 Chair, Design Committee, Virginia Society of the American Institute of Architects

2004 Chair, Design Committee, Virginia Society of the American Institute of Architects

2001-2004 Founder/Organizer, Richmond Architects' Forum, Richmond, Virginia

### **Service:**

June 2011-pres NCARB IDP Auxillary Coordinator, Clark/Nexen

2010-2011 NCARB IDP Educator Coordinator, North Carolina State University

2011 Reviewer, 99<sup>th</sup> ACSA Annual Meeting – Where Do You Stand

2010 Faculty Sponsor, North Carolina State University

2010 Referee/Associate Editor, Design Principles and Practices

2009 Book Reviewer, Pearson Higher Education, Columbus, OH

2008-2010 Administrator, Louis Sullivan Brick Competition, North Carolina State University

2008 Juror, Studio Collective, North Carolina State University

2006 Juror, Masonry Competition, Virginia Polytechnic Institute and State University

2006 Juror, Virginia Society Prize, Virginia Polytechnic Institute and State University

## **Brown, Sherman (Adjunct), Assistant Professor**

### **Courses Taught (during the past two academic years):**

Fall 2013: ARC 101 – Grph Comm Basic Des I; ARC 309 – Structures I; ARC 414 – Adv Struc & Bldg Sys III  
Spring 2013: ARC 309 – Structures I; ARC 310 – Structures II; ARC 315 – Env Systems; ARC 405 – Adv Arch Des I  
Summer 2013: ARC 310 – Structures II; ARC 414 – Structures III; ARC 406 – Adv Arch Des II  
Fall 2014: ARC 101 – Grph Comm Basic Des I; ARC 309 – Structures I; ARC 414 – Adv Struc & Bldg Systems III  
Spring 2014: ARC 102 – Grph Comm Bsc Des II; ARC 309 – Structures I; ARC 310 – Structures II  
Summer 2014: ARC 310 – Structures II; ARC 315 – Environmental Systems

### **Educational Credentials:**

Bachelor of Architecture, Hampton University (May 1974)

### **Teaching Experience**

2010 – Present, Hampton University, Department of Architecture, Adjunct Professor

### **Professional Experience**

2005 – 2010 RRMM Architects  
Project Manager – Architectural Design, Interior Design, Planning, Design Build and Government Construction Contracts

1982 – 2005 MMM Design Group  
Project Manager – Architectural Services, Engineering, Design Planning and Construction Management

### **Licenses / Registrations:**

None

### **Professional Memberships:**

Associate Member of the American Institute of Architects, Associate Member  
Construction Specifications Institute, Member

### **Professional Development & Research**

The American Institute of Architects, Scholastic Award  
The American Institute of Architects, School Medal  
Henry Adams Fund for Excellence in the Study of Architecture, Hampton University, Certificate of Merit

## **Chance, Shannon, Professor, Tenured**

### **Courses Taught (during the past two academic years):**

Fall 2013: ARC 200 – Arch Ecology; ARC 201 Design Studio III  
Spring 2014: ARC 202 – Basic Arch Des II; ARC 411 – Theory II

### **Educational Credentials:**

PhD in Educational Policy, Planning and Leadership (Higher Education Administration), The College of William and Mary, 2010  
Master of Architecture, Virginia Polytechnic Institute & State University, 1996  
Bachelor of Architecture, Virginia Polytechnic Institute & State University, 1993

### **Teaching Experience**

1999-present Hampton University, Associate Professor of Architecture  
1994-1995 Lecturer at Virginia Tech  
1996-1997 Teaching and Research Assistanceships at Virginia Tech and the at Vico Morcote center of the Southern California Institute of Architecture

### **Professional Experience**

2007-present East Beach Design Professionals Guild, Member  
2006-present American Institute of Architects, Member

### **Licenses / Registrations:**

2009-present LEED Accredited Professional, Leadership in Energy and Environmental Design  
2005-present National Council of Architectural Registration Boards, Certified Member  
2005-present Registered Architect, Commonwealth of Virginia program Maryland

### **Professional Memberships:**

American Institute of Architects, member of Board of Directors, Virginia Society,  
United States Green Building Council  
2003-present Visiting Team Member, National Architectural Accrediting Board (NAAB),  
Appointed by Association of Collegiate Schools of Architecture (ACSA)  
2005-present Congress on the New Urbanism, Member  
2002-2005 Commissioner of Architectural Review, City of Portsmouth, Virginia  
2005-present Congress on the New Urbanism, Member & Task Force Chair for Accessibility

### **Professional Development & Research (selected)**

2008 National Science Foundation grant of \$8000 for testing software developed by Virginia Tech (PI)  
2008 Helen Ridgely Kennedy Travel Scholarship  
2007 Honorable Mention, Saint Louis AIA Annual Photography Competition  
2007 Christopher Wren Association Scholarship  
2004 Fulbright-Hays Group Projects Abroad grant of \$75,000(PI)  
2004 Semi-Finalist, ArchVoices Essay Competition  
2003 The Graham Foundation for the Fine Arts grant (Co-PI)  
2002 ROTCH Traveling Studio grant of \$20,000 (PI)  
2002 Virginia Tidewater Regional International Project grant of \$1000 (PI)  
02-02 HUD: HBCU grants of \$450,000 (Co-Investigator). Assisted in conducting grants in two cycles by conducted Projects in Fair Housing education, student travel, urban and housing design.  
2001 Fannie Mae Foundation grant of \$25,000 (Co-Investigator). Directed the Park Place Affordable Housing Design project, also conducted student travel programs.

## **Easter, Robert (Chair), Associate Professor of Architecture, Tenured**

### **Courses Taught (during the past two academic years):**

Fall 2013: ARC 405 – Comp Design Studio I, ARC 417 – Professional Practice  
Spring 2014: ARC 406 – Comp Design Studio II, ARC 430 – Elective (Airport Design)  
Fall 2014: ARC 405 – Comp Design Studio I, ARC 517 – Professional Practice  
Spring 2014: ARC 406 – Comp Design Studio II, ARC 518 – Professional Practice

### **Educational Credentials:**

M Arch, Architecture and Urban Design, 1979, VPI&SU, Blacksburg, VA  
B Arch, Architecture, 1977, Hampton University, Hampton, VA  
Completed 64 of 90 credits toward M Divinity, Howard University, Washington, DC

### **Teaching Experience**

Associate Professor of Architecture and Chair, Hampton University Department of Architecture  
Hampton, VA, August 2008 to Present  
Assistant Professor of Architecture, Northern Virginia Community College, December 1982 – June 1984  
Senior Instructor, US Army Corps of Engineers Basic and Advanced Officer Schools  
Fort Belvoir, VA, December 1980 – June 1983, Alexandria, VA,  
Teaching Assistant, College of Architecture & Urban Studies – Virginia Tech, 1977-78

### **Professional Experience**

Owner, Easter Design Center, 1982-1984  
Klauder & Nunno, Design Build, Alexandria, VA, June 1983 – April 1984  
Kelso & Easter, Incorporated, Alexandria and Richmond, VA, April 1984 to present

### **Licenses / Registrations:**

Maryland, 1982, Washington, DC, 1984, Virginia, 1985  
NCARB, 1985

### **Professional Memberships:**

American Institute of Architects, member of Board of Directors, Virginia Society  
National Organization of Minority Architects, National President, 1992-1994  
Metropolitan Business League, 1994-present (Board Chair, 1997-1999, 2003-2005)

### **Professional Development & Research**

Member, City of Richmond Board of Code Appeals, 1995-present (chair 1998-2012)  
The nearly 1,000 Projects conducted under Easter's direction ranged from individual building designs, including  
Principal Architect / Architect of Record: GRTC Maintenance Building and Administration Building (winner of four design awards)  
Principal Architect / Architect of Record: RJ Brown Living / Learning Center, VA Union University  
Principal Architect / Architect of Record: Rising Mount Zion Baptist Church, Richmond, VA  
Principal Architect / Architect of Record: JS Reynolds CC Downtown Campus Parking Deck  
Principal Architect / Architect of Record: Suntrust Bank Employee Parking Deck, Richmond, VA  
Principal Architect / Architect of Record: VCU Health Sys. Emergency Dept. Expansion Study  
Principal Architect / Architect of Record: Pine Camp Cultural Arts and Community Center, Richmond, VA  
Associate Architect: Richmond International Airport Expansion, Concourse C, Baggage Claim and Passenger Parking Decks  
Associate Architect: Richmond Justice Center, Richmond, VA  
Associate Architect / Architect of Record: Rental Car Garage, Richmond International Airport  
Associate Architect: ML King Middle School, Richmond, VA

## **Gindroz, Raymond FAIA (Adjunct)**

### **Courses Taught (during the past two academic years):**

Fall 2012: ARC 303  
Spring 2013: ARC 304  
Summer 2013: ARC 305, 306  
Fall 2014: ARC 303  
Spring 2014: ARC 304, ARC 317  
SUMMER 2014 ARC 305

### **Educational Credentials:**

Carnegie Mellon University: Master of Architecture in Urban Design with Honors, 1965  
Centro Per Gli Studi Di Architettura: A. Palladio, Vicenza, Italy, Diploma, 1963  
Carnegie Mellon University, Bachelor of Architecture with Honors, 1963

### **Teaching Experience**

Associate Professor of Architecture, HU Department of Architecture, 2008 to Present  
Hampton University Department of Architecture: Volunteer Lecturer, Curriculum consultant and Critic for the Study Abroad Program and Third Year Design Studio: 2008-present  
McGill University, School of Urban Planning: Lecturer and Visiting Critic, Design Studio for Gateways to Old Montreal, Montreal, Canada: 2009  
The Princes Foundation For The Built Environment: Lecturer and Leader of Professional Seminars, London 2003 and 2006; Urban Design Summer Program at Robert Gordon University, Aberdeen, Scotland, 2007; Workshops for the Building Crafts Program, New Orleans, LA, 2008  
The Seaside Institute: Lecturer and Teacher for Short Courses on Pattern Books and Urban Housing: Seaside, Florida and Norfolk, Virginia 2004 and 2006; Seaside Pienza Institute International Symposia: Pienza, Italy: 2002, 2003, 2004, 2007, 2010; London/Highgrove, England: 2006; Paris, France: 2007; Barcelona, Spain: 2008  
HUD; Developed Curriculum for training Program for the HOPE VI Program: Harvard, Cambridge, MA; Denver, CO, HUD, Washington, DC: 1994-1996  
Lincoln Institute of Land Planning: Instructor of Intensive short courses: Hemet, CA and Lexington, KY, 1991-1992  
City University of New York Graduate Center: Visiting Professor of Urban Design, 1988-1989  
Yale University Graduate School of Architecture: Visiting critic, ¾ time professor and adjunct professor, 1968-1998. Responsible for Urban Design in team teaching with Charles W. Moore, Herbert Newman, Kent Bloomer and others.  
Carnegie Mellon University: Lecturer, critic, visiting adjunct professor in design and theory: 1967-1968; 1977-1988.

### **Professional Experience**

Owner, Urban Design Associates, Principal Emeritus and Senior Consultant, 2007 – present  
Urban Design Associates, Chairman, 1988 – 2007  
Urban Design Associates, Co-founder and Managing Principal, 1964-1987  
The nearly 1,000 Projects conducted under Ray Gindroz's direction ranged from individual building designs, to neighborhood and Downtown Master Plans, Regional Visions, Pattern Books, Design Guidelines and Campus Master Plans.

### **Licenses / Registrations:**

Pennsylvania, Virginia

### **Professional Memberships:**

American Institute of Architects: Fellow and Former Chair of the National Committee on Design  
Congress For The New Urbanism: Chair of the Board of Directors, 2008-2010,

### **Professional Development & Research (include the following books)**

The Place of Dwelling: Princes Foundation for the Built Environment, London: 2008  
The Architectural Pattern Book, W.W. Norton & Company, 2004  
The Urban Design Handbook, W.W. Norton & Company, 2003; second edition 2013

## **Henderson, Darryl, Assistant Professor**

### **Courses Taught (during the past two academic years):**

Spring 2013: ARC 418, Prof Practice II

Fall 2013: ARC 201 – Basic Arch Des I; ARC 430 – Arch Elective (HR Comm Health Ctr. Prog.)

Fall 2014: ARC 201 – Basic Arch Des I; ARC 517 – Professional Practice Rdng Arc I; ARC 430 – Arch Elective (Hampton Roads Comm Hea Ctr Prog.)

Spring 2014: ARC 202 – Basic Arch Des II; ARC 213 – Intro to Bldg Sci; ARC 406 – Adv Arch Des II

### **Educational Credentials:**

Bachelors of Architecture, Howard University

### **Teaching Experience**

Associate Professor of Architecture, HU Department of Architecture, 2012 to Present

### **Professional Experience**

2011-2012 AECOM, Division Manager, Associate Principal

2010-2011 Government Services IPT, Division Manager

2008-2009 STV, Incorporated, Division Manager

2007-2008 Skidmore, Owings and Merrill

2004-2007 DMJM H&N Rottet, Associate Principal

2002-2004 DMJM H&N, Associate Principal

1999-2002 Gensler, Associate

1998-1999 DMJM H&N, Senior Project Manager

1989-1998 Heery International, Associate

1988-1989 Chapman, Coyle Chapman Architects

1989 John Portman and Associates

AEPA Architects

Grimm and Parker Architects

Navy, Marshall, Gordon Architects

### **Licenses / Registrations:**

Maryland

### **Professional Memberships:**

American Institute of Architects, member of Board of Directors, Virginia Society

### **Professional Development & Research**

**Henderson, Wesley; Rank: Associate Professor of Architecture****Courses Taught (during the past two academic years):**

Fall 2013: ARC 208 - History II, ARC 601 - Thesis Studio I, ARC 430 – Elective  
Spring 2014: ARC 207 - History I, ARC 602 - Thesis Studio II, ARC 430 – Elective  
Fall 2012: ARC 208 - History II, ARC 601 - Thesis Studio I, ARC 430 – Elective  
Spring 2013: ARC 207 - History I, ARC 602 - Thesis Studio II, ARC 430 - Elective

**Educational Credentials:**

Bachelors of Science in Art and Design, MIT, 1974  
Master's of Architecture, MIT, 1976  
Doctor of Philosophy in History of Architecture, UCLA, 1992

**Teaching Experience**

Hampton University	2009-present
Florida A&M University	2004-2009
Texas A&M University	1997-98, 1999-2002
University of Texas at Austin	1993-97, 1998-99
Prairie View A&M University	1976-78, 1983-86

**Professional Experience**

Owner: Wesley H. Henderson, AIA, Architectural Services, Dallas, Texas in 1993 to 2003.  
RAW Architecture – Los Angeles, CA – January to June, 1993  
Jeffrey Sulkin and Associates Architects – Santa Monica, CA 1992-1993. (summer and P/T)  
Tumohr Construction Company- Inglewood, CA – Summer of 1991  
Robert S. Moore, Architect – Inglewood, CA – Summers 1988-89-90  
Archi-technics 3 – Houston – 1976-1986 (as a consultant).  
Lloyd, Jones, Brewer Architects – Houston – 1981-1983  
Howard Barnstone, FAIA, Architect – Houston -1981  
Haywood, Jordan & McCowan Architects – Houston – 1979-1981  
S. I. Morris Associates (formerly Morris+Aubrey) Houston - 1978-1979

**Licenses / Registrations:**

Texas, 1982  
NCARB, 2013

**Selected Publications and Recent Research:**

African American Architects Digital Archive for the Robert R. Taylor Network, based at MIT  
African American Architects: A Biographical Dictionary 1865-1945, New York: Routledge Press, published January 2005).  
"Contradictions: An African-American View of Aggrieland" in CITE: The Architecture and Design Review of Houston (#41 Spring 1998), published by Rice Design Alliance, Rice University, Houston, Texas.  
"Googie: American Popular Architecture in the 1950s and '60s" in Platform (Spring 1998), published by the School of Architecture at the University of Texas at Austin.  
"Lester O. Bankhead Oral History" 1992; "Harold L. Williams Oral History" 1993; and "Robert A. Kennard Oral History" 1994 University of California at Los Angeles – Oral History Program Special Collections of the UCLA Library. These works are transcripts of interviews conducted with noted African-American architects in Los Angeles.

**Professional Memberships:**

American Institute of Architects (AIA) – Joined 1983.  
National Organization of Minority Architects (NOMA) – Joined 1984  
Society of Architectural Historians – 1992 to present  
National Trust for Historic Preservation – 1993 to present



## **Kloster, Ronald, Assistant Professor of Architecture, Tenured**

### **Courses Taught (during the past two academic years):**

Fall 2013: ARC 101 – Grph Comm Bsc Des I; ARC 314 – Building Science I  
Spring 2013: ARC 102 – Grph Comm Bsc Des II; Intro to Building Science I  
Summer 2013: ARC 202 – Bas Arch Des II  
Fall 2014: ARC 101 – Grph Comm Bsc Des I; ARC 530 – Arch Elective (Arch Drawing)  
Spring 2014: ARC 102 – Grph Comm Bsc Des II; ARC 430 – Arch Elective (Arch Drawing)  
Summer 2014: ARC 102 – Basic Arch Des I; ARC 202 – Basic Arch Des II; ARC 304 – Intern Arch Des II; ARC 406 – Adv Arch Des II

### **Educational Credentials:**

Master of Architecture, University of Virginia, 1988  
Bachelor of Arts in Art History, University of Washington, 1976

### **Teaching Experience**

1991-present Hampton University  
2007 Served as Chair, Department of Architecture, Hampton University

### **Professional Experience**

Williams & Tazewell, Architects, Norfolk, Virginia, 1981-1983  
HBA Architects, Virginia Beach, Virginia, 1983-1985  
Williams, Tazewell and Cooke Architects, Norfolk, Virginia 1985-1986  
Bruce R. Wardell, Architect, Charlottesville, Virginia 1987-1988  
Real Escapes Design, Ltd., Duck, North Carolina 1988-1990

### **Licenses / Registrations:**

1989-present Registered Architect, State of North Carolina

### **Professional Memberships:**

ACSA Nominee for NAAB School Visit Accreditation Teams, 1996-2001; Team Visits to Temple and Iowa State.  
Co-Chair, ACSA SE Regional Meeting, Designing (in) the Democratic City, Hampton University, 1996  
Norfolk Preservation Alliance, Board Member  
Past service to the American Institute of Architects-Hampton Roads Chapter, as Vice President & Director, Secretary, and Treasurer  
Past service to the Virginia Society-American Institute of Architects as Board Member

### **Professional Development & Research**

1998 Moderator, ACSA Annual Conference, Cleveland  
1996 Presentation, "New Foundations: Searching for Footing in the Great Abyss," with Mark Moreno ACSA SE Regional Meeting, Hampton University  
1995 Presentation, "Obsolescence of Place," ACSA SE/SW BiRegional Conference, San Antonio  
1995 Moderator, Annual Conference on Teaching the Beginning Design Student, Virginia Polytechnic Institute and State University  
1994 "Searching for the Spaces in Creation in Space," Conference on Teaching the Beginning Design Student, University of Arkansas  
1992 Presentation, "Inverting the Curriculum: A Polemic on Civil Architecture," Conference on Teaching the Beginning Design Student, Auburn University, at Seaside, Florida  
1979 Presentation, "Freeway Park, Central Waterfront District and the Denny Regrade: Attempts to Accommodate the New Urban Pioneers," with Astra Zarina. Programs and Projects to Revitalize Existing Cities," Rome, Italy  
2008 Served as assistant to the Dean

## **Okiomah, Ogheneruno, Assistant Professor**

### **Courses Taught (during the past two academic years):**

Fall 2012: ARC 405 – Arch Design Studio, ARC 430, Arch Elective

Spring 2013: ARC 202 – Bas Arch Des II; ARC 411 – Theory II; ARC 430 Arch Elective (Design and Innovation)

### **Educational Credentials:**

February 2011 Master in Architecture, MIT

December 2006 BS in Architecture, University of Texas at Arlington

### **Teaching Experience**

Associate Professor of Architecture, HU Department of Architecture, 2012 to 2013

### **Professional Experience**

2010-present Maa-Bara, Inc., Founder, President

Summer 2010 Enterprise for Development International, Community Development Intern

Summer 2009 Takenaka Corporation, Japan, Architect Intern

2006-2008 Corgan Associates, Inc., Schools Designer Level 1

2004-2005 YMCA of Arlington, After School Counselor (Part-time)

2002-2004 YWCA Arlington Child Development Center, Assistant Teacher (Part-time)

### **Licenses / Registrations:**

None

### **Professional Memberships:**

2007 Toastmasters International (Speech + Leadership Club) | Secretary + Treasurer

2004-2005 Joint Constituency Council for Architecture Students | Vice President + Secretary

2005 Alpha Rho Chi - Architecture Fraternity- Xenocles Chapter

2002-2004 National Organization of Minority Architecture Students | Secretary

2004 UTA Honors College

2004 African Student Organization

2003 National Association of Women in Construction

2003 National Society of Collegiate Scholars

2003 Student Alumni Association

### **Professional Development & Research**

2006 Outstanding Graduate of the Program in Architecture | Valedictorian

2006 Fort Worth AIA 2006 Excellence in Architecture Award Recipient| 1st + 2nd place

2004 Alpha Lambda Delta- National Honors Society

2003-2004 National Dean's List

2003 Phi Sigma Theta- National Honors Society

2002-2003 Freshman Honors List

2011 Architectural Record Online: Schools of the 21st Century- Dubiski High School.

2007 Texas Architect: Modular Learning Facility + Dallas Architecture Center

2009 "Fal Experience" Art Exhibition with Antoni Muntadas in Istanbul, Turkey.

Design: AutoCAD, Adobe Graphic Suite, Google SketchUp, Rhino, 3d Max, Corel Draw

Hand drawing: Graphite, Ink, Colorpencil | Video: Soundtrack Pro, Final Cut

Other: Woodwork, Digital /Film Photography | General: Microsoft Office, Mac + PC

Community Volunteering: with children ages 2-8 (over 12 yrs experience).

## **Peronnet, David, Assistant Professor**

### **Courses Taught (during the past two academic years):**

Fall 2013: ARC 430-04 Canopy House Construction, ARC 601-H1 Solar Decathlon Studio  
Spring 2014: ARC 315-01 Environmental Systems, ARC 602-01 Solar Decathlon Studio  
Fall 2014: ARC 405-03 Advanced Architectural Design 1  
Spring 2015:

### **Educational Credentials:**

Master of Architecture, University of Houston, 1994  
Bachelor of Fine Art, Graphic Design, New York Institute of Technology, 1989  
Associate of Applied Science, Advertising Art, State University of New York at Farmingdale, 1987

### **Teaching Experience**

2001 - Present Hampton University, Assistant Professor  
1992 - 1994 University of Houston, Teaching Assistant

### **Professional Experience**

2004 - Present Shaper Studio, Norfolk, VA; Owner / Director  
2000 - 2001 Via Design Architects P.C., Norfolk, VA; Project Architect  
1994 - 2000 Calloway, Johnson, Moore and West, P.A., Winston Salem, NC, Intern Architect  
1990 - 1991 Ink-A-Dinka, Inc., New York, NY; Graphic Designer  
1989 - 1990 Jim Williams and Associates, New York, NY; Package Designer

### **Licenses / Registrations:**

Commonwealth of Virginia Architect, License #0401013199  
National Council of Architectural Registration Boards Certified, Certificate #59675

### **Professional Memberships:**

Building Technology Educators Society  
Tau Sigma Delta, Beta Delta Chapter

### **Professional Development & Research**

2013 United States Department of Energy, Solar Decathlon 2013, "Team Tidewater Virginia - Canopy House", \$100,000  
2011 United States Department of Energy, Solar Decathlon 2011, "Team Tidewater Virginia - Unit 6", \$50,000  
2007 Hampton University Faculty Research Grant, \$5,000, "Revironments, Domains from Disaster" (Research on the reuse of shipping and packaging products for housing products and community infrastructure)  
2003 Association of Collegiate Schools of Architecture, Southeast Regional Collaborative Project Grant, \$1,000, "The Colonial Collaborative," (research on the influence slaves and underrepresented immigrants had on the development of the respected countries) Collaboration between Departments of Architecture at Hampton University and Polytechnic University of Puerto Rico

**SÁNCHEZ-DEL-VALLE, CARMINA, Arch D., R.A., ACSA Distinguished Professor, Professor, Tenured, E L Hamm Distinguished Professor, Tau Sigma Delta HU Chapter Distinguished Teaching**

**Courses Taught:**

ARC 601: Thesis Design Research Studio I (Fall 2013, 2014)  
ARC 602: Thesis Design Research Studio II (Spring 2013, 2014)  
ARC 617: Community Design Issues Seminar (Spring 2013, 2014)  
ARC 618: Advanced Building Technology Issues Seminar (Fall 2013, 2014)

**Educational Credentials:**

B. Env. Dsgn., University of Puerto Rico, 1980  
M. Arch. University of Puerto Rico, 1983  
Arch. D. University of Michigan, 1991

**Teaching Experience:**

Assistant Professor, Kansas University, Lawrence, KS 1989 -1994  
Associate Professor, Florida A & M University, Tallahassee, FL 1994 -1997  
Professor, Hampton University, Hampton, VA 1997- present

**Professional Experience:**

Architecture Intern, José G. Baralt Arquitecto, Puerto Rico 1980  
Architecture Intern, Montilla Latimer y Asociados, Puerto Rico 1979  
Director, Computer-Assisted Learning Center, Polytechnic University of Puerto Rico 1983-1984  
Summer Intern, Assistant to the Director of Architecture, Bureau of Architectural & Engineering Services, NYC Human Resources Administration, 1986

**Licenses/Registration:**

Puerto Rico

**Selected Publications and Recent Research:**

Book Chapter: Design Collaborative Learning in Design Studio Education. In *Space Unveiled: Invisible Cultures in the Design Studio*. Carla Jackson Bell, ed. England: Informa UK/Taylor and Francis/ Routledge. (Forthcoming 2014)  
"Outing our Optimal and Invincible Architecture in Uncertain Times." *Unconventional Computing*. R. Armstrong and S Ferracina eds. ACADIA 2013/RAP, 2013.  
"Urban Spaces Between: Puerto Ricans in Manhattan." *Proceedings of the 96th ACSA Annual Meeting: Seeking the City: Visionaries on the Margins*. D. Froelich and M. Pride, eds. Association of Collegiate Schools of Architecture (ACSA), Houston: Texas. 2008.  
Book Chapter: "An integrative approach to teaching 3D modelling in architecture." In *Enhancing Learning Through Human Computer Interaction*, Elspeth McKay (Ed.). Hersey, Pennsylvania: Idea Group Publishing, 2007.  
"Adaptive Kinetic Structures: A Portal to Digital Prototyping." *Proceedings ACADIA'05: "Smart Architecture"*, Association for Computer-Aided Design in Architecture (ACADIA), SCAD, Savannah: Georgia. 2005.  
"Simulating electronically mediated collaboration: three games for synchronous play." *Proceedings ACSA'02: "Architecture in Communication"*, Association of Collegiate Schools of Architecture (ACSA), New Orleans: Louisiana, 2002.  
Sánchez-del-Valle, C. & Abdel-Kawi, A. "Al-Mu'izz Voyager: City Portrait", in *Changing Methodologies in the Field of Traditional-Environmental Research, Traditional Dwellings and Settlements Working Paper Series*, Nezar Alsayyad (Ed.), CEDR, vol.61, Berkeley, 1994.  
Visiting Artist/Workshop for "Ecotone as a Site of Experimentation: The Karl Stirner Arts Trail," Mapping Meaning exhibition and symposium. Lafayette College Art Department and Galleries, Easton: Pennsylvania. 2013.  
Presentation and micro-seminar: "Here, I Am, Now in Harlem: Literary Spaces and Physical Places". With Dr. Karima Jeffrey. UNCF/Mellon Foundation "Expanding the Harlem Renaissance's Relevance across the HBCU Curriculum" Program. 2013-2014 Paine College's Teaching and Learning Institute. 2013, Augusta, Georgia. Spring 2014 Hampton University ENG 102 and ARC 617.

**Professional Memberships:**

Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico (CAAPPR)

## **Selman, Norma (Librarian)**

### **Education:**

MA, Museum Studies, 1996  
Hampton University  
Hampton, VA

MLS, Library Science, 1990  
Queens College  
New York, NY

BA, Psychology, 1982  
Long Island University  
Brooklyn, NY

### **Experience:**

Librarian, Architecture Department  
Hampton University  
Hampton, VA  
October 1991 - present

### **Professional Memberships:**

American Library Association (ALA)  
Virginia State Library Association (VSLA)  
Association of Architecture School Librarians (AASL)

### **Professional Development & Research**

Participation in New York University Faculty Resource Network Summer Seminar, June 2001 - June 2013

**Turner, Marci, Adjunct Assistant Professor (formerly Full-Time Assistant Professor)**

**Courses Taught (during the past two academic years):**

Fall 2013: ARC 203 – Arch Rep  
Spring 2013: ARC 202 – Bas Arch Des II; ARC 204 – Rep II  
Fall 2014: ARC 203 – Rep I  
Spring 2014: ARC 203 – Rep I; ARC 204 – Rep II  
Summer 2014: ARC 204 – Representation II

**Educational Credentials:**

Master's of Business Administration, Strayer University, anticipated graduation December 2010  
Bachelor's of Architecture, Hampton University, 2002

**Teaching Experience**

Assistant Professor of Architecture, HU Department of Architecture, 2008-2011 (Adjunct)  
Assistant Professor of Architecture, HU Department of Architecture, 2012-2013 (F/T)  
Assistant Professor of Architecture, HU Department of Architecture, 2013-2014 (Adjunct)  
Assistant Professor of Architecture, HU Department of Architecture, 2008-2009 (Adjunct)

**Professional Experience**

Owner,

**Licenses / Registrations:**

Maryland

**Professional Memberships:**

American Institute of Architects, member of Board of Directors, Virginia Society

**Professional Development & Research**

#### **4.2. Visiting Team Report (VTR) from the previous visit**

4.2.1. Visiting Team Report from April, 2009 Visit

4.2.2. Visiting Team Report from Interim Review, 2012

#### **4.3. University Catalog**

University Catalog can be found at the following link:

[http://docs.hamptonu.edu/student/2012-2014\\_Academic\\_Catalog\\_20120921151350.pdf](http://docs.hamptonu.edu/student/2012-2014_Academic_Catalog_20120921151350.pdf)



#### **4.4. Studio Culture Handbook**



# **Master of Architecture**

## **Student Handbook 2014-2015**

**DEPARTMENT OF ARCHITECTURE  
School of Engineering and Technology  
Hampton University**

# CONTENTS

---

## **I. Welcome**

## **II. Program Overview**

- a. Departmental Mission
- b. History
- c. People: Faculty, Students, Staff and Beyond
- d. Physical Environment

## **III. Academics**

- a. Curriculum Overview
- b. Curriculum Gateways
- c. Curriculum Outline
- d. List of Course Pre-requisites
- e. Advisement

## **IV. Policies**

- a. Studio Culture Policy
- b. Student Honor Code Violations Policy
- c. Grade Appeal Policy

## **V. Frequently asked questions**

**W**elcome! The primary goal of the architecture program is to provide professional education of the highest quality, affording an advanced level of competency within the broadest spectrum of responsibility to the client, society, and the environment. The Department is committed to the development of critical inquiry, creative thinking, and life-long learning essential to participate in our rapidly changing society.

The program seeks to heighten students' awareness of ever evolving global conditions significant to the production of contemporary architecture, and the built environment. It promotes the study of transitional urban areas and communities of color. The diversity of faculty and student backgrounds allows us to contribute to an awareness of, and ability to work with varied groups. The curriculum takes advantage of the rich urban setting of the Hampton Roads area.

In the tradition of the HBCU, our program explores questions of identity in design as well as other cultural, social, and technical issues in architecture. We provide the educational framework for the emerging leadership roles of the African American architect in the profession and in society.

## **PROGRAM OVERVIEW**

---

### **Statement From The National Architectural Accrediting Board (NAAB):**

In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted a 6-year, 3-year, or 2-year term of accreditation, depending on the extent of its conformance with established educational standards.

Doctor of Architecture and Master of Architecture degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the preprofessional degree is not, by itself, recognized as an accredited degree.

Hampton University, School of Engineering and Technology, Department of Architecture offers the following NAAB-accredited degree program:  
M. Arch. (first professional degree, 173 credits)

Next accreditation visit for the program: 2015

## MISSION

The Hampton University Department of Architecture is an accredited Architecture Program, geared towards those who desire preparation to engage in a critical practice of architecture. We believe that architectural education offers unique possibilities, which allow our students to face and lead the broad challenges confronting societies, from the level of individuals, to neighborhoods, and nations. We are dedicated to promoting a global environmental sensitivity, and developing an ability in students to bring about important social and environmental change, especially in transitional urban areas and communities of color. The Department sets the framework for the investigation of architecture as a way of thinking about this world. We strive to provide an integration of:

- a. individual imagination with communal responsibilities;
- b. theoretical insights with pragmatic speculations;
- c. conceptual gestures with tectonic articulation;
- d. contemporary interpretations with histories of architecture.

The Hampton University Department of Architecture has long been recognized as one of the leading architecture programs among the Historically Black Colleges and Universities (HBCU), and has been placing African Americans in the profession of architecture for over 50 years.

The Department of Architecture offers a 5-1/2 year accredited Master of Architecture degree as a first professional degree. It is the only NAAB-accredited program in the Tidewater region.

## PROGRAM HISTORY

Research indicates that course work in architectural drafting was being offered to students in Industrial Arts and Building Technology as early as 1889. Many of the older buildings on campus, including Bemis Laboratories, Memorial Chapel, and Ogden Hall Auditorium were either designed by faculty or built by faculty and students.

Architecture as a separate and distinct study has its beginnings in the 1930's when the Division of Technology added course work in architectural design to the technical courses already offered in mechanical drawing. In 1934, William H. Moses, Jr. became the first professionally trained African American Architect to join the faculty, replacing Theo Ballou White. Through William Moses' initiative, a full four year professional curriculum was established within the Division of Technology in 1941. Bachelor of Science degrees were given to students majoring in architecture for the first time in

1948. In 1951, the program was lengthened to five years in recognition of the need to broaden the professional aspects of the program, and to be in line with the expansion of undergraduate programs in architecture at other institutions. In 1965, Bertram Berenson became the second Head of the program in Architecture, and with administrative and faculty support, began to revise and improve the curriculum. The department was given full divisional status in the summer of 1966. In May 1967, Hampton Institute graduated its first class with the professional degree, Bachelor of Architecture.

In 1967, John H. Spencer became the Division Director following the resignation of Bertram Berenson. Spencer continued the program development started by Berenson. With changes in the structure of Hampton Institute in 1972, the autonomous Division of Architecture became the Department of Architecture in the Division of Social and Environmental Studies. Further changes in 1979 placed the Department of Architecture in the school of Pure and Applied Sciences. In 1993 the Department of Architecture was shifted to its present location in the School of Engineering and Technology. In 1997, Bradford Grant became the Chairperson of the Department, following the retirement of John Spencer, and the University eliminated the program in Building Construction Technology, traditionally connected to the Department of Architecture. Under the leadership of Grant, the department transitioned from a 5 year Bachelor of Architecture program to its current status, a 5 ½ year Master of Architecture First Professional Degree Program. The first class of students holding a Hampton University Master of Architecture Degree graduated in the spring of 2008. Robert L. Easter became Chairperson of the Department in the fall of 2008.

## PEOPLE: FACULTY, STUDENTS, AND BEYOND

**ADMINISTRATION:** The Department of Architecture is housed within the School of Engineering and Technology. The office of the Dean of Engineering and Technology is located in Olin Engineering Building Suite 117. The Department of Architecture Chair's office is located on the second floor of Bemis Laboratory along with administrative support staff.

**FACULTY:** The Department of Architecture is proud to possess a faculty which is dedicated to the education of our students, and who also realize that their extended professional involvements benefit the students and the department. All faculty are actively involved in the preparation, presentation, and publication of papers, articles, and projects at the national and international level. In addition, several faculty have represented the department as board members of educational and professional organizations at the local, state, and national level.

Faculty within the department are accessible, maintaining open door policies. Office hours for each faculty member can be found on their course syllabi and posted outside of their office door. Still, it may be helpful to schedule a meeting during office hours in advance, to guarantee that you will not have to wait.

**STUDENTS:** Our student body is diverse. Students come to our program from all fifty states, the Caribbean, Africa, and other countries. These include both traditional and non-traditional students. One of the greatest resources you will have while you study here is your fellow student body. Almost every course in our curriculum will require you to work in groups. It is critical to your success as a student to begin building professional relationships with classmates in your year and in the other years. Currently, the department has student chapters of the National Organization of Minority Architecture Students (NOMAS), the American Institute of Architecture Students (AIAS), and Tau Sigma Delta Honor Society (Iota Alpha Chapter).

**OTHER ASSOCIATIONS:** The Department of Architecture maintains active membership in the Association of Collegiate Schools of Architecture (ACSA), and the National Organization of Minority Architects (NOMA). We also maintain strong links with the American Institute of Architects (AIA) at the local, regional, and national level. In 2002, the National Hampton Alumni Association, Inc. chartered the Department of Architecture Alumni Association (HUAAA). The HUAAA was established to promote “effective communication between alumni and the Hampton University, encourage alumni participation, and provide a vehicle for scholarships and fund-raising, and alumni giving.”

## THE PHYSICAL ENVIRONMENT

The Department of Architecture is housed in Bemis Laboratories in the center of the Hampton University campus. In addition to classrooms, studios, and the Department’s administration office, Bemis Labs houses the William H. Moses Jr. Architecture Library, and the Architecture Digital Media Lab. Also at Bemis Labs is the Fine Arts Department’s Ceramic Studio.

The **William H. Moses Jr. Architecture Library** is a satellite of the University library system. Its collection includes books, journals, digital and video materials, as well as slides. In addition, it houses the Archives of Sol Cohen, Architect. When conducting research it is important to remember that a number of significant architectural sources are also available at the William R. and Norma B. Harvey Library, as well all bound periodicals that predate 2000.

The **Architectural Digital Media Lab** or “**CAD Lab**” shares its physical space with the Architecture Library. The CAD Lab provides students access to large format scanning and plotting. Access to these services is provided within a secure and locked space within the library and is open on a schedule independent of the library. Hours of operation vary, but are typically posted. With the exception of 5<sup>th</sup> year students, no one is allowed in the CAD Lab outside of these hours unless supervised by a professor. The Department of Architecture shares additional computer lab facilities, located at Olin Hall, with other School of Engineering and Technology departments. Since the CAD Lab and Library share physical space it is important for students to remember to respect fellow students, faculty, and staff utilizing both facilities.

The **Architecture Department Model Shop** is located in the Armstrong-Slater building, adjacent to Bemis Labs. The tools available for use include traditional power and hand tools. Completion of a model shop safety orientation is required prior to usage of this facility.



# ACADEMICS

---

## DEPARTMENT OF ARCHITECTURE CURRICULUM

**OVERVIEW:** The 5 1/2 year curriculum carefully balances professional course offerings with those in general education, math and sciences, fine arts and humanities, social sciences, and architectural and free electives. Coursework requirements escalate in intensity culminating with the design research thesis in the fifth year. Courses in the curriculum in architecture are related sequentially and synchronously to maintain content coherence, and to build on previously gained understandings.

Since much of the Architecture curriculum is sequentially structured, students are advised each semester prior to registration to assure that prerequisites have been completed with satisfactory grades before advancing to the next level. Students must plan their schedule by consulting with an assigned faculty advisor. You are responsible for contacting your assigned faculty advisor, and it is your final responsibility to meet curricular requirements.

It may be helpful to describe the curriculum by each year's unique purpose and intended experience.

**YEAR ONE:** The 1<sup>st</sup> year in the program provides a foundation for later Architectural coursework. For most of you, the design studios and the architectural history courses will be the only architectural courses in your schedule. However, general education courses are as critical to building a strong foundation as the design studios. The first year studios will provide an introduction to basic architectural design. However, being the first year of a professional program, work will be geared to develop critical-thinking and design capabilities that will support the education of a graduate level student.

**YEAR TWO:** Second year students are seen as acknowledging a full commitment to Architecture as a major. For this reason, second year is often considered more intense than first year. There is a significant increase in the number of architectural courses, hence few courses in this year are easily transferable to other majors on campus. Also, second year contains the first sequence of classes that are co-requisite. Failure to pass any one of the co-requisite classes in the first semester will prevent entrance into the second semester design studio. Lastly, you are required to have purchased laptops and specific software to aid you throughout the rest of your tenure as a student. Platform specifications and software requirements are furnished by the department and updated each academic year.

**YEAR THREE:** Third year bridges the gap between second and fourth year. Thus much more technical information is covered in studio coursework. Projects take on greater complexity in site, program, and scale requirements. In addition, you are encouraged to make computing / digital technologies an integral part of your educational experience. The summer after third year contains the required international urban travel studio and international urban design studio. Duration of travel will vary and you will be expected to bear your own expenses for the trip. Students who believe that they are unable to participate in the travel studio must make a written claim describing the particular hardship through the Chair's office. IMPORTANT: students must complete all studios and related pre-requisites before being admitted to the fourth-year design studio.

**YEAR FOUR:** Fourth year studio is also known as the comprehensive design studio. This year is directed at synthesizing all prior knowledge into one comprehensive building design that may span two semesters. This includes aspects of site planning, programming, and building design. In addition, you will be required to open your file (register) with NCARB to begin the process of logging IDP (Intern Development Program) credits. You may begin this process earlier, and it is highly recommended that you begin your file before taking any type of job in architecture. Check with your advisor for more information. The summer after fourth year, you will be expected to complete a required supervised internship experience involving environmental design work. The internship should be a minimum of 120 hours/4 weeks. IMPORTANT: all undergraduate level coursework must be completed before entering into 5<sup>th</sup> year.

**FIFTH YEAR:** This year is referred to often as thesis year. These two studios are devoted to the cultivation of thesis research that will be guided by the course instructors and by an appointed faculty advisor. The Design Thesis sequence includes ARC 601 and ARC 602, which must be taken in the Department of Architecture at Hampton University. The thesis course instructors and the student's faculty advisor, acting as a committee, are responsible for determining passing or failing of each thesis project. There are scheduled, required reviews throughout the semester, with a required final review by the department faculty at the end of the semester. At the end of the year, the department faculty award one student's project as Best Thesis.

## CURRICULUM GATEWAYS

Overall the program curriculum is sequentially structured with carefully crafted course placement in each semester. Below, is a list stating major curriculum gateways:

### For ARC 303 (Third Year Studio):

1. Successful Completion of MAT 118, PHY 201, ARC 101, ARC 102, ARC 200, ARC 201, ARC 202, ARC 203, ARC 204, ARC 207, ARC 208 and ARC 213.
2. Cumulative GPA in Major (ARC) courses of 2.3

### For ARC 405 (Fourth Year Studio):

1. Successful Completion of MAT 118, PHY 201, ARC 101, ARC 102, ARC 200,

**FIRST YEAR**

ARC 101	Studio	5	ARC 102	Studio	5
ARC 207	Architectural History I	3	ARC 208	Architectural History II	3
ENG 101	Written Communications I	3	ENG 102	Written Communications II	3
MAT 118	Pre-Calculus II	3	COM 103	Oral Communications	3
UNV 101	Individual & Life	1	ELECTIVE Art		2
HEA 200	Health Education (PED)	2(1)			
					17(16)
					16

**SECOND YEAR**

ARC 201	Studio	5	ARC 202	Studio	5
ARC 203	Representation I	3	ARC 204	Representation II	3
ARC 213	Elements of Building Assembly 3		ARC 200	Architectural Ecology	3
PHY 201	Introduction to Physics	4	ARC 309	Structures I	3
ELECTIVE		3	ELECTIVE Art		3
					18
					17

**THIRD YEAR**

ARC 303	Studio	6	ARC 304	Studio	6
ARC 310	Structures II	3	ARC 315	Environmental Systems	3
ARC 314	Building Assemblies	3	ARC 317	Global Theories of Urban Design	3
HUM 201	Humanities	3	ARC 301	International Travel Prep	1
ELECTIVE		3	HIS 106	World Civilizations II	3
					(PED)
					(1)
					18
					16(17)

**SUMMER ONE**

ARC 305	International Travel Studio	3			
ARC 306	International Urban Design Studio	3			
					6

**FOURTH YEAR**

ARC 405	Studio	6	ARC 406	Studio	6
ARC 414	Advanced Structures III	3	ARC 411	Contemporary Arch.Theory	3
ARC 517	Professional Practice I	3	ARC 518	Professional Practice II	3
ARC 516	Building Systems Integration	3	ELECTIVE		3
ELECTIVE Social Science		3	ELECTIVE Social Science		3
					18
					18

**SUMMER TWO**

Internship	no credit
------------	-----------

**FIFTH YEAR**

ARC 601 Studio	6	ARC 602 Studio	6
ARC 617 Seminar-Tech Issues	3	ARC 618 Seminar-Community Issues	3
ARC 530 Architecture Elective	3	ARC 530 Architecture Elective	3
	12		12
<b>TOTAL</b>			<b>168</b>

<b>COURSE NAME</b>	<b>PREREQUISITES</b>
ARC 101 Communication and Design Fundamental Studio I	No Prerequisite
ARC 102 Communication and Design Fundamental Studio II	Prerequisites: ARC 101
ARC 200 Architectural Ecology	Prerequisites: ARC 101, ARC 102
ARC 201 Basic Architectural and Environmental Design Studio III	Prerequisites: ARC 101, ARC 102
ARC 202 Basic Architectural and Environmental Design Studio IV	Prerequisites: ARC 101, ARC 102, ARC 200, ARC 201
ARC 203 Theories and Practices of Representation I	Prerequisites: ARC 101, ARC 102
ARC 204 Theories and Practices of Representation II	Prerequisites: ARC 101, ARC 102, ARC 203
ARC 207 Architectural History I	No Prerequisite
ARC 208 Architectural History II	No Prerequisite
ARC 213 Elements of Building Assembly Building	No Prerequisite
ARC 301 Prep for International Travel	Prerequisite: ARC 303
ARC 303 Intermediate Architecture Design Studio V	Prerequisites: MAT 118, PHY 201, ARC 101, ARC 102, ARC 200, ARC 201, ARC 202, ARC 203, ARC 204, ARC 207, ARC 208, ARC 213, ARC GPA of 2.3
ARC 304 Intermediate Architecture Design Studio VI	Prerequisites: MAT 118, PHY 201, ARC 101, ARC 102, ARC 200, ARC 201, ARC 202, ARC 203, ARC 204, ARC 207 or ARC 208, ARC 213. ARC 303, ARC 304 and ARC 317 or permission

ARC 305 International Urban Travel Studio VII	Prerequisites: MAT 118, PHY 201, ARC 101, ARC 102, ARC 200, ARC 201, ARC 202, ARC 203, ARC 204, ARC 207, ARC 208, ARC 213. ARC 303, ARC 304 and ARC 317 or permission
ARC 306 International Urban Design Studio VIII	Prerequisites: MAT 118, PHY 201, ARC 101, ARC 102, ARC 200, ARC 201, ARC 202, ARC 203, arc 204, ARC 207, ARC 208, ARC 213, ARC 303, ARC 317
ARC 309 Structures I	Prerequisites: MAT 118, PHY 201
ARC 310 Structures II	Prerequisites: MAT 118, PHY 201, ARC 309
ARC 314 Building Assemblies	Prerequisites: ARC 213
ARC 315 Environmental Systems	Prerequisites: ARC 200, ARC 213
ARC 317 Global Theories of Urban Design	Prerequisites: ARC 207 or ARC 208
ARC 405 Advanced Architectural Design Studio IX	Prerequisites: MAT 118, PHY 201, ARC 101, ARC 102, ARC 200, ARC 201, ARC 202, ARC 203, ARC 204, ARC 207, ARC 208, ARC 213, ARC 303, ARC 304, ARC 305, ARC 306, ARC 309, ARC 310, ARC 314, ARC 315, ARC 317 Co-requisite: ARC517
ARC 406 Advanced Architectural Design Studio X	Prerequisites: MAT 118, PHY 201, ARC 101, ARC 102, ARC 200, ARC 201, ARC 202, ARC 203, ARC 204, ARC 207, ARC 208, ARC 213, ARC 303, ARC 304, ARC 305, ARC 306, ARC 309, ARC 310, ARC 314, ARC 315, ARC 317, ARC 405 Co-requisite: ARC518
ARC 411 Architectural and Environmental Design Theory II	Prerequisites: ARC 207, ARC 208, ARC 317
ARC 414 Advanced Structures and Building Systems III	Prerequisites: MAT 118, PHY 201, ARC 213, ARC 309, ARC 310, ARC 314, ARC 315
ARC 516 Building Systems Integration	Prerequisites: MAT 118, PHY 201, ARC 213, ARC 309, ARC 310, ARC 314, ARC 315
ARC 517 Professional and Community Design Practice I	Prerequisites: Fourth Year Studio standing or permission of the Chair

	Co-requisites: ARC 405
ARC 518 Professional and Community Design Practice II	Prerequisites: Fourth Year Studio standing or permission of the Chair Co-requisites: ARC 406
ARC 601 Thesis Research Studio XI	Prerequisites: All Undergraduate Curriculum Requirements, Cumulative GPA of 2.5
ARC 602 Thesis Research Studio XII	Prerequisites: ARC 601 , all Undergraduate Curriculum Requirements
ARC 617 Thesis Seminar- Emerging Technology	Prerequisites: All Undergraduate Curriculum Requirements Co-requisite: ARC 601
ARC 618 Thesis Seminar- Community Issues	Prerequisites: All Undergraduate Curriculum Requirements Co-requisite: ARC 602

## ACADEMIC ADVISEMENT

You should meet with your academic advisor at least once a semester. Your relationship with departmental faculty is an important key to your success. Faculty and staff contribute to the advising relationship by:

- encouraging ongoing, supportive and informed contact with students
- explaining policies, procedures and academic requirements
- making referrals to campus and community resources
- and assisting with degree planning

Ultimately, the responsibility for seeking adequate advisement belongs to the student. You must:

- know and meet degree requirements
- ensure timely progress toward a degree through appropriate course selection
- and be aware of current academic and departmental information

Review your Academic Catalog prior to your appointment to prepare questions for your appointment.

### ADVISOR RESPONSIBILITIES

- Help you understand the meaning and relevance of the university experience.
- Assist you in developing and achieving realistic academic goals based upon your interests, abilities and needs.
- Interpret university policies, procedures and requirements.
- Refer you to appropriate campus resources.
- Address your academic questions and concerns.
- Adhere to the highest principles of ethical behavior and the university's Code of Conduct.

- Guide you in the selection of courses.

### **ADVISEE RESPONSIBILITIES**

- Take responsibility for your educational experience.
- Maintain contact with your advisor throughout the semester.
- Assess your interests, abilities and needs and discuss these with your advisor.
- Clarify your educational and personal goals.
- Read the Academic Catalog, Official Student Handbook and other resources to become knowledgeable about academic requirements, policies and procedures.
- Keep track of important dates (e.g., pre-registration, add/drop period, final examinations, application for graduation) as listed on the Calendar for the Academic Year.
- Adhere to the highest principles of ethical behavior and the university's Code of Conduct.
- Discuss your selection of courses with your advisor.

### **PREPARING FOR YOUR ADVISING APPOINTMENT**

- Make an appointment with your advisor. If you have not been assigned an advisor, contact your department chairperson for assistance.
  - Review the curriculum sequence sheet for your major and if applicable, the course requirements for the minor. (The offering department will determine the course requirements for the minor.)
  - Mark all of the courses that you have taken or are currently taking to determine what courses you have remaining.
  - Determine a tentative class schedule for the coming semester.
  - Write down any question you have for your advisor.
  - Plan to arrive at least 5 minutes prior to your scheduled appointment time.
  - During the appointment, be prepared to discuss: your educational interests and goals; your program plan, including tentative class schedule; and academic concerns or questions.
-



# DEPARTMENTAL POLICIES

---

## STUDIO CULTURE POLICY

In 2002 The AIAS Studio Culture Task Force defined studio culture as the unwritten vivid memories associated with experiences, habits, and patterns found within the architecture design studio. Although this culture was found to contain both positive and negative attributes, the task force proposed that healthy studio culture would possess five essential values: **optimism, respect, sharing, engagement, and innovation.**

Hampton University Department of Architecture Studio Culture Policy is in adherence with these principles and seeks to promote an environment in which these values can thrive. The Department believes that a healthy studio culture is comprised of a positive ethos and **sustainable practices.** We believe that the climate of our department is directly dependent on how our students and faculty **economize** their time, energy, and creativity; create and maintain **equitable** relationships; and steward their physical learning **environments.**

In the fall of 2007, a diverse team of students convened to: (1) survey the cultural climate of the Department, (2) identify weaknesses and strengths, (3) create a vision for its future, and (4) communicate that vision to the student body. The resultant was the following policy which places emphasis on issues deemed particularly pertinent to the health of the Department of Architecture here at Hampton University.

**RESPECT:** To foster a productive and enjoyable work environment for our students, faculty and staff, we must work together to respect each other, our space and our belongings. Communication between students, faculty and staff should be respectful at ALL times. Adherence to the Hampton University Code of Conduct and Dress Code is required of all students, faculty and staff and should be followed within Bemis Laboratories.

**ENGAGEMENT & INTERACTION:** The Department of Architecture at Hampton University is dedicated to maintaining and increasing the interaction between students, faculty, the department and the greater student body at Hampton University, as well as the professional community.

The discipline of architecture requires a great deal of time and effort from students, thus it is important that they participate in other extracurricular activities as well to remain balanced and well-rounded individuals. We encourage students to become involved in both student organizations within our department such as AIAS and Tau

Sigma Delta and those outside the department. Hampton University offers a wide variety of organizations such as SGA, Student Leaders, Student Christian Association and more. Becoming involved in any of these groups will help students interact with people in other majors.

Creating open communication between the Alumni of our Department and Professionals in and outside the architectural community is essential to our individual growth. Professionals should be invited to participate in our critiques, lecture series, Career Day and other activities. Each year we hold a Career Day that brings in Alumni and firms to discuss how they operate and what is expected of students as young professionals. Professionals from diverse fields participate in our lecture series showing students the wide range of opportunities they possess with an architecture degree.

**SECURITY:** The struggle between working in a building open nearly- 24 hrs and maintaining a safe environment is ongoing. It is imperative that as a department we are alert and watch out for each other and our personal belongings. All doors should be locked after five o' clock. Access to Bemis Laboratory is granted to Architecture students through the use of their student ID cards.

Bemis Laboratory is a working environment and should be respected as such by its Architecture students and non- architecture students alike. It is suggested that "guests" are prohibited from Bemis Laboratory after hours unless they have an official architecture related matter. Visitation should be permitted only when the visitor is accompanied by an architecture student or faculty member, and is for a limited amount of time and as long as they do so in a respectful manner.

The William H. Moses Jr. Library equipment and other equipment and utilities of Bemis Laboratory are for the use of Architecture students and faculty only, unless otherwise authorized by the faculty. Bemis Lawn, as it is a facet of Bemis Laboratory, should be used in a respectful manner, keeping a considerate noise level at all times.

**SHARING IDEAS:** Architecture students should put forth an effort to cultivate an open and conducive environment for the sharing of ideas and resources. The study of architecture is a field that should not only be influenced by instructors, but also by colleagues and peers outside of the major. When exchanging ideas it is appropriate to note, if an idea originates from another peer, and acknowledge the colleague from which the idea originated.

**SHARING OF RESOURCES:** Resources fall into three major categories based on scale of ownership:

- Departmental Resources (CAD Lab, Laser-Cutter, Woodshop)
- Studio Resources (stools, tables, etc.)
- Personal Resources (supplies, laptops, etc.)

The usage of stool and studio specific equipment and supplies is to be dictated by each studio. All public supplies and equipment are to be the shared property of architecture students. These items are to be shared in Bemis Laboratories and remain in Bemis. Personal resources such as exactos, rulers, etc. are shared and used at the discretion of the owner, however, if allowed a student should treat another student's supplies and equipment with respect. Use of the woodshop, CAD lab, and Laser Cutter should only be allowed once a student has adequate knowledge of the equipment and the safe usage of the equipment.

**The Task Force concluded their meetings with the following summary:**

“We believe that the overall experience as a member of the Hampton University Department of Architecture is one marked with excitement, and optimism. However, we must consciously and continuously improve upon the material and immaterial environment we craft for ourselves.”

## POLICY ON STUDENT HONOR CODE VIOLATIONS

The following procedures are adopted by the Department of Architecture for reporting all matters of academic dishonesty and honor code violations as defined and outlined in the *The Official Student Handbook, 2011-2012* for Hampton University. These procedures are not meant to conflict with those outlined in the publication above, but to make clear the Department's policy for insuring uniform and consistent action for cases involving cheating or plagiarism.

### DISCIPLINARY ACTIONS

When it is determined by a faculty or staff member that a student has violated the Code of Conduct, as described in the *Student Handbook* (P. 14-18 and 69-78), the following steps will be taken. It is important that faculty and staff understand that where these steps are not followed, no record will exist of the incident and no charge can be made that a student has ever been guilty of misconduct.

1. Faculty will report, in writing, the charge, including all evidence supporting the determination the Code of Conduct violation. Faculty will counsel the student, using the approved Department of Architecture *Student Counseling Record* form, describing in detail allegation with the student.
2. The student will sign a copy of the form, and a copy will be made available to the student, and a copy will be placed in the student's Departmental file.
3. The Chair will review the student's file to determine if other incidents have occurred and meet with the student to share his/her findings in the case. The chair will make a recommendation based on factors that may not be available to the faculty or staff member.
4. Faculty and staff members, or the Chair may choose to refer actions to the Office of Student Affairs. Where such a determination is made, the faculty member will draft a memorandum to the Department Chair explaining the charge, including the supporting documentation, using the "Student Judiciary Referral Form (*Student Handbook*, Appendix B). The form will be signed by the faculty or staff member, and sent to the Vice President for Student Affairs through the Office of the Dean of the School of Engineering & Technology.
5. The charges will be addressed in accordance with the procedures described in the *Student Handbook* (P. 81).
6. If other honor code issues exist, the chair will draft a memorandum to the University Provost through the Dean of the School of Engineering & Technology describing the incident, including the faculty members memorandum and recommendation, along with the recommendation of the Chair.

It is important that faculty understand that where these steps are not followed, no record will exist of the incident and no charge can be made that a student has been guilty of misconduct.

## ACADEMIC ACTIONS

Where there are violations of academic ethics and a student is believed by an instructor to be guilty of Academic Dishonesty as defined in the *Student Handbook* (P. 35), the following steps will be taken. It is important that Faculty members understand that where these steps are not followed, no record will exist of the incident and no charge can be made that a student has been guilty of Academic Misconduct in this instance.

1. Faculty will report, in writing, the charge, including all evidence supporting the determination of cheating or plagiarism. Faculty will discuss the allegation with the student and offer any opportunity to explain the case. If the faculty member is clear and certain that academic dishonesty has occurred, the faculty member will explain the charge to the student and provide the recommended action. The student may, in accordance with the *Student Handbook* (P. 35), receive one of the following penalties:
  - a. A grade of "F" on the examination or project,
  - b. A grade of "F" on the examination or project and dismissal from the course,
  - c. A grade of "F" on the examination or project, dismissal from the course and from the University.
2. The student must be advised that they can appeal the charge of academic dishonesty to the chair, to the Dean and to the Provost, in that order. Each appeal will be conducted in accordance with the *Student Handbook* (P. 35).
3. The Faculty will draft a memorandum to the Department Chair explaining the charge, including the evidence, and the recommended penalty.
4. The Chair will review the student's file to determine if other incidents have occurred and meet with the student to share his/her findings in the case. The chair will make a recommendation based on factors that may not be available to the faculty member.
5. If other honor code issues exist, the chair will draft a memorandum to the University Provost through the Dean of the School of Engineering & Technology describing the incident, including the faculty members memorandum and recommendation, along with the recommendation of the Chair.

## PROCEDURE AND POLICY FOR STUDENT GRADE APPEAL

Because assigning a grade or evaluating a student's work performance involves the faculty's professional judgment and is an integral part of the faculty's teaching responsibilities, the instructor's decision regarding a grade normally is final. Very exceptionally, a Grade Appeal can be made for questions of accuracy or for compelling reasons over which the student has no control.

If a student believes that he or she has been mistreated as a result of an action taken by a faculty member that violates university, school or department policy, then they should follow the University Grievance Procedure.

### **REASONS FOR APPEALING A FINAL GRADE**

1. Grade miscalculation due to mathematical error.
2. Grade miscalculation due to oversight.
3. Grade assigned capriciously or arbitrarily such as
  - Evaluation of work not part of the course,
  - “Substantial unannounced unreasonable deviation from standards” stated in the syllabus and other course materials.
4. Grade assigned in a discriminatory manner including using standards different from those applied to the evaluation of other students in the same class. In this case follow University grievance procedures and policies.

### **DEPARTMENT OF ARCHITECTURE PROCEDURE FOR STUDENT APPEAL**

1. Schedule meeting with faculty in charge of the course as soon as possible and no later than the first week of classes of the semester that follows when the grade was assigned. The faculty member will have the responsibility to document in writing that such meeting took place, and state resolution or lack of, and will provide a copy to the Chair of the Department.
2. If matter is not resolved the student can submit a written request to schedule a meeting with Department Chair. Prior to meeting the student must submit a letter indicating outcome of meeting with instructor, and explain rationale for grade reconsideration. This can include allegations of capricious, arbitrary, discriminatory actions, or extenuating circumstances about which the instructor was not aware of, excluding illness. The Chair will make efforts to mediate situation and reach fair acceptable resolution. The Chair will report in writing to the Dean, instructor and student as to the decision taken.
3. If the Chair is the faculty in charge of the course, or the student is not satisfied with the Chair's decision, the student will appeal to the Dean of the School in writing and schedule a meeting.
4. After the meeting the Dean will forward the grade appeal to the School's Grade Appeal Committee. The Committee will review the request and issue a recommendation. The Committee will consist of four faculty – one from each department. The student presenting the appeal cannot be a current student of any of its members. The Committee will review the appeal. The student and the instructor may be interviewed by the Committee. The Committee will notify in writing to the Dean, findings and recommendation for action.
5. The Dean will accept the recommendation or only in exceptional cases will return the appeal to the Committee for further consideration. The Dean will communicate the final decision to the Chair, faculty member and student in writing.

**CONDITIONS impacting grade appeal procedure:**

1. If a non-passing grade is appealed for a continuing semester course or is a prerequisite for another course, the student will not be able to register in the following course until the appeal has been resolved.
2. Grades resulting from allegations of plagiarism or cheating will not be reviewed by the Grade Appeals School's Committee, as such allegations will have been reviewed by the Chair, and depending on the verification of the allegations will be sent to the University's designated Committee. In such cases, the Chair, faculty member and student will follow the recommendation issued by the Committee after reviewing the allegations. Otherwise the Chair will have determined outcome and informed the Dean, faculty member and student in writing.

# GRIEVANCE PROCEDURE FOR HAMPTON UNIVERSITY STUDENTS

**For Steps ONE through FIVE, the student should submit requests in writing, clearly stating issues.**

## **STEP ONE START AT THE SOURCE OF THE PROBLEM**

- a) Schedule a conference with the instructor of the course.
- b) Be prepared to discuss issues of concern clearly. Do not speculate.
- c) Proceed to the next level of authority if the problem or concern is not resolved.

## **STEP TWO SCHEDULE A CONFERENCE WITH ACADEMIC ADVISOR**

Repeat b and c as started in Step One.

## **STEP THREE SCHEDULE A CONFERENCE WITH THE ADMINISTRATIVE HEAD OF THE DEPARTMENT OR ACADEMIC UNIT**

Repeat b and c as started in Step One.

## **STEP FOUR SCHEDULE CONFERENCE WITH DEAN OF THE SCHOOL**

Repeat b and c as started in Step One.

## **STEP FIVE SCHEDULE A MEETING WITH GRIEVANCE COUNCIL OF SCHOOL**

Repeat b and c as started in Step One.

## **STEP SIX SCHEDULE A CONFERENCE WITH THE EXECUTIVE VICE PRESIDENT AND PROVOST OR DESIGNEE**

**Note:** If steps one through five have been omitted, the Executive Vice President and Provost will refer the case back to the step that was omitted.

Hampton University has policies which have been established to resolve student problems and issues in a fair and impartial manner. Our most important business is to help you learn while maintaining high academic and ethical standards.

It is recommended that each learner: "Follows the counsel of those wise faculty members who have dedicated their lives to meeting the needs of students who are willing to take responsibility for their own education."



## FREQUENTLY ASKED QUESTIONS

---

*How long will it take to earn my degree?*

The program is formally structured into a 5 1/2 year curriculum. Although the program is designed for a full-time student to enter and complete it in 5 years time (including the urban travel and design summer studios), depending on previous transfer credits, and outside commitments it may require less or more time for completion. Typically the latter is true for students with significant outside personal, financial, and work obligations, or students who earn non-passing grades. It is important to know that the Department of Architecture does not equate successful completion of the program with quick completion of the program. Successful completion means finishing with optimum growth, knowledge, development and preparation. If you do have large outside commitments, It is recommended that you meet with your academic advisor to develop a realistic plan of completion for the program and that you communicate this timeline with those who will be emotionally and financially supporting you in your educational experience (family, friends, scholarship sponsors, etc.).

*Can I make my own schedule, and take any course (especially general education courses) at any time?*

Yes and no. You may take any course that you meet the prerequisites for offered by the University at the time it is offered. However, per University policy you are required to be advised academically prior to registration for each term.

It is recommended that students adhere to the curriculum outline for major courses as strictly as possible. Advisement is centered on this. The Departmental Faculty has and continues to work exceptionally hard to ensure that the curriculum outline offered reflects the most efficient and effective strategy for completion of this program. Deviation from it without prior approval from your academic advisor is not recommended and could drastically and unnecessarily exacerbate your journey.

The curriculum is crafted both horizontally and vertically, meaning that information offered in a course builds upon information gleaned in courses taken along with it and before it. Currently no major courses in the curriculum are offered both the fall and the spring semester, therefore, students who put off taking a course will have to wait a full academic year until it is offered again. Many of the general education and non-architectural elective courses are offered in both the fall and spring semesters. Some flexibility in scheduling these courses exists. Caution: this wiggle room is extremely limited. Some of the earlier major courses have general education pre-requisites. For

instance failure to take and pass the Mathematics and Physics requirements will stall your ability to start the Structures track, which could eventually prevent you from entering a Studio although you passed the previous studio.

*How much of a financial commitment does this major require?*

Aside from tuition and living expenses, you will be making some additional financial commitments along the way as an architecture student. In addition to required books, you will need to budget for studio supplies each semester. Although Bemis Lab does accommodate students with self-service printing and plotting at no charge, you will be required to supply your own paper. In addition, the ink available for printing is limited at a set quantity per semester. It would be wise to budget for the possibility of purchasing your own ink if necessary, or for using printing/plotting services elsewhere. The two other major financial commitments are the purchase of a laptop and required software prior to second year, and the summer urban travel studio after third year. Both are required by the department. You will be given specific details listing costs at the appropriate time.

*How much of a time commitment must I make to be successful at this major?*

As a general rule of thumb, each credit hour per class requires approximately 2 to 3 hours of outside class work per week. So, if you are taking 18 credit hours this semester you should plan to spend upwards of 54 hours outside the classroom each week studying, completing projects, etc. Because much of the course work in the department is project oriented it is important not to procrastinate about deadlines. It can be expected that around midterm, finals, and major deadlines your time commitment may greatly increase.

*Can I work and go to school?*

To complete this program in 5 ½ years, working and/or double majoring is not recommended. However, students who do choose to should be committed to the possibility of needing more than 5 ½ years to successfully complete the program. While some students have managed to finish the program successfully while maintaining a part-time job, it requires an exceptional level of energy, time, and dedication to coursework that at times could be exceedingly stressful. For this reason, maintaining the goal of graduating within 5 ½ years as a full-time student while double majoring and/or working is not recommended. The Department of Architecture values promoting an educational experience that is both rigorous and healthy for all participants.

*Can I participate in sports, band, chorus, etc.?*

Yes. The Department of Architecture encourages students to cultivate themselves with a multidisciplinary approach. We believe that a good student is a well-rounded, balanced individual. For many of our students, their zeal for architectural education runs in tandem with many other pursuits and passions. However, there is a threshold past which, time devoted to outside activities can become a hindrance to your performance in this program. This threshold is different for each individual. In the past, we have seen that academically successful students who have been involved in some of the more demanding extracurricular activities were successful only if they possessed strong initiative AND excellent time-management skills. If you lack one or both of these traits or fail to develop them, attempt to maintain participation in rigorous extracurricular activities will likely result in your work suffering.

*Since design is creative, how will I be graded?*

To answer this question it is important to first understand the difference between assessment and evaluation. Assessment is a non-judgmental report of a student's profile of achievement. It is like a diagnostic reading of your performance. Evaluation is the scoring of that performance. It is what we tend to think of as grades. Assessment and evaluation are not necessarily the same. Each course will outline its means for assessment and evaluation in its course syllabus. It is imperative that you read and comprehend this portion of the syllabus on the first day of class. In general, studio coursework is assessed and graded holistically using rubrics and / or criteria that judge a project's technical, conceptual, contextual, and communicative attributes in addition to the process work that generated it.

*What do I do if I get a grade that I don't agree with?*

If you feel that you have been issued an unjust grade or have been treated unfairly, you should refer to your University Student Handbook and the **Department of Architecture Grade Appeal / Grievance Policy** for the proper protocol in filing a grievance or appealing a grade. In general, the process is to begin with requesting a meeting with your professor ASAP stating your grievance or making your appeal in writing. The professors within the department are dedicated to supporting your education. Often times if an incorrect grade has been issued due to miscalculation or oversight, the issue can be resolved by this first act of communication. If after that meeting you feel the issue is unresolved, follow the same steps with the department chair. If after meeting with the department Chairperson, your grievance or appeal remains, follow the same steps of requesting a meeting in writing, and discussing relevant circumstances with the School Dean. Finally, if after meeting / discussing with

your Professor, Chairperson, Dean (in that order), you may file a grievance with the University Provost, who will then work with the Department to resolve the issue at hand.

*I'm not sure that Architecture is the major for me. What should I do?*

This is a common question that freshmen in all majors struggle with on campus. Ultimately it will be your decision to declare a change of major however, guidance from your professors and advisors can assist you greatly. We strongly advise you to try and make this determination during or immediately after your first year. If you choose to change your major after first year, most of your courses will be transferable to other majors. This becomes less true the longer you stay in the program.

Receiving less than desirable grades in the first-year studio does not necessarily equate to failure, it may simply point towards the need to reconsider other academic callings at Hampton University. Unlike many other nation-wide programs of architecture, enrollment in our first year studio is open to any student admitted to the University who has declared Architecture as his or her major. There are no special admission requirements such as a portfolio. This open admission, combined with the reality that many students have not had much exposure to the architectural profession prior to entering as a student, results in the fact it may take a full year of coursework to come to the realization that Architecture is simply not the right fit.

To discover if this major is a good fit for you, you should view these beginning semesters as a time of exploration. Visit upper level studios and reviews, talk to upper classmen and faculty. Assess your performance thus far, inquire about the skills you need to develop to continue successfully, and determine if you have the interest and commitment levels to sustain yourself during the upcoming years. Should you decide to change your major, we urge you to please stay in contact with your former classmates and faculty in the Architecture program. If you choose to continue as a student of Architecture, celebrate! You have chosen a truly rewarding and exciting course of study.



RECEIVED  
JAN 13 2009  
Office of the President

SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS

**COMMISSION ON COLLEGES**

1101 Southern Lane • P.O. Box 10033-4097

Atlanta, GA 30333-4097 Telephone 404/4500 Fax 404/167-4558

www.sacscoc.org

January 9, 2009

cc: Dr. Tarnell  
Dr. Murphy  
1/13/09

Dr. William R. Harvey  
President  
Hampton University  
Office of the President  
200 Administration Building  
Hampton, VA 23668

2 2009

Dear Dr. Harvey:

The following action regarding your institution was taken at the December 2008 meeting of the Commission on Colleges:

The Commission on Colleges reaffirmed accreditation and requested a Monitoring Report due September 8, 2009, addressing the visiting committee's recommendation applicable to the following referenced standard of the *Principles*:

**CS 3.5.1 (College-Level Competencies), Recommendation 2**

The institution has developed detailed plans to address this recommendation, but more time is required to show results in this area. Officials are asked to demonstrate that the University has clearly articulated its general education competencies and the effect to which graduates have attained them.

Please submit to your Commission staff member a one-page executive summary of your Institution's Quality Enhancement Plan. The summary is due February 13, 2009, and also should include: (1) the title of your Quality Enhancement Plan, (2) your institution's name, and (3) the name, title, and email address of an individual who can be contacted regarding its development or implementation. This summary will be posted to the Commission's Web site as a resource for other institutions undergoing the reaffirmation process.

All institutions are requested to submit an "Impact Report of the Quality Enhancement Plan on Student Learning" as part of their "Fifth-Year Interim Report" due five years after their reaffirmation review. Institutions will be notified one year in advance by the President of the Commission regarding its specific due date.

Guidelines for the additional report are enclosed. Because it is essential that institutions follow these guidelines, please make certain that those responsible for preparing



1  
JNI 13 2009  
Cffir:ort

SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS

**COMMISSION ON COLLEGES**

1/1,6 Southern Lane • O.,c.atun, Georgia 10033-4097

Telepl,ore •104f(.7q-4500 •X 40◀167! 4558

www.->t\(\COC..or'g

January 9, 2009

cl,tl.:L)t',7,;'.e.U  
j)r.,t/1,1;3/  
jilo/li

Dr. William R. Harvey  
President  
Hampton University  
Office of the President  
200 Administration Building  
Hampton, VA 23668

2009

Dear Dr. Harvey:

The following action regarding your institution was taken at the December 2008 meeting of the Commission on Colleges:

The Commission on Colleges reaffirmed accreditation and requested a Monitoring Report due **September 8, 2009**, addressing the visiting committee's recommendation applicable to the following referenced standard of the *Principles*:

**CS 3.5.1 (College-Level Competencies), Recommendation 2**

The institution has developed detailed plans to address this recommendation, but more time is required to show results in this area. Officials are asked to demonstrate that the University has clearly articulated its general education competencies and the effect to which graduates have attained them.

Please submit to your Commission staff member a one-page executive summary of your Institution's Quality Enhancement Plan. The summary is due February 13, 2009, and also should include: (1) Title of your Quality Enhancement Plan, (2) your institution's name, and (3) the name, title, and email address of an individual who can be contacted regarding its development or implementation. This summary will be posted to the Commission's Web site as a resource for other institutions undergoing the reaffirmation process.

All institutions are requested to submit an "Impact Report of the Quality Enhancement Plan on Student Learning" as part of their "Fifth-Year Interim Report" due five years after their reaffirmation review. Institutions will be notified one year in advance by the President of the Commission regarding its specific due date.

Guidelines for the additional report are enclosed. Because it is essential that institutions follow these guidelines, please make certain that those responsible for preparing



Dr. William R. Haivey

January 9, 2001, 19

Page Two

the report receive the document. If they have questions about the format, contact the Commission staff member assigned to your institution. When submitting your report, please send four copies to your Commission staff member.

Please note that Federal regulations and Commission policy stipulate that an institution must demonstrate compliance with all requirements and standards of the *Principles of Accreditation* within two years following the Commission's initial action on the institution. At the end of that two-year period, if the institution does not comply with all the standards and requirements of the *Principles*, representatives from the institution may be required to appear before the Commission, or one of its standing committees, to answer questions as to why the institution should not be removed from membership. If the Commission determines good cause at that time, the Commission may extend the period for coming into compliance for a minimum of six months and a maximum of two years and must place the institution on Probation. If the Commission does not determine good cause, the institution must be removed from membership. (See *enclosed Commission policy "Sanctions, Denial of Reaffirmation, and Removal from Membership."*)

We appreciate your continued support of the activities of the Commission on Colleges. If you have questions, please contact the Commission staff member assigned to your institution.

s //if-/&, ,\_,

Belle S. Wheelan, Ph.D.  
President  
Commission on Colleges

SSW.sap

Enclosures

cc: Dr. Rudolph S. Jackson







JAN 19 2010

SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS  
**COMMISSION ON COLLEGES**

1866 Southern Lane • Decatur, Georgia 30033-4077

Telephone 404/679-4500 fax 404/679-4556

www.sacscoc.org

January 12, 2010

1/19/10  
cc: Dr. Hammond  
Dr. Murphy

Dr. William R. Harvey  
President  
Hampton University  
Office of the President  
200 Administration Building  
Hampton, VA 23668

Dear Dr. Harvey:

The following action regarding your institution was taken at the December 2009 meeting of the Board of Trustees of SACS Commission on Colleges:

The Commission on Colleges reviewed the institution's First Monitoring Report following reaffirmation of accreditation. In order to ensure continuing compliance with the *Principles of Accreditation*, the Commission requested that the institution address in its Fifth-Year Interim Report continued compliance with the following referenced standard of the *Principles*:

**CS 3.5.1 (College-Level Competencies)**

The institution is requested to show evidence of continued and improved assessment of the extent to which students have attained general education competencies. Hampton University is considered to be in compliance with this standard, but officials are asked to include as part of its Fifth-Year Interim Report data demonstrating that the institution continues to improve its assessment of the extent to which students have attained general education competencies.

Your institution will be notified approximately one year in advance of the due date for your Fifth-Year Interim Report. Directions for completion of the report will be included.

We appreciate your continued support of the activities of the Commission on Colleges. If you have questions, please contact the Commission staff member assigned to your institution.

Sincerely,

A stylized, handwritten signature in black ink, appearing to read "Belle S. Wheelan".

Belle S. Wheelan, Ph.D.  
President

BSW:cp

cc: Dr. Rudolph S. Jackson

**Hampton University  
Department of Architecture**

## **Visiting Team Report**

**Master of Architecture (171 credit hours)**

The National Architectural Accrediting Board  
25 March 2009

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

## **Table of Contents**

### **Section**

I.	Summary of Team Findings	1
1.	Team Comments	1
2.	Progress Since the Previous Site Visit	1
3.	Conditions/Criteria Well Met	4
4.	Conditions/Criteria Not Met	4
5.	Causes of Concern	4
II.	Compliance with the Conditions for Accreditation	5
III.	Appendices	24
A.	Program Information	24
1.	History and Description of the Institution	24
2.	Institutional Mission	26
3.	Program History	27
4.	Program Mission	29
5.	Program Self Assessment	31
B.	The Visiting Team	38
C.	The Visit Agenda	40
IV.	Report Signatures	42

I. Summary of Team Findings

1. Team Comments

On behalf of the NAAB Board and each collateral organization, the Team expresses deep appreciation to President Harvey, Provost Jarrett, Dean Sheppard, Chairman Easter, the faculty and staff of Hampton University's Department of Architecture and more importantly, to the students, for their dedication and commitment to this celebration of the Department of Architecture.

Hampton University is a HBCU (Historically Black College and University) founded in 1868 committed to multiculturalism and is accredited by the Southern Association of Colleges and Schools. It is a private, nonsectarian, coeducational institution. The architecture program at Hampton University, now in its 40<sup>th</sup> year of accreditation, is recognized for providing a quality architectural education. Hampton holds high academic standards and respect among HBCUs and attracts motivated minority and non-minority students nationally and world-wide.

The faculty are energetic and driven; dedication to the students and the mission of the Department is evident. Associate Professor Sanchez-Del-Valle has held national offices within the Association of Collegiate Schools of Architecture. Visiting Professor Loomis, FAIA, recently served on the AIA Fellows' Selection Committee. Assistant Professor Williams is highly regarded for her teaching and rendering talents.

Hampton's architectural students are intelligent and motivated and eagerly seek opportunities to serve University and community needs. AIAS/HU and Tau Sigma Delta shine as examples of this energy and students who are ambassadors for the University in the community. The students' willingness to pro-actively seek and solve intra and extramural architectural problems should be embraced by the University and encouraged campus-wide. Hands-on projects like the "sleeper-Keeper" and "Aqua-Totter" demonstrate skill sets from conception to fruition. Physical expression and exploration of ideas critical to the architectural discovery process must be embraced and celebrated. School-sponsored foreign travel programs provide opportunities for students to broaden views of architecture and the world.

Hampton's architecture program is at the forefront of academic exploration and challenge. Five years ago the curriculum was elevated from a five year Bachelor of Architecture degree to a five and one-half year Master of Architecture degree. This raised the academic bar for the Hampton student. With Robert Easter, the department now has a passionate, well-respected practitioner-advocate to lead the program through uncertain academic and economic challenges faced by both the educational and private sectors.

This transition, however, has not been without challenges. The highly motivated faculty has not flinched; they have risen to added academic demands, but signs of fatigue and overwork are evident. More importantly, this condition is becoming apparent in student work- not a good symptom for a program seeking to broaden its academic horizons. The near future is crucial to the Department's ability to meet its academic mission.

2. Progress Since the Previous Site Visit

4. Conditions/Criteria Not Met:

Condition 3, Public Information (2003): *The program must provide clear, complete and accurate information to the public by including in its catalog and promotional literature the exact language found in appendix A-2, which explains the parameters of an accredited professional degree program.*

Previous Team Report (2003): While the exact language of Appendix A-2 is contained in the university catalogue, it does not appear in the department's promotional literature. The Web site contains a shorter, non-verbatim version of the required language.

2009 Visiting Team Assessment: This condition has been met.

Condition 6, Human Resource Development (2003): *Programs must have a clear policy outlining both individual and collective opportunities for faculty and student growth within and outside the program.*

Previous Team Report (2003): Students actively participate on department committees and are in regular contact with the faculty members and chair. There remains, however, a need for further clarification and regular updates on the course and overall curricular objectives. There seem to be serious communication lapses between students and faculty. As problems occur, students express discomfort with the decision-making process as related to their matriculation, especially in response to course changes and grading or evaluation criteria. The travel-abroad program is a unique opportunity and one that is greatly anticipated and appreciated by the students, but there is a need to update students on arrangements and preparations, particularly given the many issues complicating foreign travel. A need exists for additional clarification and development of student support services such as academic and career advising; expectations and responsibilities of all members of the department; and specific feedback on course work and performance.

2009 Visiting Team Assessment: The department has made remarkable strides in securing grants since the 2003 NAAB visit. These have not resulted in direct buyouts or research leaves, but have laid the groundwork for research and outreach while also augmenting technology resources. A Title 111 allocation has also supported technology upgrades and enhancements as well as significantly expanded the Architecture Library through new acquisitions. The department has been able to creatively deal with the university travel freeze by integrating travel and conference participation into external grants.

Efforts have been made to address this condition. Curriculum changes are being analyzed and implemented. Students are aware of this transformation and appear comfortable with the higher degree offering and challenges it presents both academically and institutionally. However, the faculty still faces a lack of administrative support to pursue scholarly research and travel to professional conferences. This condition remains a cause of concern (see Team response to Condition 7 below).

Condition 11, Professional Degrees and Curriculum (2003): *The NAAB only accredits professional programs offering the Bachelor of Architecture and the Master of Architecture degrees. The curricular requirements for awarding these degrees must include three components-general/ studies, professional studies, and electives-which respond to the needs of the institution, the architecture profession, and the students respectively.*

Previous Team Report (2003): The department meets NAAB requirements for a three-part curriculum, which includes general studies, professional studies, and electives. The professional studies portion of the curriculum is 64 percent. This exceeds the NAAB requirement that the portion be no more than 60 percent of the students' required postsecondary education. The previous NAAB VTR from 2000 cited the same curriculum structure as a "cause of concern." We are encouraged that the percentage of required professional studies proposed for the new 51/ year M. Arch. curriculum is expected to be, if only slightly, below the required 60-percent cap.

Students expressed a desire for additional elective courses within the department. Such electives might be attractive to students in other departments as well, increasing exposure to the department.

2009 Visiting Team Assessment: This condition is now met, following NAAB's curriculum requirement for 45 credits of General Education.

Criteria 12.9, Use of Precedents (2003): Ability to *provide a coherent rationale for the programmatic and formal precedents employed in the conceptualization and development of architecture and urban design projects*

Previous Team Report (2003): There was limited evidence in the Team Room of students' interest and abilities to use architectural precedent studies in their design work. This deficiency was particularly noticeable in thesis documents.

2009 Visiting Team Assessment: This criterion has been met.

[Causes of Concern taken from VTR dated April 2, 2003]:

5 Human Resources

The department exhibits careful and strategic management of its human resources, but is quickly approaching its limit.

2009 Visiting Team Assessment: See conditions not met in this Team's Report.

7 Physical Resources

The department does not provide dedicated workstations for all students in the first year of the professional program. Workstations are often old and worn out. Studios are crowded. Networking of studios has not been completed.

2009 Visiting Team Assessment: See conditions not met in this Team's Report.

9 Financial Resources

The operating budget of the department has actually decreased since the last visit. The very limited university-allocated budget hampers the efforts of the department to achieve its strategic plan. Complete "comparative data on annual expenditures per student relative to other professional programs" was not made available to the team.

2009 Visiting Team Assessment: See comment in this Team's Report.

10 Administrative Structure

The name of the host school must be addressed, so that it reflects the presence of a professional Architecture program.

2009 Visiting Team Assessment: This condition has been met.

12.3 Research Skills

Applied research within the design process and final thesis documents remains light. This was an area of concern cited by the 2000 NAAB *Visiting Team Report(VTR)*, but there has been limited evidence of marked improvement since that time.

2009 Visiting Team Assessment: This criterion (3.13.4) is well met.

3. Conditions/Criteria Well Met

- 1.2 Architectural Education and Students
- 4 Social Equity
- 13.1 Speaking and Writing Skills
- 13.4 Research Skills

4. Conditions/Criteria **Not Met**

- 6 Human Resources
- 6 Physical Resources
- 13.23 Building Systems Integration
- 13.26 Comprehensive Design

5. Causes of Concern

- 7 Human Resource Development  
The University has stated policies regarding Human Resource Development. It appears, however, funding is currently insufficient to adequately encourage, support, and sustain faculty development opportunities for personal and professional growth. The Team found this is a cause for concern.
- 13.3 Graphic Skills  
Freehand drawing skills were inconsistent at all year levels. With an increasing reliance on the computer for graphic representation, the Team felt this to be an essential skill for a sound program. It is a cause of concern.
- 13.18 Structural Systems  
Comprehension of basic structural theory was not evident in the design solutions at appropriate grade levels. Concepts such as load-path, bay sizes, and structural depths were not consistently present in the design work and is a cause for concern.
- 13.19 Environmental Systems  
Basic principles of environmental systems are presented in course ARC 315 and demonstrated in the 3<sup>rd</sup> and 4<sup>th</sup> year comprehensive project assignments. Course content and exam results suggest basic principles are understood, however actual translation of this knowledge to the 4<sup>th</sup> year comprehensive project is weak. Systems' concepts, equipment sizes and locations, piping chases, air distribution concepts, and outdoor equipment locations were not seen in the projects. The Team felt practical application of environmental system concepts in the design process to be the key to understanding these principles; this was a cause for concern.

## II. Compliance with the Conditions for Accreditation

### 1. Program Response to the NAAB Perspectives

*Schools must respond to the interests of the collateral organizations that make up the NAAB as set forth by this edition of the NAAB Conditions for Accreditation. Each school is expected to address these interests consistent with its scholastic identity and mission.*

#### 1.1 Architecture Education and the Academic Context

*The accredited degree program must demonstrate that it benefits from and contributes to its institution. In the APR, the accredited degree program may explain its academic and professional standards for faculty and students; its interaction with other programs in the institution; the contribution of the students, faculty, and administrators to the governance and the intellectual and social lives of the institution; and the contribution of the institution to the accredited degree program in terms of intellectual resources and personnel.*

Met	Not Met
[X]	I I

The Department of Architecture is actively engaged in the academic mission and life of the university. Faculty members interact with colleagues from a variety of other university disciplines in projects, lectures and reviews. Dean Sheppard strives to support academic collaboration in the college, and is actively seeking external support for projects that have been identified. The administration is aware of the distinctive demands of architectural education and has supported the program's intellectual resource needs to the extent that limited budgets permit. The academic quality of faculty and students in the department is exemplary, evidence that University standards are high. However, the department has initiated an ambitious Master of Architecture degree program and the University's support must rise to a commensurate level.

The expertise and intellectual strengths of both faculty and students could be of benefit to the University through their participation in campus planning and design activities, where they currently feel constrained. Design-build projects created by students can enhance the campus environment and address simple needs. Student projects require administration-approved space and respect by the grounds staff. Finally, the university could leverage the architecture program's accomplishments and its distinctive national (and international) reputation by incorporating "Architecture" into the name of its college.

#### 1.2 Architecture Education and Students

*The accredited degree program must demonstrate that it provides support and encouragement for students to assume leadership roles in school and later in the profession and that it provides an environment that embraces cultural differences. Given the program's mission, the APR may explain how students participate in setting their individual and collective learning agendas; how they are encouraged to cooperate with, assist, share decision making with, and respect students who may be different from themselves; their access to the information needed to shape their future; their exposure to the national and international context of practice and the work of the allied design disciplines; and how students' diversity, distinctiveness, self-worth, and dignity are nurtured.*

Met	Not Met
[X]	I I



This condition is well met. There is a high energy level among the students. While they recognize the challenges facing them and the Department of Architecture, the students are energetic and eager to create positive change. The majority of students is involved in the AIAS chapter and Tau Sigma Delta Honor Society and is content with the programs and services provided to them. Student leadership seems to be the conduit to voicing student concerns to faculty and the administration. However, students feel some concerns are not being addressed or recognized by the department or the university.

The program encourages leadership roles in and out of their coursework. Students are advised to voice concerns over problems and proactively seek solutions. Given the nature of the university, students show a distinct awareness of the benefits of diversity in their school and the profession. Required coursework also creates opportunities for students to study abroad and gain exposure to other cultures and experiences. Students show an eagerness to reach out to allied disciplines in the department, college, university, and the community. The program lacks a consistent outlet for exposure to allied trades and professions.

The university prides itself in being a 'family' and nurtures students through all aspects of daily life. This pride is vividly evident.

### 1.3 Architecture Education and Registration

*The accredited degree program must demonstrate that it provides students with a sound preparation for the transition to internship and licensure. The school may choose to explain in the APR the accredited degree program's relationship with the state registration boards, the exposure of students to internship requirements including knowledge of the national Intern Development Program (IDP) and continuing education beyond graduation, the students' understanding of their responsibility for professional conduct, and the proportion of graduates who have sought and achieved licensure since the previous visit.*

Met	'Not Met
[X]	

Hampton University students are being prepared for the transition to internship through the IDP process, course content and interactions with the professional community. Upper level studios promote internships for students in office settings and some benefit from actual internship experience. The Team found, however, weakness in technical course offerings of which an understanding and application of this knowledge is critical to licensure and practice.

### 1.4 Architecture Education and the Profession

*The accredited degree program must demonstrate how it prepares students to practice and assume new roles and responsibilities in a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base. Given the program's particular mission, the APR may include an explanation of how the accredited degree program is engaged with the professional community in the life of the school; how students gain an awareness of the need to advance their knowledge of architecture through a lifetime of practice and research; how they develop an appreciation of the diverse and collaborative roles assumed by architects in practice; how they develop an understanding of and respect for the roles and responsibilities of the associated disciplines; how they learn to reconcile the conflicts between architects' obligations to*

*their clients and the public and the demands of the creative enterprise; and how students acquire the ethics for upholding the integrity of the profession.*

Met	Not Met
[X]	I I

The architecture faculty is comprised of several licensed and practicing architects who are able to impart practical perspectives to the student learning experience. Students gain exposure to the local and regional professional community through participation in the Hampton Roads AJA Chapter, visiting lectures, design review critiques, and internships. These interactions allow the students to broaden their perspectives and gain an appreciation for continual self-development and various roles architects assume in practice.

The progressive sequence of learning technical aspects of design and integration of allied disciplines is developed through courses such as ARC 315, ARC 414, and design studios, and manifests in students' work. There is strong evidence in courses ARC 417 and ARC 418 students are learning to reconcile the architect's obligations to their clients and the public, and apply principles of upholding ethical standards through the study of applicable reference materials and synthesis in prototypical examples.

#### 1.5 Architecture Education and Society

*The program must demonstrate that it equips students with an informed understanding of social and environmental problems and develops their capacity to address these problems with sound architecture and urban design decisions. In the APR, the accredited degree program may cover such issues as how students gain an understanding of architecture as a social art, including the complex processes carried out by the multiple stakeholders who shape built environments; the emphasis given to generating the knowledge that can mitigate social and environmental problems; how students gain an understanding of the ethical implications of decisions involving the built environment; and how a climate of civic engagement is nurtured, including a commitment to professional and public services.*

Met	Not Met
[X]	I I

The curriculum and program reinforce students' understanding of societal frameworks and the context which frames architectural decisions and solutions. Social influences are incorporated in courses during the 2<sup>nd</sup> year and continue into higher level studios. Students are actively involved in community outreach and engaged with local groups, governments, municipalities, and private citizens in addressing social and environmental design challenges.

## 2. Program Self-Assessment Procedures

*The accredited degree program must show how it is making progress in achieving the NAAB Perspectives and how it assesses the extent to which it is fulfilling its mission. The assessment procedures must include solicitation of the faculty's, students', and graduates' views on the program's curriculum and learning. Individual course evaluations are not sufficient to provide insight into the program's focus and pedagogy.*

Met	Not Met
[X]	[ 1

Program mission assessment is covered in faculty and student meetings. Alumni surveys are also utilized. Alumni have formed the Hampton University Architectural Alumni Association and meet with students and faculty for updates on activities within the Department of Architecture. An Architectural Advisory Board was established in 1998 and is composed of alumni and friends of the Department; they provide opinions and insights into the effectiveness of the program.

## 3. Public Information

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

Met	Not Met
[X]	

Exact NAAB language was found on the Department's website and in the Student Catalog.

## 4. Social Equity

*The accredited degree program must provide faculty, students, and staff-in]spective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation-with an educational environment in which each person is equitably able to learn, teach, and work. The school must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program's human, physical, and financial resources. Faculty, staff, and students must also have equitable opportunities to participate in program governance.*

Met	Not Met
[X]	

As a HBCU, the university is a diverse environment. The Department of Architecture through its faculty and student population is an honest, representative reflection of this important condition. The faculty has a high proportion of women of various ethnicities, and the student body enjoys an appropriate balance of diversity given the unique nature of the University. The various strata of administration, instruction, and learning all reflect the core value of equal opportunity, and all have support of the institution's governance. It is evident there are no barriers to achievement or recognition based on equal access opportunities. This condition is well met.

5. Studio Culture

*The school is expected to demonstrate a positive and respectful learning environment through the encouragement of the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff. The school should encourage students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers.*

Met	Not Met
[X]	

The Department of Architecture has a written Studio Culture Policy endorsed and supported by the faculty, students, and administration. The small size of the department's student body, the close proximity of spaces and openness of the studios all promote a positive environment for interaction, collaboration and culture. The Friday afternoon block for presentations and lectures provides a forum for continuous dialogue among faculty, students, and guest discussions and collaborations.

However, the limited hours for building access restrict the opportunity for students and faculty to collaborate on designs, problem solving and production processes during late night periods. These time periods are used by students and faculty in architectural schools across the country for rich collaborative exchanges and interactions.

Open access to architectural studios and facilities is an important condition for establishing a rich studio culture due to the time consuming nature of collaborative and deliberative processes associated with architectural education. Fundamental values of respect are also compromised when established schedules for classes and other planned activities are not met (i.e. delays in start times, abbreviated sessions, inconsistent times for actual closings of Bemis Laboratory). The school, students and faculty could benefit from the flexibility of unrestricted access to architectural facilities and resources.

6. Human Resources

*The accredited degree program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, and adequate administrative, technical, and faculty support staff. Student enrollment in and scheduling of design studios must ensure adequate time for an effective tutorial exchange between the teacher and the student. The total teaching load should allow faculty members adequate time to pursue research, scholarship, and practice to enhance their professional development.*

Met	Not Met
[ 1	[X]

The Architecture program is at or near its limits in terms of the faculty's ability to deliver comprehensive instruction related to a Master of Architecture degree. It is important that measures are firmly in place to maximize the potential for the faculty and staff to thrive in their respective roles, minimize the possibility of disruption due to lack of human resources, and reinforce continuity in the program. Significant attention should be immediately paid to increasing the faculty staff to meet the demands of a Master's offering and providing methods of faculty engagement that enhance the potential for retention.

The sequential design studio curriculum forms the central focus of a professional architectural degree program, culminating in this case with a research-based terminal project. Due to increased class loads, particularly with regard to design studios, several of the faculty is required

to lead multiple design studios in addition to fulfilling their other assignments, responsibilities, and aspirations. This condition places significant stress on the faculty and has the potential to compromise the quality of the education delivered.

The program is at or very near its limits in terms of the faculty's ability to deliver comprehensive instruction. Action should be taken immediately to increase tenure-track faculty positions.

## 7. Human Resource Development

*Schools must have a clear policy outlining both individual and collective opportunities for faculty and student growth inside and outside the program.*

Met	Not Met
[X]	[ 1

The university has a stated policy regarding individual opportunities for growth and development available to the faculty including: paid leave, awards for dissertation, study, retraining and in-service grants, and other individual pursuits. Collective opportunities for the faculty within the department are not stated specifically as policy but are essentially realized through active participation in local, regional and national professional service affiliations, conferences, conventions, juries, and foreign travel studios.

The students enjoy a variety of pathways for their personal and pre-professional development through the core curriculum and related opportunities. These activities are integrated into, and in addition to normal coursework and tailored appropriately to the student's sequential learning experience through individual efforts. Regular programs are available to the students such as guest lectures, gallery and juried critiques, involvement with professional and community organizations, travel abroad, and academic advising, career guidance, and advocacy for internship opportunities.

While University policies are in place to address human resource development, it appears additional funding for the Department of Architecture faculty is currently insufficient to adequately encourage, support, and sustain faculty development opportunities for personal and professional growth. The Team found this is a cause for concern.

## 8. Physical Resources

*The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes.*

Met	Not Met
[ 1	[X]

Bemis Hall was constructed in 1931 and is structurally sound; however infrastructure systems and the building envelope are outdated and inefficient. Studio space is crowded and lecture rooms are poorly lit, arranged, and equipped. Even with these deficiencies, Bemis has a character and identity suited to architectural education and should be properly restored. Heating and cooling issues should be addressed in consultation with the department chair and faculty.

The Team sees a need for additional studio and faculty office space, a large architectural model-building shop, dedicated outdoor construction space, and a space to assemble the entire student body (200 seats). The existing library, while convenient, would yield program space if moved to Harvey Library. The ceramics studio located on the ground floor of Bemis is actually part of Liberal Arts' space.

Regarding digital technology needs, students accept the requirement to provide their own computers, yet they are frustrated that formal training is not offered on software they are required to purchase. In addition, students would appreciate greater access to the department's laser cutter and a wireless link to the department's plotters.

## 9. Information Resources

*Readily accessible library and visual resource collections are essential for architectural study, teaching, and research. Library collections must include at least 5,000 different cataloged titles, with an appropriate mix of Library of Congress NA, Dewey 720-29, and other related call numbers to serve the needs of individual programs. There must be adequate visual resources as well. Access to other architectural collections may supplement, but not substitute for, adequate resources at the home institution. In addition to developing and managing collections, architectural librarians and visual resources professionals should provide information services that promote the research skills and critical thinking necessary for professional practice and lifelong learning.*

Met	Not Met
[X]	[ ]

The department is well-served by Hampton University's Harvey Library (which houses 3500 volumes of NA classification alone), and further supported by the William R. Moses Architecture Library in Bemis Hall (an independent collection of approximately 4,000 volumes). The combined collections, while duplicating each other in some degree, meet the teaching, study and research needs of the department, as reported by students, faculty, and librarians alike. Both provide space for students to work comfortably, with reasonable open hours, and are linked to electronic resources that include good databases, including ArtStor, now used as the departmental image resource.

The librarians work well together and all are dedicated to the needs of architecture students and faculty. One librarian is an architectural historian, who is particularly responsive to faculty and student purchase requests. Budgets appear currently adequate for book purchases, and the libraries augment their collections annually.

Students are aware of the larger range of resources at Harvey Library, and appear to use this library actively in spite of its distance from Bemis. The department recognizes the pros and cons of consolidating their collections within Harvey Library, a move that would add much-needed space in Bemis but would eliminate a much-appreciated convenience. As yet this matter has not been resolved.

## 10. Financial Resources

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

Met	Not Met
[X]	[ ]

Hampton University is a private institution and the team's access to detailed financial information is limited. Over the past six years, the Department of Architecture's operating budget ranged from \$ 145 to almost \$190 per student and total budget from \$ 3,500 to over \$ 4,500 per student. Recent increases in the operating budget, grant and TiUe III funding have supported speakers, library acquisitions, computer equipment and furniture.

Even considering the recent increases in financial support, the Department of Architecture remains dramatically below other professional programs in the university in spending per student. It is below the School of Pharmacy's funding per student by a factor of 22 in operating budget (\$ 189 v. \$ 4115 per student) and 1.55 per student in total budget. Chairman Easter's initiative of establishing an Architectural Advisory Board to support departmental objectives and financial needs shows promise and will raise the department's visibility in the region.

Limited financial resources impose a risk to the department being able to meet the demands of a master's degree. While the Team considers this condition met, the disparity in professional program support within the University and increasing support commensurate with the new degree offering is an issue both the Department of Architecture and the university should endeavor to correct.

#### 11. Administrative Structure

*The accredited degree program must be, or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC). The accredited degree program must have a measure of autonomy that is both comparable to that afforded other professional degree programs in the institution and sufficient to ensure conformance with the conditions for accreditation.*

Met	Not Met
[X]	[ 1 ]

Hampton University was re-accredited by the Southern Association of Colleges and Schools (SACS) on January 9, 2009. The Department of Architecture has been accredited since 1969 and maintains autonomy within the University parallel to other professional programs such as the Schools of Nursing and Pharmacy.

#### 12. Professional Degrees and Curriculum

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

Met	Not Met
[X]	[ 1 ]

The department is actively in the process of transitioning from the previous 60/40 requirement for credit distribution of professional to general education, to the 45-credit general education

requirement. In addition, they are refining the new Master of Architecture program to meet NAAB's requirements for a minimum of 168 credits, with 30-credits of graduate courses, to be completed by 2015.

Questions of curriculum content remain a challenge, as the program strives to ensure graduate quality. The faculty is keenly aware of this challenge, and are responsive to the students' needs for academic enrichment, as this process unfolds. However, their limited number constrains their collective ability to successfully cover all curricular needs.

### 13. Student Performance Criteria

*The accredited degree program must ensure that each graduate possesses the knowledge and skills defined by the criteria set out below. The knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice.*

#### 13.1 Speaking and Writing Skills

*Ability to read, write, listen, and speak effectively*

Met	Not Met
[X]	I I

This criterion is well-met. Success is evident in the spoken words of the students, who are notably articulate in both group and individual contexts. Good writing skills are evident in a healthy spectrum of class situations including design studio exercises and architectural history or theory course essays. Disciplined writing with detailed assessment occurs with singular effectiveness in the students' capstone thesis research projects.

#### 13.2 Critical Thinking Skills

*Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards*

Met	Not Met
[X]	I I

Hampton students are articulate in their grasp of abstract reasoning and thought. Skills are developed in courses ARC 417-8 and ARC 617-8. These skills are demonstrated in comprehensive projects in ARC 405-6 and ARC 601-2 coursework.

#### 13.3 Graphic Skills

*Ability to use appropriate representational media, including freehand drawing and computer technology, to convey essential formal elements at each stage of the programming and design process*

Met	Not Met
[X]	I I



Mastery of graphic skills is essential to communicating ideas effectively within the practice of architecture. However, consistent evidence of freehand drawing skills was not observed in student work; a cause of concern.

#### 13.4 Research Skills

Ability to *gather, assess, record, and apply relevant information in architectural coursework*

Met	Not Met
[X]	[ ]

The research thesis studios (ARC 601/602) offer students an opportunity to pursue intensive, guided research, which yields strong results in the written documents that complete the fall term, and an opportunity to apply and test that research in the spring semester. The Team found this Criterion to be well met.

#### 13.5 Formal Ordering Skills

Understanding of *the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design*

Met	Not Met
[X]	[ ]

Formal ordering skills are taught in courses ARC 101 and 102 by David Perronet and Shannon Chance. Urban Design is presented in ARC 305, 405-6 and 430.

#### 13.6 Fundamental Skills

Ability to *use basic architectural principles in the design of buildings, interior spaces, and sites*

Met	Not Met
[X]	[ ]

Fundamental skills are taught each at each year level throughout the curriculum. Evidence of was found in projects from courses ARC 101-2, ARC 303-4, and ARC 405-6. Student work is sound in this area.

#### 13.7 Collaborative Skills

Ability to *recognize the varied talent found in interdisciplinary design project teams in professional practice and work in collaboration with other students as members of a design team*

Met	Not Met
[X]	[ ]

Students have been exposed to course work that necessitates working in teams. As evident in studio collaboration and the Professional Practice courses, students demonstrate the ability to account for the multi-disciplinary requirements of a project and

responsibilities to the greater whole. Students are conscious of contractual obligations and their role as future practitioners. The Team also finds students show a unique level of camaraderie.

### 13.8 Western Traditions

Understanding of *the Western architectural canons and traditions in architecture, landscape and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them*

Met	Not Met
[X]	I I

### 13.9 Non-Western Traditions

Understanding of *parallel and divergent canons and traditions of architecture and urban design in the non-Western world*

Met	Not Met
[X]	[ I

Curriculum offerings focus attention on the importance of study and understanding of non-western traditions. Development of this understanding is conveyed at various levels through lectures on the history of architecture, seminar classes which include readings, interpretations and group discussions, study of environmental design, foreign travel, and integration of planning and design concepts into design studio assignments. Evidence of fulfilling course objectives and meeting this criterion can be found in lecture content, reading lists and student interpretive writings, design studio work, and examinations.

### 13.10 National and Regional Traditions

Understanding of *national traditions and the local regional heritage in architecture, landscape design and urban design, including the vernacular tradition*

Met	Not Met
[X]	[ I

Students have an understanding of national and regional traditions evident in design work. This knowledge is gained in courses ARC 207-8, ARC 317, ARC 411, and ARC 617-8,

### 13.11 Use of Precedents

Ability to *incorporate relevant precedents into architecture and urban design projects*

Met	Not Met
[X]	I I

Precedents are integrated in the design process in ARC 405-6 and are the centerpiece of course ARC 430. Local precedents are studied and applied in course ARC 305 - Urban and Community Design Travel Studio.

### 13.12 Human Behavior

Understanding of the *theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment*

Met	Not Met
[X]	[ 1]

There is evidence this criterion is met through stated curriculum objectives, student writing, reading lists, lecture subjects, foreign travel, and application in the design studio and research.

### 13.13 Human Diversity

Understanding of the *diverse needs, values, behavioral norms, physical ability, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity for the societal roles and responsibilities of architects*

Met	Not Met
[X]	[ ]

Coursework has introduced students to the socio-cultural differences of civilizations. Through travel and research, students have developed an understanding of the history of architecture, and people and works that shape the profession.

### 13.14 Accessibility

*Ability to design both site and building to accommodate individuals with varying physical abilities*

Met	Not Met
[ ]	[X]

Understanding and application of universal design parameters associated with the Americans with Disabilities legislation including additional requirements imposed by state and local jurisdictions is an integral part of contemporary design, licensure, and practice. This ability was not consistently seen in the studio work. This criterion has not been met.

### 13.15 Sustainable Design

Understanding of the *principles of sustainability in making architecture and urban design decisions that conserve natural and built resources, including culturally important buildings and sites, and in the creation of healthful buildings and communities*

Met	Not Met
[X]	[ ]

This area of study holds a critical place in the department's curriculum and should be seen through the student's work at all levels of achievement. There is evidence basic principles of sustainable design theory are being taught appropriately by faculty and understood by the students through courses like ARC 200 Architectural Ecology, Environmental Systems ARC 315 to various thesis level assignments.

The program could benefit from an elevated importance placed on this particular subject, manifested through even more deliberately focused teaching, hands-on experimentation, and theoretical research in collaboration with allied engineering disciplines. Design assignments might be directed toward specific responses to real-time environmental challenges at the Master of Architecture level.

#### 13.16 Program Preparation

*Ability to prepare a comprehensive program for an architectural project, including assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and assessment of their implication for the project, and a definition of site selection and design assessment criteria*

Met	Not Met
[X]	[ 1

Program preparation is taught at each studio year level and culminates in a course ARC 405, the terminal project prior to the thesis year. Students are very capable in program preparation.

#### 13.17 Site Conditions

*Ability to respond to natural and built site characteristics in the development of a program and the design of a project*

Met	Not Met
[X]	[ 1

Course ARC 200 Architectural Ecology and all design studios deal with issues impacting the interaction of the building and the site. Students are able to analyze and site plan their projects.

#### 13.18 Structural Systems

*Understanding of principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems*

Met	Not Met
[X]	[ 1

Structural principles are taught through courses ARC 309-10, ARC 414 and reinforced in design studios. Students have an adequate understanding of basic force resisting systems.

### 13.19 Environmental Systems

*Understanding of the basic principles and appropriate application and performance of environmental systems, including acoustical, lighting, and climate modification systems, and energy use, integrated with the building envelope*

Met	Not Met
[X]	[ ]

Basic principles of environmental systems design are presented through a single core subject course ARC 315 and integrated through the 3<sup>rd</sup> and 4<sup>th</sup> year comprehensive project assignments. Course content and exam results suggest basic principals are understood by the students but there is weak evidence this understanding is translated into application at the 4<sup>th</sup> year comprehensive project appropriate to a Master of Architecture professional degree. The Team found this criterion a cause for concern.

### 13.20 Life-Safety

*Understanding of the basic principles of life-safety systems with an emphasis on egress*

Met	Not Met
[X]	[ ]

Students develop an understanding of life safety principles and egress concepts through courses ARC 405-6 and ARC 414 Advanced Structures and Building Systems III.

### 13.21 Building Envelope Systems

*Understanding of the basic principles and appropriate application and performance of building envelope materials and assemblies*

Met	Not Met
[X]	[ ]

Basic principles of application and performance of building envelope materials and assemblies is taught in courses ARC 304 Intermediate Architectural Design Studio VI, Environmental Systems ARC 315, and ARC 405-6 Advanced Architectural Design Studio.

### 13.22 Building Service Systems

*Understanding of the basic principles and appropriate application and performance of plumbing, electrical, vertical transportation, communication, security, and fire protection systems*

Met	Not Met
[X]	[ ]

### 13.23 Building Systems Integration

*Ability to assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design*

Met	Not Met
I I	IXI

This criterion is first addressed in ARC 304 and later in ARC 405--6. New faculty have been hired to teach ARC 304; the outlook for meeting this criterion in the future is certain. Current fourth year student work falls short in demonstrating the ability to capably and fully integrate building systems in the designs.

### 13.24 Building Materials and Assemblies

*Understanding of the basic principles and appropriate application and performance of construction materials, products, components, and assemblies, including their environmental impact and reuse*

Met	Not Met
[X]	I I

### 13.25 Construction Cost Control

*Understanding of the fundamentals of building cost, life-cycle cost, and construction estimating*

Met	Not Met
[X]	I I

Construction cost control is taught through courses ARC 314 and ARC 406 Advanced Architectural Design studio. Preliminary construction cost estimates are prepared in ARC 406. Projects designed in lower level design studios like the "sleeper keeper" and "aqua totter" are good exercises in design, budgeting, cost control, and construction. The projects are conceived, procured, built, and paid-for by each design team.

### 13.26 Technical Documentation

*Ability to make technically precise drawings and write outline specifications for a proposed design*

Met	Not Met
[X]	I I

Students are required to prepare technical drawings in ARC 406 Advanced Architectural Design Studio IX of designs conceived and developed in ARC 405. Detailed plans and walls sections are prepared in these courses.

### 13.27 Client Role in Architecture

*Understanding of the responsibility of the architect to elicit, understand, and resolve the needs of the client, owner, and user*

Met	Not Met
[X]	[ ]

Evidence of understanding was found in courses ARC 405-6 and ARC 417-1B and supplemented by extramural community outreach projects.

### 13.28 Comprehensive Design

*Ability to produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies, and the principles of sustainability.*

Met	Not Met
[ ]	[X]

Comprehensive design ability is to be demonstrated in courses ARC 405-6, Advanced Architectural Design Studios. The Team did not find a comprehensive understanding of structural, environmental, and life-safety systems shown in the design work. An understanding of some conditions was found, but projects, in general, fell short of comprehensive solutions.

### 13.29 Architect's Administrative Roles

*Understanding of obtaining commissions and negotiating contracts, managing personnel and selecting consultants, recommending project delivery methods, and forms of service contracts*

Met	Not Met
[X]	[ ]

Course content satisfying this criterion is through ARC 417 and ARC 418 over two semesters, using readings from certain required text, class discussions, student reports, mock-ups, and examinations. Students are encouraged to participate in professional activities off-campus to increase their understanding of the architect's administrative roles through AIA meetings and lectures, hardhat tours, interaction with practitioners, and active internships.

### 13.30 Architectural Practice

*Understanding of the basic principles and legal aspects of practice organization, financial management, business planning, time and project management, risk mitigation, and mediation and arbitration as well as an understanding of trends that affect practice, such as globalization, outsourcing, project delivery, expanding practice settings, diversity, and others*

Met	Not Met
[X]	[ ]

Students clearly understand the importance of internship and awareness of the Intern Development Program (IDP). Students are encouraged to enroll in IDP after their 3<sup>rd</sup> year and pursue employment in architecture firms. However, while the majority of students acknowledged working while in school, only a few were in IDP credit-gaining environments. The students seem to understand their roles as future graduates, emerging professionals, and future practitioners. Professional practice courses show ample evidence of understanding the importance of becoming licensed architects.

### 13.31 Professional Development

*Understanding of the role of internship in obtaining licensure and registration and the mutual rights and responsibilities of interns and employers*

Met	Not Met
[X]	[ ]

Students gain an understanding of legal aspects of the practice through Associate Professor Easter's and visiting Professor Loomis's courses ARC 417-8 Professional and Community Design Practice. Additional insight is gained through courses ARC 417-8 (IDP and registration requirements).

### 13.32 Leadership

*Understanding of the need for architects to provide leadership in the building design and construction process and on issues of growth, development, and aesthetics in their communities*

Met	Not Met
[X]	[ ]

Students aspire to become models of collaboration in the construction industry. Students are expanding knowledge in areas of sustainability and technical knowledge through guided research and travel. They realize the importance of finding new solutions to complex problems, likewise, devising new research methods to arrive at new conclusions. They also investigate emerging technologies, building products, and design practices.

### 13.33 Legal Responsibilities

*Understanding of the architect's responsibility as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, historic preservation laws, and accessibility laws*

Met	Not Met
[X]	[ ]

The team finds most of these topics covered in coursework. Students are encouraged to seek codes, zoning requirements, and accessibility guidelines in studios and professional practice courses. Emphasis on urban planning has aided an understanding of preservation issues. These topics should continue to be a focus through repetition and further development.



**13.34 Ethics and Professional Judgment**

*Understanding of the ethical issues involved in the formation of professional judgment in architectural design and practice*

Met	Not Met
IX]	I I

### III. Appendices

#### Appendix A: Program Information

##### 1. History and Description of the Institution

*The following text is taken from the 2009 Hampton University Architecture Program Report*

The University is organized into four colleges: Hampton Institute, which is the Undergraduate College; the Graduate College; the College of Education and Continuing Studies; and the College of Virginia Beach. The Undergraduate College has seven schools: Business, Engineering & Technology, Journalism and Communications, Liberal Arts, Nursing, Pharmacy and Science. Within the Undergraduate College and College of Education and Continuing Studies, the bachelor's degree (Bachelor of Arts and Bachelor of Science) is offered in 52 areas. The Graduate College offers the master's degree (Master of Arts, Master of Science, Master of Business Administration and Masters in Teaching) in 17 areas among which are biology, chemistry, applied mathematics, planetary sciences, communicative sciences and disorders, nursing, architecture, atmospheric sciences, counseling, computer science, business administration, physics, elementary education, special education, teaching and medical science. In addition, the Graduate College offers the doctoral degree (Ph.D.) in atmospheric sciences, nursing, physics, and planetary sciences and the Pharm.D degree in Pharmacy. The University's newest college is located at a satellite campus in the City of Virginia Beach, Virginia. The College of Virginia Beach offers programs in nursing, hotel/resort management, and an Educational Leadership Program.

Hampton University's libraries include the William R. and Norma B. Harvey Library (main) and satellite libraries in the School of Nursing, the Department of Architecture, the Department of Music, and the College of Virginia Beach. The William R. and Norma B. Harvey Library was dedicated and opened officially on January 26, 1992. The facility's collection includes over 450,000 books and bound periodicals, and more than 725,000 microfilms. The library regularly receives 1,000 current periodicals and subscribes to 29 newspapers. The library has access to 12,000 journals, magazines and newspapers through its electronic database collections, which is also able to access the full text of 40,000 books and monographs. The library is a selective Federal Government Depository collecting 22% of the publications made available from federal agencies and the Government Printing Office. To serve the needs of its patrons, the Harvey Library has four computer labs and an electronic classroom.

The University owns approximately 285 acres, most of which is located in Hampton, Virginia. The main campus, surrounded on three sides by water, comprises some 50 main buildings and 75 auxiliary structures.

The University employs approximately 1,200 full-time persons including faculty, staff and administrative personnel. None of these employees is represented by any collective bargaining organization. The University employs approximately 400 faculty members of whom nearly 30% are tenured. Approximately 76% of the full-time faculty holds terminal degrees in their respective areas of specialty. The undergraduate student/faculty ratio is approximately 16 to 1.

The University is a privately endowed, co-educational, nonsectarian institution of higher education with accreditation by the Commission on Colleges of the Southern Association of Colleges and Schools, and the Department of Education of the Commonwealth of Virginia to award degrees at the associate, bachelor's, master's and doctoral levels. The

University holds membership in the Council of Graduate Schools, the Council of Independent Colleges in Virginia, and the American Council on Education. Its programs in architecture, aviation (computer science and electronic systems), business, chemistry, communicative sciences and disorders, computer science, chemical and electrical engineering, music, nursing, pharmacy, physical therapy, and teacher education are accredited by their respective accrediting agencies.

The programs in nursing, pharmacy and physical therapy have obtained approval to confer the doctoral degree from the State Council on Higher Education in Virginia, and each has achieved accreditation from their respective accrediting agencies. The architecture program is accredited by the National Architectural Accrediting Board. The aviation computer science and aviation electronic systems programs are accredited by the Council on Aviation Accreditation. The chemical and electrical engineering programs are approved by the Engineering Accreditation Commission of the Accrediting Board for Engineering and Technology (ABET). The chemistry program is approved by the Committee on Professional Training of the American Chemical Society. The program in Communicative Sciences and Disorders is accredited at the graduate level by the American Speech-Language-Hearing Association. The Computer Science program is accredited by the Computing Accreditation Commission of ABET, a specialized accrediting body recognized by the Council for Higher Education Accreditation. The music programs are accredited by the National Association of Schools of Music. The undergraduate and graduate nursing programs are fully accredited by the National League for Nursing Accrediting Commission and the Commission on Collegiate Nursing Education. The undergraduate program is approved by the Virginia Board of Nursing. The doctoral program is approved by the state Council of Higher Education for Virginia and the Southern Association of Colleges and Schools. The School of Nursing is also an agency member of the National League for Nursing, the Nursing Council of the Southern Regional Education Board, and the American Association of Colleges of Nursing. The teacher education programs are accredited by the National Council for Accreditation of Teacher Education. The School of Pharmacy is accredited by the American Council on Pharmaceutical Education and the physical therapy program by the Commission on Accreditation in Physical Therapy Education.

The Hampton University Department of Architecture benefits from a unique setting. It is the only architecture program in the Hampton Roads area, and indeed within a 150 to 200 mile radius. The Department is located on "the water's edge," near the mouth of the Chesapeake Bay, in a region formerly known as "Tidewater." This offers a variety of settings not found in many areas. And the program is situated in a student-focused HBCU (Historically Black College and University).

As a Historically Black College/University, Hampton University dates to 1868, when it was founded by General Samuel Chapman Armstrong. Since then Hampton University has remained a conservative institution. Booker T. Washington journeyed first to Hampton before founding Tuskegee Institute in Alabama. The University places its students at the center of its planning, providing a holistic educational environment. Learning is facilitated by a range of educational offerings, including a rigorous curriculum, good teaching, professional experiences, multiple leadership and service opportunities, along with the development of character which values respect, dignity, integrity, and decency. Freshmen are required to take University 101, which helps them adjust to university life, and also indoctrinates them to the values of the institution. Students in the program are very much members of both the Department of Architecture and also of Hampton University. At the forefront of HBCUs, it is not uncommon to find students who have been preceded to Hampton by several generations of family.

## 2. Institutional Mission

*The following text is taken from the 2009 Hampton University Architecture Program Report*

Hampton University is a comprehensive institution of higher education, dedicated to the promotion of learning, building of character, and preparation of promising students for positions of leadership and service. Its curricular emphasis is scientific and professional, with a strong liberal arts undergirding. In carrying out its mission, the University requires that everything that it does be of the highest quality.

A historically black institution, Hampton University is committed to multiculturalism. The University serves students from diverse national, cultural, and economic backgrounds. From its beginning to the present, the institution has enrolled students from five continents: North America, South America, Africa, Asia, and Europe; and, many countries including Gabon, Kenya, Ghana, Japan, China, Armenia, Great Britain and Russia, as well as the Hawaiian and Caribbean Islands and numerous Indian nations. Placing its students at the center of its planning, the University provides a holistic educational environment. Learning is facilitated by a range of educational offerings, a rigorous curriculum, excellent teaching, professional experiences, multiple leadership opportunities, and an emphasis on the development of character which values integrity, respect, decency, dignity, and responsibility.

Research and public service are integral parts of Hampton's mission. In order to enhance scholarship and discovery, faculty are engaged in writing, research, and grantsmanship. Faculty, staff, and students provide leadership and service to Hampton University as well as the global community.

In achieving its mission, Hampton University offers exemplary programs and opportunities which enable students, faculty and staff to grow, develop and contribute to our society in a productive, useful manner.

### 1.2.2 School of Engineering and Technology Mission Statement

The School of Engineering and Technology offers programs leading to baccalaureate degrees in Aviation, Chemical Engineering, Computer Engineering, Electrical Engineering, and leading to a Masters of Architecture first professional degree. These programs are designed not only to prepare graduates for advanced study in the major or related fields; they are also designed to prepare graduates for the interdisciplinary and global workplace.

Additionally, graduates will possess a general educational background that facilitates an awareness of the professional's social responsibility to the community as well as an appreciation for the importance of continuing professional development and lifelong learning.

The School of Engineering and Technology is committed to insuring that higher education opportunities in the Engineering and Technology professions are available to African Americans, and to informing the community of significant contributions made to the professions by African Americans. The School of Engineering and Technology also provides service functions to other units at the University, including the departments of Physics, Music Engineering, Marine and Environmental Science and Computer Science and the School of Business.

### 3. Program History

*The following text is taken from the 2009 Hampton University Architecture Program Report*

Research indicated that course work in architecture drafting was being offered to students in Industrial Arts Technology and Building Technology as early as 1889. Many of the old buildings on campus, including Bemis Laboratories, Memorial Chapel, and Ogden Hall Auditorium were either designed by faculty or built by faculty and students.

Architecture, as a separate and distinct study, has its beginning in the 1930's, when the Division of Technology added course work in architectural design to the technical courses already offered in mechanical drawing. In 1934, William H. Moses, Jr., became the first professionally trained African American Architect to join the faculty, replacing Theo Ballou White. Through William Moses' initiative, a full four year professional curriculum was established within the Division of Technology in 1941. Bachelor of Science degrees were given to students majoring in architecture for the first time in 1948. By 1953, a comprehensive engineering sequence had become a part of the program in architecture. In 1951, this program was lengthened to five years in recognition of the need for broadening the non-professional aspects of the program and in line with the expansion at other institutions of undergraduate programs in architecture. Course work in construction, which has been traditional at Hampton, was retained.

In 1965, Bertram Berenson became the second Head of the program in Architecture, and with administrative and faculty support, began to revise and improve the curriculum. The department was given full divisional status in the summer of 1966. In May 1967, Hampton Institute graduated its first class with the professional degree, the Bachelor of Architecture. In 1969 the Division of Architecture received its first accreditation, for a two year period, from the National Architectural Accrediting Board.

In 1970, John H. Spencer became the Division Director following the resignation of Bertram Berenson. Spencer continued the program development started by Berenson. The Division of Architecture received a full five year accreditation in 1972.

With changes in the structure of Hampton Institute in 1972, the autonomous Division of Architecture became the Department of Architecture in the Division of Social and Environmental Studies. Further changes in 1979 placed the Department of Architecture in the School of Pure and Applied Sciences.

In 1993 the Department of Architecture was shifted to its present location in the School of Engineering and Technology. In January, 1997 Bradford Grant became the Chairperson of the Department, following the retirement of John Spencer, and the University eliminated the program in Building Construction Technology, traditionally connected to the Department of Architecture.

In 2002-2003 the Department began the process of University approval for a revised curriculum, and the conversion of the 5 year Bachelor of Architecture degree to a 5-1/2 year Master of Architecture First Professional Degree. With University approval, the new curriculum was initiated with the entering freshman class in Fall Semester 2003.

In January, 2004 the 5-1/2 year Master of Architecture First Professional Degree was granted accredited status by NAAB, and included in the six-year term. Also in January, Dr. Eric Sheppard was appointed Dean of the School of Engineering and Technology.

The Master of Architecture curriculum was introduced in annual increments, and in May, 2008 the Hampton University Department of Architecture witnessed the first graduating class to receive the Master of Architecture degree.

In 2006 Prof. Ronald Kloster, Assistant Professor of Architecture, was appointed as Assistant to the Dean of the School of engineering and Technology. With the departure of Bradford C. Grant in May 2007, Prof. Kloster was named Acting Chair. A search committee was appointed by the University Provost to be chaired by Professor Emeritus and former Architecture Chair Mr. John Spencer.

In September, 2008 Robert L. Easter became Chair of the Department of Architecture.

#### SIGNIFICANT DATES IN THE HISTORY OF THE DEPARTMENT OF ARCHITECTURE

- 1889 Hampton Institute offered course work in Architectural Drafting along with work in Mechanical Drawing.
- 1932 Course work in Architectural Design added by architect Theo Ballou White.
- 1934 William H. Moses, Jr., first professionally trained African American Architect to join the faculty. He taught Architectural Drafting to Building Construction majors.
- 1941 Architectural Design and Architectural Engineering were added to the curriculum in Building Construction.
- 1942 Four year programs in Architectural Engineering were added to the curriculum in Building Construction.
- 1951 The program was lengthened to five years.
- 1965 William H. Moses, Jr. resigns. Bertram Berenson as the new Department Chair initiated curriculum changes.
- 1966 The Department of Architecture was elevated to Division status. First listing as Division of Architecture offering the professional degree Bachelor of Architecture.
- 1967 Hampton Institute graduated its first class with the professional degree Bachelor of Architecture.
- 1969 The Division of Architecture received a two year accreditation from NAAB.
- 1970 Bertram Berenson resigns. John H. Spencer as new Division Director continued curriculum development, program revision and consolidation.
- 1972 The Division of Architecture was revisited by NAAB and received a full five year accreditation.
- 1972 Academic restructuring at the Institute level changed the Division of Architecture to a Department of Architecture in the Division of Social and Environmental Studies.
- 1979 A second major restructuring moved the Department of Architecture to the School of Pure and Applied Sciences.  
The program in Building Construction Technology (BCT) was returned to the Department of Architecture.  
The program received accreditation for a three-year term.
- 1982 The program received accreditation for a five-year term.
- 1987 The program received accreditation for a five-year term.
- 1992 The program received accreditation for a three-year term.
- 1993 Following a University Strategic Plan, the Department of Architecture was placed in the newly created School of Engineering and Technology, joining Aviation, Chemical Engineering, and Electrical Engineering.  
The Strategic Plan determined that the program in Building Construction Technology (BCT) would be phased out.
- 1994 Bemis Hall remodeled to enlarge library and increase accessibility,  
The program received accreditation for a five-year term.  
John Spencer stepped down as Department Chair after twenty-five years.  
Solil Banerjee appointed Interim Chair.  
John Peter, Professor, announced his retirement.

- Dr. Samuel White, Jr. named as the first Dean of the School of Engineering and Technology
- 1996 Oscar Northen, Instructor, and John Spencer announced their retirements.  
John Spencer named Professor Emeritus.  
Department hosted the ACSA SE Regional Meeting.
- 1997 In January Bradford C. Grant assumed role as Department Chair.
- 1998 Dr. Morris Morgan, III appointed as second Dean of the School of Engineering and Technology.  
Final student graduated in Building Construction Technology.
- 1999 Solil Banerjee, Associate Professor, announced his retirement after 27 years.
- 2000 The program received accreditation for a three-year term.
- 2001 Bradford Grant elected Vice President/President-Elect of ACSA. Prof. Grant served for a three-year term: president-elect, president, and past president.  
James Hall, Professor, retired after 35 years.  
Department hosted dinner for NCARB Zones 1, 2, and 3 at their Regional Meeting  
Hampton University Architectural Alumni Association (HUAAA) formed, only the third professional association within the Hampton University Alumni Association, Inc. {military and nursing)
- 2003 The Bachelor of Architecture degree program received accreditation for a six-year term.  
The new Master of Architecture curriculum was initiated with the incoming 2003-2004 freshmen class.
- 2004 The Master of Architecture degree program was approved for accreditation and added to the six-year term of accreditation.  
In January, Eric J. Sheppard named Dean of the School of Engineering and Technology
- 2006 Dr. Carmina Sanchez elected Secretary of the Association of Collegiate Schools of Architecture (ACSA) for a two year term.  
Assistant Professor Ronald Kloster appointed Assistant to the Dean in the School of Engineering and Technology
- 2007 Chair Brad Grant resigned to become Associate Dean in Architecture at Howard University. Ronald Kloster was named interim Dean.
- 2008 In May, 2008 the Department graduated its first class with the Master of Architecture Degree.  
In September Robert L. Easter Principal of the Richmond firm Kelso+ Easter, and a Hampton University alumnus named Department Chair.

#### 4. Program Mission

*The following text is taken from the 2009 Hampton University Architecture Program Report*

The Department of Architecture offers a professional degree program that supports the education and the preparation of students for professional positions of environmental design practice, leadership, and service. The Department of Architecture is committed to the development of critical inquiry and the pursuit of life-long learning necessary for participation in a changing society and profession. Education in the Department of Architecture, as a connection with engineering, the fine arts, the humanities, and social sciences, strives to provide an important synthesis of pragmatic, technical, and theoretical learning. The Department of Architecture sets the framework to explore the roles of African American identity in design and other cultural, technical, and social factors in architectural education. The Department is dedicated to promoting a global environmental sensitivity and to developing an ability and desire in students to help bring

about important social and environmental change, especially in transitional urban areas and communities of color.

In the Department of Architecture:

We are about the connection of analytical, creative, and most importantly, critical thinking to professional and technical education.

Form and place as the result of strong methods and process.

We are about socio--cultural issues in architecture and environmental design

Form and place as they connect to socio--cultural methodologies.

We are about environmental design ethics and leadership.

Form and place as part of earth ethics and urbanization.

1.4.2 Mission Statement (Adopted March 2001, with minor amendments):

The Hampton University Department of Architecture is an accredited Architecture Program, geared towards those who desire preparation to engage in a critical practice of architecture. We believe that architectural education offers unique possibilities, which allow our students to face and lead the broad challenges confronting societies, from the level of individuals, to neighborhoods, and to nations. We are dedicated to promoting a global environmental sensitivity, and developing an ability in students to bring about important social and environmental change, especially in transitional urban areas and communities of color. The Department sets the framework for the investigation of architecture as a way of thinking about this world. We strive to provide an integration of:

Individual imagination with communal responsibilities;  
theoretical insights with pragmatic speculations;  
conceptual gestures with tectonic articulation;  
technical competence with creative articulation,  
and, contemporary interpretations with histories of architecture.

The Hampton University Department of Architecture strongly believes in the architect as a leader who must bring together a broad range of skills to solve building design, urban design, and community development problems. The Department of Architecture is focused on delivering a strong professional program leading to a professional degree, located within a small liberal arts oriented university.

The Department is unique in that it is one of the few architecture programs to be located on the campus of a Historically Black College or University (HBCU). Within the tradition of the HBCU, we explore the questions of African American identity in design and other cultural, technical and social factors in architecture. We provide the educational framework for the emerging leadership roles of the student architect in the profession and society. Our rich and diverse student and faculty backgrounds allow us to contribute to the awareness of, and ability to work with, diverse groups.

Architecture programs at HBCU institutions offer something the mainstream schools in the nation do not: of 123 total architecture programs, the seven accredited HBCU architecture programs currently enroll approximately 45 percent of all Black students working toward architecture degrees. Roughly half of the 1,659 Black licensed architects in the U.S. attended HBCU institutions. Eighty Seven (87), or 5.24 percent, were educated at Hampton University. The architectural program at Hampton University, and at the other HBCU institutions meet two distinct agendas: the mission of educating architects, and that of educating Black students. HBCU pedagogy must balance issues of



ethnicity, race and culture with the gamut of theoretical and practical topics required in architecture.

## 5. Program Self Assessment

The following text is taken from the 2009 Hampton University Architecture Program Report

As stated in the Department Mission Statement and Statement of Purpose, we are dedicated through teaching, research, and service to the development of critical inquiry, the provision of a professional and technical education, and to the education of future leaders in our goal of "promoting a global environmental sensitivity and to developing an ability and desire in students to help bring about important social and environmental change, especially in transitional urban areas and communities of color."

The Department's Chair annually submits a five-year plan to the University Committee on Long Range Planning, which effectively embodies a departmental strategic plan. This report is submitted for review to the Dean of the School of Engineering and Technology to insure its viability within the School's planning structure. By tracking this plan through its annual cycles, one can observe the progress of the department in relation to stated Departmental Objectives. Listed below are the Departmental Objectives, as stated in the 2002 APR, and the progress that has been made on each objective.

### 1.5.1 Departmental Objectives

1. To have an entering freshman class of 60 students (15 additional students)

**TIME:** 2002-2003

**OUTCOME:** With the inception of the new graduate curriculum in Fall 2003, the number of freshmen {as defined by enrollment in 1 year studio, ARC 101} has risen steadily. Previously enrollment averaged in the 50s. In Fall 2007 there were 60 students. This fall (2008) there are 63 freshmen and transfer students enrolled.

2. To increase the number of majors from 130-150 to 160 students

**TIME:** 2002-2003

**OUTCOME:** With the advent of the graduate degree program, numbers have increased. This fall, 2008, there are 173 students enrolled in design studio, with 28 in the 5 year thesis studio. Both of these numbers are all time highs, and are stressing the limits of facilities and faculty. While there was an objective based on growth in the student body, there was no corresponding objective pertaining to a corresponding increase in faculty and resources.

3. To develop a stronger visiting lecturer program

**TIME:** 2001-on

**OUTCOME:** Outcome on this objective is mixed. Although the Department has held a weekly event on each Friday, the presenters are typically students and faculty, and local architects and speakers who donate their time and are secured through students and faculty personal and professional connections. When there are significant local events, such as the VSAIA annual conference, these will be substituted for the Friday event. The Department has also hosted presentations by faculty from other architecture programs in the regions: Maryland, North Carolina, Virginia and Washington D.C. The Department also coordinates with these programs to share guests who may be visiting the area for the Friday lecture series. Naturally, funding restricts the pool of professionals

and scholars the Department is able to invite. Funds spent on lectures would come from other needs, usually balanced against faculty travel and development.

4. Slide librarian to develop slide library to include works by African American Architects and designers.

**TIME:** 1999-on

**OUTCOME:** Originally a new slide curator was targeted. With increased digital reliance, new avenues have emerged. There has not been substantive progress on this objective. However, the Harvey Library has added ARTstor as a digital image database. This not only meets most of the slide needs for the Department, it also offers an outlet for a potential collection of the works of African American Architects.

5. To provide faculty opportunities to keep abreast of professional development and teaching methods.

**TIME:** 2001-on

**OUTCOME:** Objective with mixed outcomes. Funding limitations have limited the most typical means of fulfilling the objective to fund faculty travel to and participation in seminars, workshops, and conferences. A number of other strategies have thus been employed: partial Department funding matched by faculty contributions; discretionary funds from the Office of the Dean; and research funds. This has been leveraged by the fact that the Department has included the ACSA president (Brad Grant) and secretary (Cam,ina Sanchez) in the last six years, which has facilitated some cost sharing. Additionally, the Department has utilized the weekly Friday lecture series to keep abreast of local and regional professional issues.

6. To submit and have funded at least one grant per year to supplement department funding. Require each faculty to actively seek a minimum of one funding opportunity per year.

**TIME:** 2001-on

**OUTCOME:** Submission of at least one funding proposal/faculty/year. This objective has not been fully met. Many faculty members have submitted funding proposals and are now assigned responsibility to produce a minimum of one proposal each year. Since 2001, the University standard has increased to two funding proposals per year.

7. To better integrate computer technology into the design curriculum (currently 2<sup>nd</sup> year students are required to have a laptop and specified software).

**TIME:** 2001-on

**OUTCOME:** While this objective is a moving target due to the dynamic nature of the field, considerable progress continues to be made. The required laptop policy in the 2<sup>nd</sup> year is coordinated with the ARC 203 Architectural Representation course, covering a variety of media and methodologies focusing on the digital. In addition new gsprint• elective courses as well as professional electives centered on specific techniques and software. Software is phased into each studio level. Digital approaches are utilized in courses other than studios.. Professors Daisy Williams and Derek Ham received the Provost's Award for technological teaching innovation based upon web-based design reviews in third year studio. The computer is used successfully in the 4<sup>th</sup> and 5<sup>th</sup> years, with more difficulty found now in the incorporation of traditional media into presentations,

8. To have student and faculty e-mail and web accessible.

**TIME:** 2001-on

**OUTCOME:** There has been excellent progress, All students, faculty and staff have email accounts and internet access. The University conducts business using

Banner (HUNet) and Blackboard. Bemis Hall is both a wired and a wireless environment, as is most of the campus.

9. Connect with local community development organizations via the Urban Institute.

**TIME:** 2001-on

**OUTCOME:** Students/faculty and the design studios have been actively working with community and professional organizations. The difficulty has been structuring those relationships through the Urban Institute as a fundraising vehicle.

10. Initiate required professional internship/coop for graduation.

**TIME:** 2002-2004

**OUTCOME:** The new graduate degree curriculum requires students to complete a non-credit internship experience, typically in the summer of the 4<sup>th</sup> year. This has been handled informally to this point, and the formal organization will be a point of emphasis in the 2008-2009 academic years. Beginning this year, all 4<sup>th</sup> year students will be required to establish their IDP file with NCARB.

11. Develop a curriculum focus on architecture of the Urban Waters Edge.

**TIME:** 2002-2004

**OUTCOME:** There has been limited success in the application of this objective. The Department pioneered work in this area through a NREL (National Renewable Energy Lab) 1999-2002 grant contract to design a photovoltaic powered floating theater.

The project was incorporated into the 3<sup>rd</sup> year design work. Currently, the Building Science sequence (ARC 213 and ARC 314) generate design-built projects on the water, specifically the gAqua Totter, Building Science professor David Peronnet is conducting research on the risk and impact of catastrophic storm damage on maritime communities. A number of grant and contract proposals, and white papers have been circulated. Limited funding have been granted so far.

12. Convert 5 year Bachelor of Architecture Degree program to 5-1/2 year Master of Architecture program.

**TIME:** 2002-2003

**OUTCOME:** The first professional graduate degree program received accreditation in January, 2004, and the first graduating class marched in May, 2005. This has allowed the Department to restructure the curriculum, which is still in progress, and to raise standards. We feel that in large part due to the new degree and curriculum, the trend has been toward an increase in the size of the student body, with higher rates of retention. There has been some fluctuation in class size by year, which the department feels is due to faculty and students adjusting to the new curriculum and attendant prerequisites.

### 1.5.2 Program Strengths

Since the implementation of the 5-1/2 year Master of Architecture First Professional Degree, the Department has developed and built on strengths in several areas.

1. Growth of Student Body: The visibility and viability of our program is gaining national reputation and strength. Recent trends have seen the student body grow to the point that our facilities and human resources, both faculty and support staff, are stressed.
2. New Curriculum: The curriculum implemented with the M. Arch. Program has just completed its first five year phase, and is undergoing assessment and evaluation. The added focus on research and theory has been successful, with presentations by 5<sup>th</sup> year students at the ACSA

National Conference and at the Virginia Society AIA Conference on Research. The focus on urban and community design issues has resulted in one house constructed for Hampton Redevelopment and Housing, and the active participation of three 2<sup>nd</sup> year students in a R/UDAT charrette in Petersburg, Virginia. In the last five years studios have collaborated with the cities of Hampton, Norfolk, and Portsmouth; and with Old Dominion University developing master plans and design projects.

3. Faculty: An ongoing strength, the Department has a committed, diverse and professional faculty. There is diversity in ethnicity and in gender, and 75% of the full-time faculty are registered architects. Faculty continually contribute to the program, the student body, and to local communities.
4. Collaborative Efforts: The faculty and student body (including the administration of the School of Engineering and Technology) have a great level of collaboration to achieve important goals. The Dean-, the Chair and the faculty meet often to discuss ways to achieve optimum ends for the program and the school. This is borne out in increased funding support for faculty travel, increased awareness and advocacy for providing for student and resource needs in the Department, and the availability of school resources, such as computer labs, software licenses to meet our mission. The Provost's office has also worked well with our Department to assist our efforts to garner the resources needed to maximize our instruction efforts, championing our efforts to gain additional FTE faculty positions. Students have shown increasing awareness of their responsibility to work within the limitations of the Department to get the most out of their educational experience. We meet regularly with the student leaders (AIAS and NOMAS) to discuss ongoing program efforts.
5. Student Travel: Although we have a small program, the move of the required international urban design travel studio from 5<sup>th</sup> year to the summer after 3<sup>rd</sup> year studios has been a strength. Awareness of and the ability to design in an urban context has been advanced, and is infusing the program. This also broadens internship possibilities. A current 5<sup>th</sup> year student has been invited to join Urban Design Associates in Pittsburgh for their formal two year internship. Our student interns at the Norfolk Neighborhood Design office and at the city of Hampton and Newport News Planning offices. Professor Shannon Chance has also recently introduced a Spring Break Travel Elective (first offering to Prague) that has proven popular.
6. Community Connections: The Hampton Roads Chapter of the AIA has become increasingly involved with the program. They sponsor the Hampton portion of the annual VSAIA Prize Design Competition, and participate with lectures and critiques. Students and faculty are also active participants in chapter programs. Studio projects have involved the municipalities of Hampton, Norfolk, Newport News, and Portsmouth, as well as Old Dominion University.
7. Staff Support: The Department is blessed to have administrative staff with a strong commitment to the Department and its mission. They have

a comprehensive understanding of institutional policies, program and curriculum requirements, student needs and the University's administrative structure and provide and invaluable assist to faculty and students.

8. Program Diversity: One of the great strengths of our program is the level of diversity in the student body and faculty populations. Hampton University is one of America's most prestigious Historically Black College and University (HBCU), and we are proud of our tradition and mission of meeting the higher education needs of the African American community. A substantial part of our responsibility, however, is to help our students learn to navigate in an ever increasingly diverse world. The degree of diversity in our program population is a testament to our ability to draw from a variety of cultures, races, genders and ethnicities. More importantly, our ability to retain this diversity throughout the matriculation of our students demonstrates our ability to address and meet diverse needs, while producing a highly competent candidate for practice in the profession of architecture.

#### 1.5.4 Plan to Address Challenges

To address the challenges above, we propose the following:

1. Facilities: Our goal is a new building, however, we are working with other facilities on campus to house some classes in more appropriate spaces. Some Architecture courses are being taught in Olin (the Engineering Building). The Library has also indicated that it could house some of our archive materials, providing more room for offices and other functions.
2. Human Resources: We have submitted a plan to the Dean and Provost to acquire two (2) additional FTE's by the end of this semester. The proposal was received favorably by both, who are now advocating that position with the University President. He has made initial inquiries and we are hopeful to have those positions authorized and filled expeditiously. The impact on students must be mitigated. We have worked with other departments on campus to set up tutorial opportunities (specifically in math). We have also encouraged formal tutoring sessions among students in the structures labs. This effort is being closely monitored by the Chair so that the effectiveness of those efforts can be reinforced where necessary. Engineering has also offered to assist the Department by having their faculty teach structures courses.
3. Funding: The University has made additional funding available to acquire resources to the building and faculty, including new studio furniture, computers for the library and faculty, and, new AV equipment for classrooms. This is a direct result of efforts by the new Chair to demonstrate that the Department will take seriously its mandate to obtain outside sources of funding. The faculty has each been tasked with writing a minimum of one major grant proposal during the school year. One administrative staff member has been charged with managing the grant writing process, taking classes and becoming proficient in assisting faculty in their grant writing efforts. We are also preparing creative methods of reaching our alumni to encourage restricted gifts to the

program to assist in student and faculty travel, operations and scholarships.

4. **Visibility:** We are working with the Dean to make a change in the name of the School to incorporate 'architecture' into the name. He has been very supportive of our mission and understands its importance.

Appendix B: The Visiting Team

Team Chair, Representing the NCARB  
Marzette Fisher  
ArchitectureWorks, LLC  
PO Box 130991  
Birmingham, AL 35213-0991  
(205) **515-4882**  
marzettefisher@gmail.com

Representing the ACSA  
Judith Bing, Associate Professor  
Department of Architecture  
Drexel University  
Philadelphia, **PA** 19104  
(215) 895-4922  
(215) 895-4921 fax  
bingj@drexel.edu

Representing the AIAS  
Ryan Murphy, Assoc., AIA, AIAS, CSI-I, LEED<sup>9</sup> AP  
700 N Alabama Street  
Apt#205  
Indianapolis, IN 46204  
(317) 840-4771 mobile  
ryan.murphy19@gmail.com

Representing the AIA  
Jon Luft, AIA, LEED<sup>9</sup> AP  
Principal  
Salem Livingston Architects  
363 5th Avenue, Suite 300  
San Diego, CA 92101  
(619) 234-7471  
(619) 921-3419 mobile  
jonl@slarchitects.com

Observer  
Dale O. Jackson, RA  
Program Integration Branch  
Directorate of Military Programs  
US Army Corps of Engineers  
HQUSACE, Attn: CEMP-11  
441 G. Street, NW, 3S93  
Washington, DC 20314-1000  
(202) 761-5737  
(202) 761-1828 fax  
(757) 763-5737 dsn  
Dale.O.Jackson@usace.army.mil

Appendix C: The Visit Agenda

Saturday, March 21, 2009			
Time	ActiVity	Location	Participants
TBD (morning)	Team Chair Arrives		
12:00n - 1:30 p	Lunch	Hotel	Team Chair Dept Chair
1:45p-4:30p	Tour of Facility [and Team Room]	Bemis	Team Chair Dept. Chair
TBD	Team Members Arrive		
5:00p-6:40	Team Meets at Dinner	Hotel	Team Only
Sunday, March 22, 2009			
8:00a- 9:00	Team Breakfast with Chair	Hotel	Team Members Dept Chair
9:15a-11:00a	Review of and Team Room Orientation Process Overview Discussion of Tasks and Responsibilities	Bemis	Team Onl
11:00a - 12:00p	Chapel Service (optional)	Memorial Chapel	Team Members Dept Chair
12:00n - 1:00p	Lunch with Dr. Sheppard (Dean of School of Engineering & Technology) and other School chairs		Team Members Dean Sheppard Dept Chair School Dept Chairs
1:00p - 2:00p	Work Reviews	Bemis	Team Only
2:00p - 3:00p	Meeting with Faculty MF intro; JB lead discussion	Harvey Library	Team Members Faculty Members
3:00p-5:30	Work Session	Bemis	Team Only
6:00p - 7:30p	Dinner	Hotel	Team Only
7:30p-	Work Session	Bemis	Team Only


Monday, March 23, 2009			
8:00a - 9:00a	Team Breakfast with Chair	Hotel	Team Members Dept Chair
9:15a- 10:00a	Meeting with Provost MF lead	Admin Building	Team Members
10:00a - 10:45a	Meeting with Dr. Harvey or Senior Administrator MF lead	Admin BuildinQ	Team Members
11:00a-11:45a	Meeting with Dean Sheppard MF, etal	Olin Hall	Team Members
12:00n - 1:30p	Lunch	Holly Tree Inn	Team Members Selected Faculty
1:30p-3:00p	Entrance Meeting with Students MF intro; RM lead discussion	Bemis	Team Members Student Body



3:00p - 4:00p	Meeting w/ Advisory Committee	Bemis	Team Members Advisory Comm.
4:00 p - 5:30p	Reception		Team Members Advisory Comm. Alumni
5:30p - 7:00p	Dinner		Team Members
7:30p -	Work Session	Bemis	Team Only
<b>Tuesday, March 24, 2009</b>			
8:00a - 9:00a	Team Breakfast with Chair	Hotel	Team Members Dept Chair
9:15a-10:15a 10:30a-12:00n	Harvey (main) Library Work Session	Bemis	Team Only
12:00n - 1:30p	Lunch	Holly Tree Inn	Team Members Student Leaders
1:30p- 2:30p	Exit Meeting with Faculty MF-JB	Bemis	Team Members Faculty Members
2:30p - 5:30p	Work Session - Final VTR review	Bemis	Team Only
5:30p - 7:00p	Dinner	Hotel	Team Members
7:30p -	Work Session - Final VTR draft	Bemis	Team Only
<b>Wednesday, March 25, 2009</b>			
8:00a - 9:00a	Team Breakfast with Chair	Hotel	Team Members Dept Chair
9:15a- 9:45a	Exit Meeting with Provost MF	Admin Building	Team Members
9:45a- 10:15a	Exit Meeting with Dr. Harvey or Senior Administrator MF	Admin Building	Team Members
10:15a-10:45a	Exit Meeting with Dean Sheppard MF	Olin Hall	Team Members
11:00a-12:00n	Formal Presentation to School and Administration MF, JL, JB, RM	Bemis	Team Members Univ. Administrat. Dean Dept. Chair Students/Faculty

IV. Report Signatures


Respectfully submitted,

  
\_\_\_\_\_  
**Marzette Fisher**  
Team Chair

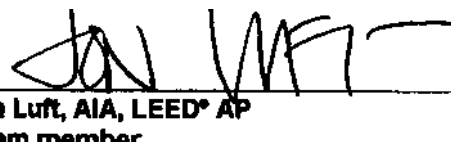
Representing the NCARB

  
\_\_\_\_\_  
**Judith Bing**  
Team member

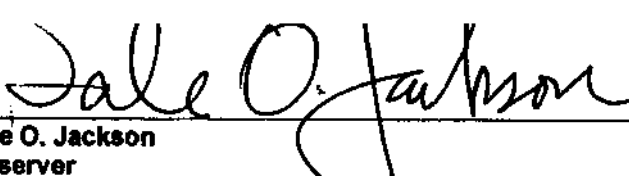
Representing the ACSA

  
\_\_\_\_\_  
**Ryan Murphy, Assoc., AIA, CSI, LEED® AP**  
Team member

Representing the AIAS

  
\_\_\_\_\_  
**Jon Luft, AIA, LEED® AP**  
Team member

Representing the AIA

  
\_\_\_\_\_  
**Dale O. Jackson**  
Observer

National Architectural Accrediting Board, Inc.

November 5, 2012

Or. William R Harvey, President  
Hampton University  
Hampton, V,A 23668

Dear Or. HaNey:

After reviewing the *Focused Evaluation Program Report* submitted by Hampton University Department of Architecture as part of the focused evaluation of its Master of Architecture program. in conjunction with the *Focused Evaluation Team Report*, the National Architectural Accrediting Board (NAAB) has found that the changes made or planned by the program to remove the identified deficiencies are satisfactory.

The term of accreditation stands. The next visit will be in 2015. The program is released from further reporting through the ARS on those items that formed the scope of the focused evaluation. The program is required to continue reporting on any other deficiencies or Causes of Concern from the previous VTR.

If you have any questions regarding this matter, please contact the **NAAB** office.

**ilb**  
President

cc: Rotielt L. Easier, AIA, NOMA., Chair  
O g s K. Engebretsoo, FAIA, d Reviewer  
A. Spencer A. Ielneweber, FAIA, Second;iy Reviewer

enc.



11:is WewJor< Averiw. NW

Wtuldngron, DC 20006

www.naab.org

tel 202.783.2007

fax 202.783.2822

mail (njo@naab.org)

**Hampton University  
Department of Architecture**

## **Focused Evaluation Team Report**

**Master of Architecture (171 credit hours)**

The National Architectural Accrediting Board  
October 2012

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

## Table of Contents

### Section

I.	Summary of Team Findings	
1.	Review Team Comments	3
II.	Compliance with the Conditions for Accreditation	
	Responses to Focused Criteria Identified from Previous Site Visit	
	Conditions:	
	6 Human Resources	4
	8 Physical Resources	4
11.	Appendices:	
A.	The Review Team	5
IV.	Report Signatures	6

f. **Summary of Team Findings**

1. **Team Comments**

The team reviewed the Visiting Team Report for the Hampton University- Department of Architecture, Master of Architecture, dated 25 March 2009. Special attention was given to the commentary regarding the two (2) Conditions that are the subject of this Focused Evaluation of the department in Bemis Hall. The updated information provided by Department of Architecture in their Program Focused Evaluation Report, dated 29 May 2012, responded to the concerns raised about the Conditions and served as the basis for our findings presented herein.

The leadership of the Hampton University Department of Architecture has done a good job in reporting the subsequent changes pertaining to the Human Resources and Physical Resources Conditions deemed to be needing improvement by the 2009 visiting team.

**Human Resources**

With regard to Human Resources, we noted that an unusual increase in the student population occurred in the 2009-2010 academic year because of an influx of students from another school that was undergoing difficulties with its accreditation status. This placed a burden on the Hampton program, which was resolved in 2010 by reducing the student population back to a manageable level of 180 students for the 2010-2011 academic year. By the 2011-2012 academic year, the student population totaled 159. This population together with the changes in faculty member totals brought the student-to-faculty ratio to 1:18. The FE team sees a commitment in the admissions process to reduce the number of students accepted to a level appropriate to the faculty and faculty support available.

The reassignment of a faculty member from part-time to full-time and the involvement of adjunct faculty have had a positive impact on the program. In addition, local architecture firms have added to the improvements in the student-to-faculty ratio and have assisted in design studio courses. Last year, the Department of Architecture experienced a successful collaboration with another institution to compete in the U.S. Department of Energy's Solar Decathlon and is continuing that collaboration into the current academic year.

**Physical Resources**

The overcrowding witnessed by the 2009 visiting team has been mitigated by the reduction from the previous 192 students to the current population of 159. While efforts to find additional space by relocating some program and/or considering adding additional space to the Bemis building have not been successful, several improvements have been made.

New desks, computers, and a large-format scanner have been secured, as well as upgrades to mechanical systems for building comfort and a new roof on the Bemis building. Maintaining the library space in Bemis Hall, with the CAO Lab now integral to it has resulted in a hub of activity in Bemis and adds to the community culture of the school.

The university continues to study options for expanding the physical resources of the department in addition to making an auditorium in another building available for the lecture series, which has allowed more flexible use of the large classroom spaces in the Bemis building.

## II. Compliance with the Conditions for Accreditation

### Program Response to the NAAB Focused Criteria

*Schools must respond to the interests of the collateral organizations that make up the NAAB as set forth by this edition of the NAAB Conditions for Accreditation. Each school is expected to address these interests consistent with its scholastic identity and mission.*

## 6. Human Resources

*The accredited degree program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, and adequate administrative, technical and faculty support staff. Student enrollment in and scheduling of design studios must ensure adequate time for an effective tutorial exchange between the teacher and the student. The total teaching load should allow faculty members adequate time to pursue research, scholarship, and practice to enhance their professional development.*

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Reductions of the student population and increases in faculty count have mitigated the problems that were identified by the 2009 visiting team.**

## 8. Physical Resources

*The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and experiential learning; office space for the exclusive use of each full-time faculty member; and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes.*

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Building and mechanical system improvements, furnishing and equipment upgrades, and the availability of space in other buildings on campus have achieved better physical resources for the department.**

**UR. Appendices**

**Appendix A; The Visiting Team**

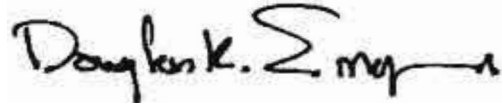
Lead Reviewer, Representing the Profession  
Douglas K. Engebretson, FAIA  
Tessier Associates, Inc.  
Tower Square, Suite 250  
1500 Main Street  
POB 15169  
Springfield, MA 01115-5169  
(413) 736-5857  
(413) 736-2757 fax  
douglass@tessierarchitects.com

Secondary Reviewer, Representing the Academy  
A Spencer A Leineweber, FAIA  
Spencer Architects, Inc.  
2366 Liloa Rise  
Honolulu, HI 96822  
(808) 956-7225  
(808) 955-9595 mobile  
spencer.leineweber@gmail.com



IV. Report Signatures


Respectfully submitted.

A handwritten signature in black ink that reads "Douglas K. Engebretson". The signature is written in a cursive style with a prominent "D" and a long, sweeping underline.

---

Douglas K. Engebretson, FAIA  
Lead Reviewer

Representing the Profession

A handwritten signature in black ink that reads "Spencer A. LeJneweber". The signature is written in a cursive style with a prominent "S" and a long, sweeping underline.

---

A. Spencer A. LeJneweber, FAfA  
Secondary Reviewer

Representing the Academy