

**PRAIRIE VIEW A&M UNIVERSITY
SCHOOL OF ARCHITECTURE**

**ARCHITECTURE PROGRAM REPORT FOR 2012 NAAB VISIT FOR CONTINUING
ACCREDITATION**

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PART ONE (I) INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

Part One (I) Section 1 Identity And Self-Assessment

I.1.1 History And Mission

I.1.1.1 Institutional History

Prairie View A&M University is an “institution of the first class” as designated by the Constitution of the State of Texas. In 1983 the State of Texas passed a constitutional amendment facilitating Prairie View A&M University’s enhancement to this status under the governing board of the Texas A&M University System. Prairie View A&M University is the embodiment of 21st century education and is a model for higher education within both the State of Texas and beyond.

As the second oldest public institution of higher education in Texas, Prairie View A&M University was founded under the Texas Constitution of 1876. On August 14, 1876, the Texas Legislature established the “Agricultural and Mechanical College of Texas for Colored Youths” and placed responsibility for its management with the Board of Directors of the Agricultural and Mechanical College located in College Station, Texas. Two short years later, on March 11, 1878, The A&M College of Texas for Colored Youths opened at Prairie View, Texas.

Prairie View A&M has had a strong tradition of agricultural research and community service for over one hundred and twenty years. The University became a land grant college within the State of Texas (Morrill Act, 1890) and was established as a branch of the Agriculture Experiment Station (Hatch Act, 1887). Originally, the University’s curriculum was designated by the Texas Legislature to be that of a “Normal School” for the preparation and training of teachers. The Hatch and Morrill Acts allowed the University to expand its curriculum to include the arts and sciences, home economics, agriculture, mechanical arts, and nursing. By 1919 the University had a four-year senior college program, and by 1937 graduate studies were offered, including master’s degrees in agricultural economics, rural education, agricultural education, school administration and supervision, and rural sociology.

In 1945 Prairie View Normal and Industrial College became Prairie View A&M University and the school was authorized to offer, “as need arises” all courses offered at the University of Texas. Two years later the Texas Legislature changed the name again, this time to Prairie View A&M College of Texas and provided that “courses be offered in agriculture, the mechanics, arts, engineering, and the natural sciences connected therewith, together with any other courses authorized at Prairie View at the time of passage of this act, all of which shall be equivalent to those offered at the Agricultural and Mechanical College of Texas at College Station, Texas.” Finally, on August 27, 1973 the name of the institution was changed for the last time to Prairie

View A&M University and its status as an independent unit of the Texas A&M University system was confirmed, thus cementing Prairie View as a cornerstone component of the A&M system.

The University's rich tradition of service was recognized and acknowledged once again eight years later when the Texas Legislature identified various statewide needs which the University should address. Included in the list were the imperatives to assist students of diverse ethnic and socioeconomic backgrounds to realize their full potential, and to assist small and medium-sized communities and businesses in their growth and development.

In 1983, the Texas Legislature proposed a constitutional amendment to restructure the Permanent University Fund to include Prairie View A&M University as a beneficiary of its proceeds. The Permanent University Fund is a perpetual endowment fund originally established in the Constitution of 1876 for the sole benefit of Texas A&M University and the University of Texas. It was this same amendment that recognized Prairie View A&M as an "institution of the first class". The amendment was approved by the voters on November 6, 1984.

In January 1985, the Board of Regents of the Texas A&M University System responded to the 1984 Constitutional Amendment by stating its intention that Prairie View A&M University become "an institution nationally recognized in its areas of education and research." The Board also resolved that the University receive its share of the Available University Fund, as previously agreed to by Texas A&M University and the University of Texas.

In October 2000 the Governor of Texas signed the Priority Plan, an agreement with the United States Department of Education Office of Civil Rights, to make Prairie View A&M University an educational asset accessible by all Texans. The Priority Plan mandates the creation of many new educational programs and facilities. It also requires removing language from the Institutional Mission Statement which might give the impression of excluding any Texan from attending Prairie View A&M University.

Dr. George C. Wright was named as the seventh president of Prairie View A&M University in July 2003. In December of 2004, the University granted its first Ph.D. (Juvenile Justice).

Prairie View A&M University's history is one of tradition, culture, courage and inspiration. The University leverages the spirit that permeates that history to help define education in the 21st century and to forge leaders empowered with the knowledge and dedication to build our shared future.

I.1.1.2 Institutional Mission

Prairie View A&M University is dedicated to excellence in teaching, research and service. It is committed to succeeding in each component of its mission by addressing issues and proposing solutions through programs and services designed to respond to the needs and aspirations of

individuals, families, organizations, agencies, schools, and communities--both rural and urban. Prairie View A&M University is a state-assisted institution by legislative designation, serving a diverse ethnic and socioeconomic population, and is a land-grant institution by federal statute.

Having been designated by the Texas constitution as one of the three "institutions of the first class" (1984), the University is committed to preparing undergraduates in a range of careers including but not limited to engineering, computer science, natural sciences, architecture, business, technology, criminal justice, the humanities, education, agricultural sciences, nursing, mathematics, and the social sciences. It is committed to advanced education through the master's degree in education, engineering, natural sciences, nursing, selected social sciences, agriculture, business, and human sciences. The University is further committed to expanding its advanced educational offerings to include multiple doctoral programs.

Though the University's service area has generally extended throughout Texas and the world, the University's target service area for offering undergraduate and graduate programs of study includes the Texas Gulf Coast Region; the rapidly growing residential and commercial area known as the Northwest Houston Corridor; and urban Texas centers likely to benefit from Prairie View A&M University's specialized programs and initiatives in nursing, juvenile justice, architecture, education, and social work.

The University's public service programs, offered primarily through the Cooperative Extension Program, target the State of Texas, including both rural and urban counties. The University's research foci include extending knowledge in all disciplines offered and incorporating research-based experiences in both undergraduate and graduate students' academic development.

I.1.1.3 Program History

Architectural studies at Prairie View A&M began over ninety years ago with classes being offered in drafting and building construction. Two instructors in architecture were added in the 1940s, and by 1947 the Board of Regents approved a School of Engineering program. This reorganization included a plan for the development of a Department of Architecture ("Department") which would offer a four year degree in Architectural-Engineering, as well as new facilities with space allocated to the Department. In 1972 the program was changed to a five-year Bachelor of Architecture degree and in 1977 the first professional Bachelor of Architecture degrees were awarded.

In 1986 the Board of Regents changed the name to the College of Engineering and Architecture and the program gained membership in the Association of Collegiate Schools of Architecture. In June of 1992 the architecture program received its initial accreditation from the National Architectural Accrediting Board (NAAB) and it has maintained accreditation since that time.

Accreditation was a major step for the program, and following this accomplishment the University experienced a reorganization which created the Division of Art and Architecture which

merged the two departments, Art and Architecture, and placed an Associate Dean as the head. Following forceful action from within the University coupled with recommendations by the most recent accreditation visit, in February of 1998 the Division of Art and Architecture was restructured to become the Prairie View School of Architecture. It was appointed its own dean and status equal to other schools and colleges within the University.

In 2002, the Texas Higher Education Coordinating Board approved a five-year combined Bachelor of Science, a 4-year degree and a 1 to 1.5-year Master of Architecture professional degree, to replace the previous 5-year Bachelor of Architecture degree. The Master of Community Development program was approved in 2001 and the Bachelor of Science in Construction Science was added in 2003.

On August 15, 2005, the School of Architecture moved into the Nathelyne Kennedy Architecture and Art Building; a 105,000 square foot, high profile addition to the Prairie View campus.

I.1.1.4 Program Mission

The School of Architecture combines teaching, research, and service to proactively develop the discipline of creative and innovative problem solving aimed at addressing the needs of our society.

The School of Architecture's programs in Architecture, Construction Science, Community Development and Art are accomplishing their mission through graduates trained for excellence in teaching, research, and service. Graduates are prepared for leadership roles in rebuilding America's cities and improving the quality of the built environment. By offering a diverse curriculum lead by an accomplished faculty in a comprehensive studio and classroom environment, the School of Architecture's programs educate students for significant roles as practitioners, developers and leaders in architecture, construction, community planning and community development. Students in the School's programs are challenged to develop their abilities in problem solving, creative thinking and informed decision making as a focus of their professional education. They accomplish this in a nurturing and student-centered environment that fosters personal development and professional excellence.

I.1.1.4.1 Architecture Programs

The architecture programs are dedicated to preparing students to play a leadership role in rebuilding America's cities and improving the quality of the built environment. By offering a diverse curriculum led by an accomplished faculty in a computer and studio intensive environment, the architecture programs educate students for significant roles as practitioners and leaders in architecture, development and construction.

I.1.1.4.2 Bachelor Of Science Program

The Bachelor of Science (or pre-professional program) provides the common ground for studies in architecture. It is intended to cover the basic content of the preparation of an educated architect and to lead to professional studies and the graduate level.

I.1.1.4.3 Master Of Architecture

The Master of Architecture (professional program) prepares students for roles in the profession of architecture by building on the content of the pre-professional degree through intensive and focused advanced studies in the field of architecture practice and design.

I.1.1.5 Program Vision

Graduates of the School of Architecture will participate in the contemporary milieu and encourage, anticipate and respond to changes in the local, national, and international communities.

I.1.1.6 Institutes And Centers

The School of Architecture is host to two unique entities which are central to both the mission and the vision of the program and play a key role in the contributing to the mission of the University.

The Texas Institute for the Preservation of History and Culture (TIPHC)

The TIPHC serves as a research center for the University and the School of Architecture. The Institute integrates multiple disciplines and a wide range of knowledge (e.g., oral history, historic preservation) with comprehensive documentation reflecting the historical influence of large scale and small scale communities in Texas. The Institute also views indigenous culture, architecture and community development as potentially symbiotic; it moves beyond the tripartite disciplines to a search for ways to educate the community and to actively regenerate human understanding.

Community Urban and Rural Enhancement Service Center (CURES)

CURES focuses on the survey and documentation of the built environment as it pertains to the legacies of culturally specific communities. Through collaboration with the School of Architecture programs, the center is able to deliver a comprehensive, holistic approach to problem solving that assists neighborhoods, local governing bodies, organizations, and citizens with their visions. CURES is also integrated in many of the university's wide-scale service learning activities that involve students of all disciplines with the enhancement of communities across our county.

I.1.1.7 Twenty-First Century Education

The University contributes to the education of students at Prairie View's School of Architecture in multiple ways. The University's location, 43 miles northwest of Houston Texas, affords architectural students several unique opportunities. The University is situated in a rural context which allows the students a unique environment somewhat isolated from an urban complexity, but given its proximity to greater Houston the connection to an architectural context is within easy reach. The Architecture building, completed in 2005, was designed by Michael Rotondi and serves as the gateway to the campus. Designed around the concepts of *memory* and *laboratory*, the building is an expression of the creativity and culture within.

The Bachelor's and Master's Programs in the School of Architecture structure their courses of study around three interrelated goals: Creating Leaders, Primacy of Knowledge, and Situational Experience.

The future of the built environment will be determined by the leaders created today. Leadership requires responsibility, accountability, determination, and tenacity. The program provides resources for the students, but also fosters responsibility and accountability through explicit requirements. Determination and tenacity are recognized and rewarded every year at a banquet that honors top students.

Knowledge and creativity are the currency of the twenty-first century. Information has become ubiquitous through the proliferation of technology. Knowledge is the practical application of information. The program focuses its course of study on the use of information in the creation of knowledge. Design decisions are based on knowledge, which is created through critical thinking that employs available information.

Situational experience is the foundation of the design studio. Through experience, the studio develops knowledge in the multiple facets of architecture. Students are required to assimilate information into knowledge and make design decisions based upon it. This is done in a structured and positive environment in which students are allowed to learn from both successes and failures.

I.1.2 Learning Culture And Social Equity

I.1.2.1 Learning Culture

The culture for growth and learning at the University and Program levels is a stellar example of the educational practices of a land grant college serving the state of Texas. The culture fosters intellectual and personal excellence while maintaining rigorous levels of academic and professional integrity. All documents and policies related to learning culture are readily available online and syllabi contain all TAMU System, Prairie View A&M University, and School of Architecture policies regarding academic integrity, cheating, plagiarism, and conformance with the Americans with Disabilities Act.

I.1.2.1.1 Studio Culture

The studio culture policy at Prairie View A&M University has gone through several iterations. The most recent was initiated in Fall 2010 and refined in Spring 2011. The School of Architecture studio culture policy is posted in each studio and available online. Through meetings with faculty and student leaders it was determined that lengthy documents were read by students, but immediately ignored or forgotten. Therefore the students, led by the AIAS members, collaborated with the faculty to create a document that succinctly captured the core values of the design studio at Prairie View A&M and expressed them in a simple and efficacious manner. The motivation behind the effort that created the current studio culture policy was *poignant brevity*. Ten core values were identified and traced to their Latin roots and titled *Nota Bene*, which literally means “note well” and in contemporary English has evolved to connote emphatic instruction to the reader to pay close attention to what is being presented. These ten Latin words constitute the studio culture policy at Prairie View A&M University—*Note Bene*.

1. *Veneratio* - Respect: for yourself and for the opinion, effort, and property of others.
2. *Sermo* - Dialogue: engage in discussion, consider current trends, events and change.
3. *Rimor* - Examine: investigative research, study and exploratory reflection.
4. *Curiositas* - Inquisitive: inspire intellectual curiosity. Ask the relevant questions.
5. *Perseptum* - Learn: quest for lifelong learning, knowledge and pursuit of goals.
6. *Accommodo* - Adapt: modify and change to accommodate our dynamic profession.
7. *Communicare* - Participate: give objective critique and dialogue; accept criticism.
8. *Audio* - Hear: be willing to listen carefully to other opinions before speaking.
9. *Pondera* - Equilibrium: balance, time management, study, work, play and rest.
10. *Professio* - Professionalism: be conscientious, in dress, speech, attire and affiliations.

Development of the studio culture has been a priority for the design faculty and the student leaders at Prairie View because so much of professional behavior is molded and modeled in the design studio. Through the collaborative efforts of the faculty and students this succinct and concise model for studio culture has been created and implemented.

I.1.2.2 Social Equity

As Land Grant institutions, the TAMU System and Prairie View A&M University have clear guidelines with regard to faculty appointments, re-appointments, and promotions. These guidelines are published in both print and electronic format and are readily available. The School of Architecture adheres to all of these guidelines. To ensure compliance, all searches are conducted by The Office of Human Resources. The School of Architecture makes every effort to distribute advertisements for new positions and invests considerable effort into recruiting faculty. The on campus EEO (Equal Employment Office) and faculty committees conduct searches. This collaboration ensures that search processes conform to campus equal opportunity and affirmative action policies as well as adhere to the School's dedication to diversity in filling faculty appointments.

The School of Architecture uses multiple sources to advertise new positions: The ACSA online advertisement, The Texas Higher Education Coordinating Board, The Chronicle of Higher Education, NOMAS, and The Association of Women in Architecture. Announcements of open tenure track faculty positions are also sent to accredited architecture programs in the United States.

Faculty re-appointments for tenure track faculty are made by the dean with the approval of the Provost upon the recommendation of the school's Tenure, Promotion, and Retention committee, and in accordance with University's policies. The Texas Legislature requires an annual submission by each tenure track faculty member in addition to annual reviews by the above-mentioned committee. These annual submissions and reviews are useful in preparing the required submission at the fifth year of appointment.

Policies related to grievances and harassment are available both online and through the faculty handbook, which is also available online.

I.1.3. Responses to the five perspectives

A. Architectural Education and the Academic Community

Prairie View A&M University is dedicated to excellence in teaching, research and service. Its activities include a range of academic programs encompassing undergraduate and graduate education in seven Colleges and the School of Architecture. The eight Schools and Colleges of the University offer bachelors, masters, and doctoral degrees in over eighty majors and fields of study. The University conducts basic and applied research in its Colleges as well as through a number of centers.

The School of Architecture participates fully in university governance through representation on committees and councils, along with special service groups and task forces. The School of Architecture's Dean, faculty and students had prominent roles in the coordination of the planning, design, and construction of all of the new buildings on campus since the last NAAB visit. In addition, members of the faculty and administration serve on the Dean's Council, Academic Council, Graduate Council, University Assessment Committee, Admissions and Academic Standards Committee, Athletic Council, Search Committees, and Faculty Senate.

Along with activities of active chapters of the AIAS, CSI, NOMAS, Women in Architecture, and Tau Sigma Delta, students in the School participate in many formal and informal university opportunities. These include student government, fraternities, sororities, and many sports and social activities.

Academic and Professional Standards for Faculty and Students

Faculty and students alike must meet all the relevant University academic, professional and ethical standards without special exception.

Interaction with Other Programs

The School of Architecture offers courses for the entire University that include Introduction to Multimedia Computing, Architecture Design I, Multimedia Communication, Introduction to Architectural History and Theory, Design I and Art. The School of Architecture offers a number of courses within the University core curriculum.

- ARCH 2233 - History and Theory of Architecture I
- ARCH 2243 - History and Theory of Architecture II
- ARCH 1253 - Architecture Design I
- ARCH 1273 - Introduction to Multimedia Computing
- ARTS 1203 - Introduction to Visual Arts
- ARTS 2223 - History of Art I
- ARTS 2223 - History of Art II

- ARTS 2283 - Afro-American Art

These classes, particularly the History and Theory offerings, bring a number of students from outside the School. Additionally, the School is making an effort to identify classes offered within other programs suitable for and of interest to architecture majors as well as conducting discussions with programs regarding the formulation of minors in some specific fields.

The School also participates with other programs and departments on campus through many requests for design help, cooperative design, and academic and research efforts. Since the last accreditation visit the School has worked with the following departments and organizations: the Physics Department, Center for Teaching Excellence, Civil Engineering, Nursing, Juvenile Justice, Agriculture, and Facilities and Campus Planning, as well as other departments and programs.

Contributions to Governance, Intellectual, Social Life of the Institution

Students and faculty actively participate in all facets of life within the institution. Students, through fraternities, sororities and other social opportunities, are active in many different University activities on a continuing basis. Many of our students serve in leadership positions, including as Vice Presidents and Senators in the student government.

Faculty and staff, as members of many University-wide governance committees and task forces, fully participate in the many options and opportunities available to them. The School of Architecture is well represented in all governance activities of importance. In addition, faculty, administration and students have participated in unique opportunities for campus service by designing and helping with implementation of new buildings and campus-wide improvements as noted above. The faculty serve on several University committees, including search and academic committees, both as members and as chairs.

Contributions of the Institution to the Program in Terms of Intellectual Resources and Personnel

The Prairie View A&M University faculty and administration contribute greatly to the intellectual resources of the architecture program through many guest visits to classes and jury presentations as well as open invitations to programs and speakers offered through other colleges and departments.

B. Architectural Education and the Students

The program endeavors to provide the student with a foundation of ethical standards, theoretical concepts, professional skills and training that will ensure personal and professional growth and development. Emphasis is placed on the individual student and his/her particular

needs, and students are supported by a strong commitment to academic counseling, teaching and other direct involvement between students and faculty.

Students in their freshmen and sophomore years take a core curriculum of academic subjects, which include math, physics, history, government, English, humanities and architecture history. Architecture courses begin in the freshmen year and professional-level courses increase in number and intensity during the third year.

The School of Architecture faculty encourages students to take advantage of elective courses within the University to broaden their horizons in business management, art, engineering, finance, the behavioral sciences and juvenile criminal justice. Efforts are being made in the studios to enrich the explorative and reflective aspect of architectural design courses as a way of balancing the strong practical, technical and factual aspects inherent in the lecture components of the program.

The faculty are encouraged to assign projects which challenge the students with purely theoretical investigations as well as with actual situations. This is done to ensure that student experience ranges from the abstract and theoretical to the concrete and practical. Habits of intellectual explorations, reflection and critical thinking can be learned in the context of the design studios. In addition, the faculty are engaged in various research, practice, or service activities which model for the student both scholarly and professional behaviors.

The American Institute of Architecture Students (AIAS), Association of Women in Architecture (WAW), Tau Sigma Delta Honor Society, Construction Specifications Institute (CSI), and National Organization of Minority Architecture Students (NOMAS) augment the architecture education program by providing special programs and activities which open avenues for personal growth and development. These programs are designed to promote student participation and input into their academic and professional education. These organizations also offer opportunities for the development of leadership qualities among our students.

C. Architectural Education and the Regulatory Environment

The program's objective is to provide education of high quality which, when supplemented by practical experience, will enable the graduate to practice architecture with a high level of competence and responsibility.

At this time, over thirty Prairie View A&M graduates have received professional licenses in architecture. This includes those who have graduated since the 1972 change from the four-year Architectural Engineering program to the five-year professional degree program.

The courses in technical systems have been developed to give the students sufficient knowledge of structural concepts and materials, including their behavior and limitations. Other

curriculum objectives have been developed to acquaint the students with the principles of electrical and mechanical use in buildings.

The steady shift of the curriculum toward the idea of comprehensive design has done much to assist students in securing internship positions during their education and employment upon graduation.

Issues of health, safety, accessibility and human needs in general, including compliance with relevant codes and standards, are incorporated into design projects.

The critical element of ethical responsibility of the professional architect is discussed in the professional practice course and in the design courses. Most poignantly, these issues are regularly highlighted and discussed in design juries.

Upper-level students are encouraged to join the Intern Development Program (IDP) to begin documenting their experience before graduation and to ensure a balanced development of the professional skills required to qualify for licensure. Faculty have been appointed and trained as IDP coordinators to disseminate information and assist students in the program. This is discussed more in Section 2 – Resources. Twice a year the School hosts a presentation by the Houston Chapter IDP coordinator. In addition, the revised curriculum now requires a summer internship as part of the Master of Architecture program. The Texas Architecture Foundation (TAF) granted the School of Architecture \$1,000 in 2010, to be used for IDP registration fees for a few selected students.

D. Architectural Education and the Profession

Issues of professional responsibility are woven into studio projects and discussion. In the professional practice class, issues of ethics, professional conduct, internship requirements, and licensure are discussed both by the professor and by the guest. The curricula at both the graduate and undergraduate levels are intended to provide a comprehensive understanding of the knowledge and abilities required for professional practice as a licensed architect.

Preparation for joining the profession is a high priority for the School of Architecture. With a significant proportion of the faculty being actively engaged in various aspects of practice and the wide-ranging utilization of practitioners as participants in lecture series and on juries, the students have many opportunities to gauge the opportunities, potentials and problems of the practice of architecture.

With the Dean serving as the educator member of the Houston Chapter AIA and the Texas Society of Architects, as a trustee of the Texas Architectural Foundation, and as a frequent

member on NAAB accreditation teams, the school is well-represented within the profession and visible at the local, state, and national level.

An active chapter of the American Institute of Architecture Students (AIAS) serves student-directed interests in the profession quite well by bringing guests of their choice to campus. Students travel to and participate in the national Grass Roots conferences, the NOMAS conferences, the AIAS regional conference, and CSI national and regional conferences. The professional practice course, taught by a lead practitioner, sets a standard of professional interest while the academic credit internship available to students provides yet another opportunity for professional enrichment. The addition of a required internship and the intensive involvement of practitioners in some upper division studios have added to the professional connections of the students with the profession.

E. Architectural Education and the Public Good

The program endeavors to provide the students with a foundation of concepts, skills and professional training which enables them to eventually practice as professional architects who are sensitive to human needs and aspirations as well as environmental and contextual issues. Through constant association with practitioners, participation in private and public research, interaction with educators and close affiliation with the many organizations representing and governing the profession, the program seeks to reflect the evolving role of the architect in society. Many emerging issues of importance in today's society, such as environmental concerns and technological innovations, are emphasized throughout our educational program in both the design studio and lectures as well as through the active lecture series and the participation of a wide range of professionals as jurors and visiting critics.

The diverse composition of the student population within the School of Architecture creates a community with dynamic thinking born of multiple ethnicities, experiences, values, and ideas. This diversity in our student and faculty population is an invaluable resource that stimulates and challenges the students in developing an appreciation of the differences in our changing society.

The school has expanded its role in public education by participating in a summer discovery program for high school students that has been offered for the past eight summers. This program, which is done in cooperation with Prairie View A&M University, offers a two week introduction to architecture through projects, lectures, discussions, computer usage, and field trips. Approximately twenty students from Texas and across the United States have participated in the program each summer. In addition, the School now hosts the Architecture Concept Institute (ACI), which offers incoming freshmen the opportunity to take their initial design classes in an intense design-based environment in the summer following their high school graduation.

Many students in the School participate in community service projects either through accredited courses, the Community Urban and Rural Enhancement Study (CURES) Center, or on a volunteer basis. This includes working with local elementary schools, community groups, and other non-profit clients in the local and metropolitan Houston area. The studio courses involved with community service provide valuable hands-on experience as well as contributing much-needed experience to the organizations served.

Social issues are frequently discussed in both lecture classes and design studios. The location of the University in close proximity to Houston, Austin, San Antonio, and Dallas/Fort Worth has offered the design studios the opportunity to use these cities as labs and projects that test the theoretical concepts within the context of real world problems. Students are provided with opportunities to work in a variety of social and economic situations, often dealing with real problems and actual clients who participate and provide critiques of the students' work.

I.1.4 Long Range Planning

I.1.4.1 Program Planning

The long range planning efforts of the School of Architecture are identified and supported by the assessment process, which is described in detail in Section I.1.5 of this report. The key to continuous improvement is designing and implementing systems for self assessment. The School of Architecture combines data from two distinct sources: student surveys and critical faculty assessment through structured meetings and reviews. For over ten years the School has been collecting survey data from each graduating student. Each year the survey is reviewed and revised based on the data gathered to improve the process. This data directly influences the structure of the faculty review meetings. Through a comparison of faculty expectations combined with student perceptions, strengths and weaknesses are identified and plans for improvement are developed. This strategy is repeated annually. Listed below are critical components of the structured meetings and reviews:

1. Faculty and Staff Meetings at the start and the conclusion of both the fall and spring semesters.
2. Course reviews by all faculty members at the conclusion of each semester.
3. Employment of an outside faculty member to oversee and guide the design faculty in development of design projects and learning objectives.
4. Weekly meetings of all senior management and directors to address immediate and long-range needs.
5. Weekly meetings of all design studio faculty members to review student work, plan for upcoming juries and evaluate instruction.
6. Monthly meetings of the entire faculty to update them on University and SOA issues and also to obtain their input on the progress of the semester with regard to their classes.
7. Attendance at monthly Institutional Effectiveness Committee meetings to participate in University-led efforts related to assessment and planning.
8. Supporting faculty attendance at conferences and events that enhance their involvement in our planning efforts.
9. Monthly meetings of the Dean's Student Advisory Council to update them on the School's issues and get their feedback and suggestions.

I.1.4.2 Institutional Planning

Beginning in 2006 the Texas A&M University System (TAMUS) issued imperatives for all institutions to meet. The University administration issued these with corresponding goals for our institution. These imperatives and goals are summarized in Table 3 below. Goals noted in bold font are those adopted by the SOA for inclusion in strategic planning.

Table No. 3: Imperatives and Goals

Texas A&M System Imperatives	Corresponding PVAMU Goals
Imperative I. Strengthen	Goal I.A. Conduct external academic program reviews.

<p>the Quality of Academic Programs</p>	<p>Goal I.B. Achieve specialized accreditation of selected academic programs. Goal I.C. Succeed in achievement of Licensures in applicable academic program areas. Goal I.D. Eliminate non-productive academic programs. Goal I.E. Increase the prominence of faculty scholarship. Goal I.F. Increase the number of faculty FTE's producing research/scholarly and creative works. Goal I.G. Retain regional accreditation. Goal I.H. Retain accreditation held in specialized programs.</p>
<p>Imperative II. Improve the Academic Indicators of the Student Body</p>	<p>Goal II.A. Conduct annual reviews of admission standards/requirements. Goal II.B. Increase/improve the standardized test scores of matriculates. Goal II.C. Collaborate with Texas' other educational programs to increase the number and success of transfer students. Goal II.D. Admit and enroll an increasingly higher caliber of student. Goal II.E. Increase the number of students who adhere to the University's Conduct Standards.</p>
<p>Imperative III. Increase Applied and Basic Research</p>	<p>Goal III.A. Enhance the research environment and expertise of faculty and staff. Goal III.B. Align university research goals with federal, state, and industry needs and goals. Goal III.C. Enhance pre and post-award services to the University research and sponsored program community.</p>
<p>Imperative V. Achieve (and maintain) Financial Stability</p>	<p>Goal V.A. Expand the financial capacity of PVAMU. Goal V.B. Address potentially critical funding issues involved with the eventual loss of special OCR Priority Plan funding. Goal V.C. Meet or exceed expectations associated with the current Capital Campaign. Goal V.D. Take appropriate steps to "right-size" the annual operating budget of PVAMU. Goal V.E. Increase the availability of scholarship funds. Goal V.F. Increase the size and number of endowments for student scholarships and for academic chairs. Goal V.G. Increase funded research. Goal V.H. Stay competitive in tuition and fees/align tuition and fees to be competitive with other general academic institutions in Texas.</p>
<p>Imperative VII. Promote Programs that Contribute to Student Success</p>	<p>Goal VII.A. Engage students in rigorous educational programs and provide an environment conducive to success. Goal VII.B. Increase/improve the percentage of PVAMU graduates who are accepted to graduate and/or professional schools. Goal VII.C. Increase placement rates of all PVAMU graduates.</p>
<p>Imperative IX. Increase</p>	<p>Goal IX.A. Effectively communicate to all Stakeholders the PVAMU Vision/2020.</p>

<p>and Enhance the Visibility and Awareness of the University to the Community at Large/all Stakeholders</p>	<p>Goal IX.B. Expand its service to the community by promoting Service Learning, Distance Education, Continuing Education, IK-16 programs, Small Business and Entrepreneurial Initiatives, Cooperative Extension, and Health Care by engaging its people and resources in a renewed commitment to outreach. Goal IX.C. Improve the climate for diversity.</p>
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The adoption of these imperatives and goals required that the SOA develop an assessment plan for the 2009-2013 time frame. A summary of the plan is contained in Table 4 below.

Table No. 4: Assessment Plan 2009-2013

<p align="center">Architecture Program 2009-2013 ASSESSMENT PLAN</p>	
<p>1. Unit Mission</p>	<p>The mission of the Architecture program in the School of Architecture is to prepare college graduates for entry level design and management positions in the profession and/or to attend graduate school.</p>
<p>2. Relationship of Unit Mission to University's Mission</p>	<p>To support the University's commitment to higher education, objectives of the Architecture program are as follows: Teaching: Prairie View A&M University was designated by the Texas constitution as one of the three "institutions of the first class" in 1984. The architecture program is committed to educating and preparing undergraduates to enter graduate programs and to be contributing members of the profession. Research: The program will participate in faculty research the newly created "ARCHITECTURE+CONSTRUCTION ALLIANCE" that has been formed by 13 universities that have both architecture and construction programs housed in one academic unit. Service: Owing to the needs of our society for adequate housing, especially in light of the damage caused by Hurricane Ike, the program is committed to volunteer services to efforts such as Habitat for Humanity in the Texas Gulf Coast Region. Cures and Culture Centers in the School provide valuable opportunities for community service and service learning.</p>
<p>3. Unit Vision</p>	<p>By the year 2013, the program will be in its 31st year of operation. The School of Architecture strongly supports the mission of the University by offering a National Architectural Accrediting Board (NAAB) ¹ accredited, professional degree that qualifies architecture students to apprentice and pursue professional registration by taking the National Council of Architectural Registration Boards (NCARB) ² examination which leads to licensure as an architect.</p> <p>The curriculum and support activities of the program have been tailored to meet the needs of the traditional audience of Prairie View A&M University as well as a future, more diverse enrollment population. The program is committed to excellence in teaching, involvement in appropriate research activities, and support of community-based service opportunities to prepare professionals dedicated to making the world a better place to live.</p>

¹National Architectural Accreditation Board (NAAB)

² National Council of Architectural Registration Board (NCARB)

<p>4. Core Values of the program and their Alignment to the University's Core Values</p>	<p>The Architecture program will align its unit mission to the University's core values in the following manner.</p> <p>Access and Quality: The architecture program will promote educational opportunities for the 'un-served' and underserved populations in architecture so that we increase the numbers of minorities and females entering the workforce and/or pursuing a graduate or professional degree.</p> <p>Diversity: The architecture program will endeavor to convince potential students that a career in the design industry is possible and desirable. Students will be exposed to opportunities to enter and succeed in the profession through programs aligned with the American Institute of Architects (AIA) at the national and local levels, the Texas Society of Architects (TSA), and the Construction Specifications Institute (CSI).</p> <p>Leadership: The architecture program will concentrate on improving the course offerings so that our students will be inspired to pursue their individual aspirations and become leaders in the architecture profession. We will expand our offering by combing our on campus classes with distance education programs at the PVAMU Houston campus (targeted for 2012-2013 Academic Year) to enhance the opportunities to join the program and obtain an accredited degree.</p> <p>Relevance: The Architecture Program will respond to the need for highly qualified personnel in the workforce by emphasizing to graduates who are competent in both aesthetic and technical aspects of the profession that it is regulated by the State of Texas to protect the health, safety and welfare of the public.</p> <p>Social Responsibility: The architecture program will promote active participation in constructive social change through volunteerism, leadership, and civic action on the part of its faculty and students. Their efforts will be focused at the local, regional and state levels to work on public policy relating to the architecture profession and to encourage involvement in projects that benefit the communities in which they live and serve.</p>
<p>5. Conceptual Framework</p>	<p>The approved degree plan is a combination of the major subject areas that have been established by NAAB, intended to educate graduates to be able to practice and respond to the changing technology and changes in the local, national and global communities.</p>
<p>6. Goals</p>	<p>Broad Goal: The architecture program will continue to work towards maintaining full accreditation with the National Architectural Accrediting Board (NAAB) to offer an accredited, professional degree that qualifies architecture students to apprentice and pursue professional registration through the National Council of Architectural Registration Boards (NCARB). The Architecture program has been continuously accredited since its initial accreditation in 1992.</p> <p>The School of Architecture will combine teaching, research and service, promoting collaboration among its three degree offerings in order to proactively develop creative and innovative problem solving to address the needs of our society.</p>
<p>7. Outcomes</p>	<p><u>Program Outcome 1:</u> Increase the number of students enrolled in the</p>

	<p>program.</p> <p><u>Program Outcome 2:</u> Increase the number of students who are enrolled in the dual-degree program (Architecture and Construction Science) to meet the demands of design/build trends in the development and delivery of projects.</p> <p><u>Program Outcome 3:</u> Increase the visibility of our program in the greater metropolitan areas in Texas (1st concentration: Houston; 2nd concentration: Dallas/Ft. Worth; 3rd concentration: San Antonio).</p> <p>Core Curriculum: As part of the University's core curriculum and the NAAB Standards and Criteria for Accreditation (General Education-Communications, Social Sciences and Humanities) the Construction Science program will focus in improving the ability of all students to properly communicate both orally and in writing.</p> <p>Student Learning Outcomes (from A-1): As part of the NAAB Standards and Criteria for Accreditation the architecture program will work to involve its students through courses and internships in gaining an understanding that the architect's role, in both office and field activities, includes effective management of personnel and costs to deliver appropriate services to the client.</p>
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I.1.5 Self-Assessment Procedures

I.1.5.1 Program Progression

The School of Architecture (SOA) continues to pursue its overall goal of attaining the designation of College. A draft of the application has been completed by the SOA and is under review by the Executive Committee composed of Directors responsible for academic programs and centers in the SOA. Once approved at this level it is to be submitted to the Office of the Provost, then to the University President, and on to the Texas A&M University System Board of Regents. Upon approval of the Board of Regents the submission must go to the Texas Higher Education Coordinating Board for review and approval.

Since our 2006 NAAB report the University underwent its accreditation review by the Southern Association of Colleges and Schools (SACS). The University completed the process through submission of its formal written report in Fall 2009 and the SACS on-site visit in March 2010. The institution was given their initial report in May 2010 and a final approval for full accreditation in December 2010. The report revealed only four (4) items that were cited for the entire University. The School of Architecture (SOA) was cited for exceptional work on assessment.

As part of this process the SOA was highly involved in preparing their program areas for review. The School adopted an inclusion and participation policy that encouraged all faculty and staff members to be actively involved in the process. Leading up to the University's report submission and SACS on-site visit, the School established its own Assessment Committee. This committee has functioned for the past three years in order to comply with the directives of the Office of the Provost as part of the SACS accreditation review and to make assessment a part of all SOA academic activities. The School clearly understood that this effort would also be part of our preparation for accreditation by the National Architectural Accreditation Board

(NAAB) and the American Council for Construction Education (ACCE) for their respective programs.

As directed by the University administration regarding the SACS submittal and campus review, plus program accreditation reviews in 2011 and 2012, the SOA embarked on a concentrated effort to make accreditation and assessment a major pillar of its efforts for the 2009-2010 Academic Year. This objective was continued in the 2010-2011 Academic Year. Table No. 2 below summarizes the key issues undertaken since the Fall Semester 2010.

Table No. 2: Assessment

Programs	Architecture (Bachelors of Science in Architecture and Masters of Architecture degrees) Construction Science (Bachelors of Science degree) Community Development (Masters of Science degree)
Objective	Improve the quality of all programs and to meet the mission of the TAMU System, PVAMU and the SOA.
Committee Members	<ol style="list-style-type: none"> 1. Dr. Bruce Bockhorn (Chair) 2. William Batson 3. Daniel Bankhead 4. Dr. Arsenio Rodrigues 5. Dr. Jeffery Bolander 6. Yunsik Song 7. Daniel Hernandez 8. Ross Wienert 9. Student - Architecture 10. Student - Construction Science 11. Student - Community Development <p><i>Note: Students were appointed and served for a maximum of two semesters.</i></p>
Dates of Assessment:	Fall Semester 2009-Spring Semester 2010 Fall Semester 2010-Spring Semester 2011
Meetings	<p>The SOA held faculty summit meetings at the start of the semester. These were held as part of the University's required program of meetings. Dates for the SOA meetings since the NAAB focus evaluation in 2009 were:</p> <ul style="list-style-type: none"> ▪ Fall Semester 2009 August 25, 2009 ▪ Spring Semester 2010 January 14, 2010 ▪ Fall Semester 2010 August 25, 2010 ▪ Spring Semester 2011 January 14, 2011 <p>The SOA also holds assessment closing meetings with all faculty members at the end of each semester. The theme for the meeting held on May 20, 2010 was "Measure What Matters!" This meeting was used to address the changes in NAAB criteria (2004 vs. 2009), discuss our NAAB matrix of learning objectives, and plan for the 2010-2011 academic year.</p>
Accomplishments	<p>During this cycle the SOA achieved the following items of note:</p> <ul style="list-style-type: none"> ▪ End of Course Survey Form: The form was originally adopted in the 2008-2009 academic year and updated with input from the faculty during the 2009-2010 period. The major change in 2009-2010 was to include the PVAMU "Quality Without Compromise; Closing the Loop: 6 Question Model." The committee also revised the form to include the new 2009 NAAB ratings. [Note: See course notebooks for examples of EOCS forms.] ▪ Course Notebooks: The committee oversees the collection and the assembly of all notebooks. Notebooks dating back to the prior NAAB visit in 2006 have

	<p>been collected. All of these notebooks were independently reviewed by a sub-committee of the Assessment Committee appointed by the Chair.</p> <ul style="list-style-type: none"> ▪ Design Studio: The SOA retained the services of Professor William Cannady, FAIA, to serve as the design coordinator beginning in the Fall Semester 2009. Over the course of the past two academic years his task was to again bring his 45 years of teaching (Rice University) to our program and serve as our critic on matters related primarily to studio. As a mentor to the design faculty members, Mr. Cannady performed the following tasks: <ul style="list-style-type: none"> ▫ Weekly Meetings: Each Thursday Mr. Cannady held an open forum for all design faculty to attend and discuss mutual issues related to their teaching. Those faculty teaching technical courses were also encouraged to attend and comment. The objectives in holding these meetings were as follows: <ol style="list-style-type: none"> 1. Encourage discussion amongst the faculty. 2. Develop a coordinated approach to design objectives at each level. 3. Coordinate design objectives across all undergraduate and graduate studios. 4. Discuss the NAAB conditions and prepare for the transition from the 34 conditions we were reviewed under in 2006 to the 32 conditions we will be evaluated under for 2012. 5. Provide information regarding current industry practices related to technical issues that should be a part of the design studios. ▫ Participate in studio juries to the greatest extent possible and work with faculty to improve the work of the students. ▫ At the conclusion of each semester, Mr. Cannady prepared and submitted a review of the work at each level of design instruction. These reports were submitted to the dean and specific comments/suggestions then shared individually with each faculty member. The originals are kept by the Chair of the Assessment Committee.
Documentation	<p>The SOA adopted the following procedures for the term:</p> <ul style="list-style-type: none"> ▪ Course notebooks: The Assessment Committee members, in conjunction with all faculty members, developed the standard format and contents for the note books. All notebooks were standardized in terms of basic format that was adopted in 2009. <ol style="list-style-type: none"> 1. Syllabi and Lesson Plans 2. End of Course Assessment Form 3. Grades and Attendance Records 4. Lecture Notes/Articles/Handouts 5. Assignments/Projects/Exams 6. Selected Student Work <p><i>Note: In accordance with the 2009 NAAB Conditions the notebooks chosen for the Visiting Team Room have been revised to comply with the five section format.</i></p> ▪ End of Course Survey Form: See 'Accomplishments' section immediately above. ▪ Student Surveys: Graduating seniors continue to be surveying regarding their preparation for employment. The raw data on all graduates going back to 2004 has now been collected and entered. A detailed analysis has been conducted during the Summer Term 2011. In order to obtain a richer form of data the Dean is also interviewing each senior in a private, 30 minute session to collect information and input.
Training	During the course of the 2009-2010 and 2010-2011 academic terms Dr. Bockhorn

	gave presentations to the faculty so that a greater understanding was obtained regarding assessment versus accreditation. There was additional training at the SOA on teaching, assessment and classroom management during the both fall and spring semesters in 2009-2010 and 2010-2011. Several of these sessions were conducted via teleconference and conducted by nationally recognized faculty.
Participation at the University and National Level	Dr. Bockhorn, CS Director served on the University's Assessment Committee appointed by the President. Dr. Bockhorn, Dr. Kahera, and Professor Norwood served on the University's Institutional Effectiveness Council appointed by the Provost. Dr. Bockhorn was invited to present a lecture on assessment to the TAMU CS faculty. He also presented it at the TAMU Annual Assessment Conference in 2010 and 2011. In addition, he presented his lecture "Assessment in the Classroom: A Benefit, Not a Burden" at the 17 th Annual National HBCU Faculty Development Symposium in 2010 held in New Orleans.
Benefit to the University:	The SOA recognizes that assessment and accreditation for programs at the collegiate level is the new standard by which they will be judged/evaluated. The SOA took the 2009-2010 academic year to evaluate the standards and conduct investigations of all programs desiring to receive accreditation. The 2010-2011 year was used to refine and improve on assessment procedures.

In addition to the SACS review, the SOA conducted a self-assessment of their programs. Provided below in Table 3 is an overview of the program's strengths and challenges, as well as the proposed corrective actions to be taken, that were compiled after these reviews. The faculty and staff discussed these matters during their annual planning.

Table No. 3 Program Self Assessment

FACULTY AND STAFF	
Strengths	<ol style="list-style-type: none"> 1. The faculty is a dedicated, well-qualified, and hard working mix of experience and youth who bring excellent credentials to their work. They are very much "student centered" and "service oriented" as they carry out the mission of the University and the School of Architecture. 2. The size of the school and the quality of the faculty present an excellent opportunity for innovative programs, research and service. Over the past five years the three academic programs in the SOA have coordinated and cooperated to offer a well rounded experience for students. 3. The school faculty serves on numerous University-wide committees. They also attend as many professional conferences as their time permits. Please refer to Section I.2.1 for a summary of their involvement. 4. Faculty members are open to new ideas, instructions and collaborative relationships given the directions of the Dean and the University's President. 5. Faculty evaluation: During the course of each semester the program Directors conduct unannounced evaluations of the faculty as they are conducting their classes. Feedback and discussion are provided to the faculty member in follow-up sessions with the coordinator.
Challenges	<ol style="list-style-type: none"> 1. Assuming that enrollment will continue to increase, the program needs to add faculty members, in either full-time or adjunct positions, to continue the level of quality we are accustomed to providing the students. The greatest element of uncertainty is the continued weakness of the economy. While the State of Texas

	<p>has weathered the downturn from 2008-2011, the 82nd legislature meeting in 2011 had to cut \$15 billion from the state's budget to comply with its Constitution that requires a balanced budget. For PVAMU this resulted in a decrease of 5% for 2009-2010 and another 10% for 2011-2013.</p> <ol style="list-style-type: none"> 2. Continued increases in student population will require a corresponding increase in faculty. The current low ratio of faculty compared to the student population is needed to maintain the quality of contact hours with the students. 3. The overall faculty salaries should continue to be competitive with those offered by the other seven accredited programs in the State of Texas. 4. With the rapid growth, there is a need for additional administrative staff to support the faculty and handle the administrative workload. 5. Student course evaluation forms: Course evaluations were required for each class in each semester taught in the School of Architecture. These evaluations were done by the students on a regular form called the Student Opinion Survey. The results of these surveys are abstracted by the University Institutional Research Office and reported to the Dean for dissemination back to the faculty. In 2009 the University went to a digital participation by the students. This has greatly impacted the amount of feedback to the faculty.
Plan of Action	<ol style="list-style-type: none"> 1. With the completion of the SACS review, the SOA must rededicate its efforts to elevate the 'School' status to that of a 'College.' Attaining this designation will benefit the SOA at the University level, and offer opportunities to increase support staff. 2. Maximize opportunities to chart teaching load rules. 3. Seek independent funding and financial support to offset the State's budget cuts. 4. Establish scholarship endowments to support students' education. 5. Establish unrestricted endowment to support student and faculty enrichment opportunities. 6. Encourage and continue to support faculty in their pursuit of funded research and service opportunities, as well as attending educational conferences.
STUDENTS	
Strengths	<ol style="list-style-type: none"> 1. The school is witnessing an ever increasing diversity in its student population. While African-American students still comprise the majority of the students, the number of Hispanic students is growing, as is the case for the overall population in the State of Texas. 2. The SOA is also witnessing students coming from other major metropolitan areas of the State. Specifically the cities of Dallas/Ft. Worth, Austin and San Antonio have been well represented in each new freshman class. 3. The student body is articulate, knowledgeable and committed to their studies. 4. There is continued enthusiasm and excitement on the part of our students about their studies and the facility that they occupy. 5. The School has revised its recruitment strategy in order to reach prospective enrollees using on-site presentations and the SOA website. As a result the enrollment has increased at a steady pace, albeit at a lower rate than desired. The freshman class that entered in the Fall Semester 2010 totaled over 90 students. 6. The SOA engagement with community college programs in the State offers a transfer program that encourages growth and overall improvement of the student body. The SOA is currently working closely with Lone Star College (LSC; Houston-Cypress, TX location) and Houston Community College (HCC). These efforts have resulted in over 20 students transferring to and completing their undergraduate degrees at the SOA. 7. The SOA has created a new position: Director of Student Services. This position has the responsibility for establishing student learning outcomes, evaluating the curriculum, and continually improving the quality of teaching, as well as

	responsibility for review and response to admission, credit transfer, and financial aid appeals.
Challenges	<ol style="list-style-type: none"> 1. Attracting top tier high school graduates is a challenge given the increased recruitment of minorities by other major universities in the State. This is particularly true of those who are flush with cash for scholarships and target only our 'cream of the crop' students. The SOA has been able to have some success in working within the TAMUS to refer students to the main campus for graduate degrees not offered at PVAMU. 2. The current recruitment strategy must be supported with increased financial resources to serve the students. 3. Many of our students still arrive with a lack of economic support (particularly for materials).
Plan of Action	<ol style="list-style-type: none"> 1. Continue to support and expand the adopted Recruiting Plan. Support should be in terms of financial commitments and new marketing information (brochures, mailers, website, etc.). 2. Refine our recruitment approaches for all ethnic classifications and evaluate in light of Texas' status as one of four "minority-majority" population states. 3. In recognition of the State now ranking 2nd in total population per the 2010 Census, particular attention should be paid to the Hispanic population, which is the fastest growing segment. 4. Look at means to attract the top-tier high school students with a special approach that would make this University more appealing to them (location, size, historical nature, etc.). 5. Evaluate potential future admissions numbers to contemplate the numbers of students that can be housed in the building. Coordinate this with the Construction Science and Community Development programs. 6. Continue to expand contacts with community college systems in Texas to attract increased numbers of transfer students. Specific areas should be the systems of Dallas Community College (DCC), Tarrant County Community College (TCCC), Alamo Colleges (San Antonio), and Austin Community College (ACC). 7. Finalize articulation agreements with the colleges listed above. 8. Continue to integrate all three programs (Architecture, Construction Science and Community Development) to support the mission of the University and the School.
FACILITIES	
Strengths	<ol style="list-style-type: none"> 1. The new Architecture and Art Building was occupied in the 3rd quarter of 2005 in time to welcome students for the Fall Semester 2005. 2. In recognition of her contributions to the University, her status as the first female graduate in architecture engineering and the first African American female to be a licensed engineer for the State of Texas, the facility was renamed the "Nathelyne Archie Kennedy Architecture and Art Building." 3. The facility continues to be a strong recruiting tool as well as afford increased teaching, research and seminar opportunities, which will layer into community outreach endeavors. 4. The facility continues to bring prominent exposure to the University and to the program. The University and SOA host many events including numerous ones that are related to public service. Note: See Section I.2.1.6 for more details. 5. The facility now has a fully operational and equipped Model Shop. The tools and equipment are being used for both the design studios as well as technical/lecture classes. 6. With special Title III funding obtained in Spring 2011 the SOA was able to purchase and install a new Computer Numerically Controlled (CNC) Router. 7. The facility has a state-of-the-art computer laboratory for the students. The facility

	offers the School the opportunity to offer dedicated spaces for students in Construction Science and Community Development.
Challenges	<ol style="list-style-type: none"> 1. Upon occupying the building the College of Business was allowed to occupy part of the 2nd floor as they worked to renovate their offices in the Hobart Building. Initially planned for a period of 12 months, their faculty remains in place. This occupancy takes up 18 offices and prevents proper allocation for all SOA departments. As a result, several faculty members are required to 'double up' in offices slated for single use. 2. As one of the newest buildings at the University, especially one so prominently located and attracting rave reviews, many departments on campus continue to seek space to teach. With a continued climb in overall campus enrollment the School must make sure to keep sufficient control over space allocation so that current and projected courses in architecture, construction science, art and community development can be sufficiently accommodated.
Plan of Action	<ol style="list-style-type: none"> 1. With each annual space inventory (submitted in summer) the SOA has requested the removal of the College of Business. This argument is based upon the needs and the practicality of having this space available for our faculty. 2. The SOA conducts an annual review of the facility for purposes of identifying areas that need correction or repair. This work is coordinated through the Physical Plant office. 3. After the first cycle of occupancy (2005-2010) the faculty have explored and used all of the spaces. The faculty are involved in planning the use of studios and lecture rooms, plus display spaces. 4. While being mindful to protect the investment that this building represents, seek opportunities to use the facility for increased community participation in architecture, construction science and community development. 5. Upon the purchase of a new campus in the North West Houston area, the Community Development Graduate Program was one of four graduate programs in the University to offer classes there in fall 2010. The Construction Science program will start offering courses there in fall 2010.
RESOURCES	
Strengths	<ol style="list-style-type: none"> 1. The School is bringing in more instructional funds than it is expending on the instructional program. Even though the School is the second smallest unit in the University, it is one of only three other programs in the University that are generating more than they are spending (according to the RIICA Formula). 2. Even with the budget limitations the School has succeeded in accomplishing its mission through the innovation, creativity, and dedication of the School administration, faculty and staff.
Challenges	<ol style="list-style-type: none"> 1. Increased enrollment will require increased resources for technology, instruction, travel, and student activities.
Plan of Action	<ol style="list-style-type: none"> 1. The SOA actively participates in University budget process. With the stress of budget reductions caused in the past three years by a weak economy, the School has been fortunate to add a 'Budget Specialist.' This position was filled in Fall 2010 and the duties are specifically targeted to assisting the Dean and program Directors with fundraising efforts and to allow for greater input and planning from all programs' faculty and staff members. 2. The SOA holds an annual gala and awards dinner each spring. The event in 2011 was the 8th edition. It also marked a new effort to raise funds by inviting all faculty and major corporations that hire our students to invest by sponsoring tables and hosting students for the awards dinner.
RESEARCH AND SCHOLARLY ACTIVITIES	

Strengths	<ol style="list-style-type: none"> 1. The size of the school and the quality of the faculty present an excellent opportunity for innovative programs, research and service. 2. New faculty members have definitely increased the amount and quality of research, scholarly work and publications being completed on behalf of the SOA. Several members are regularly published nationally and internationally in conference proceedings, refereed journals, and professional publications.
Challenges	<ol style="list-style-type: none"> 1. The school must continue to stress and improve on conducting sufficient scholarly research, especially at this time of economic challenges facing the State and the University and resulting in budget reductions. 2. The school faculty should volunteer to serve on committees, and attend conferences and participate in funded and scholarly research opportunities that are open to new ideas and collaborative relationships.
Plan of Action	<ol style="list-style-type: none"> 1. Actively seek external support for new programs (i.e. design/build), research and community service. 2. Strengthen the newly formed Research Committee in order to coordinate and promote research and publications. This committee (members are shown in a following section) should also be charged with the responsibility of monitoring changes in the professions and keeping the faculty apprised on the latest developments and teaching strategies. 3. Challenge faculty to engage in funded research and scholarly work and look for opportunities to publish their work. 4. Seek opportunities with other Colleges and Departments at the University to collaborate or participate in research projects.
SERVICE	
Strengths	<ol style="list-style-type: none"> 1. Prairie View A&M University is the only Historically Black College and University (HBCU) with an accredited architecture program in Texas. 2. The unique programs at the School offer the collaborative/cross disciplinary approach to the educational experience of our students that will prepare them to serve as critical thinkers that build healthy economic, social, and political communities, not just buildings. 3. The School can serve the entire University as a model for preparing professionals who will be community and even global leaders through problem solving and facilitating of relationships. 4. The size of the School and the quality of the faculty present an excellent opportunity for innovative programs, research and service. 5. CURES Center activities, with the link to classroom activities, provide a vehicle by which faculty, students and the community can enhance cultural awareness. 6. The Texas Institute for the Preservation of History and Culture (TIPHC) offers a unique opportunity for student to be exposed to cultural and historical events that shaped not only the State but the profession of architecture. 7. The School has unique outreach opportunities that are complimentary and provide exposure for it and the University.
Challenges	<ol style="list-style-type: none"> 1. The School of Architecture should increase its visibility on campus and in the community by publicizing the many service activities that they provide through CURES, TIPHC and studio projects.
Plan of Action	<ol style="list-style-type: none"> 1. In addition to architectural service to the community, the SOA will encourage its students to continue to be involved in more service activities such as "Panther Days," instituted by the University in 2006. The goal is to involve as many incoming freshmen as possible in campus and community service projects and to build a commitment to future involvement. The School of Architecture had faculty and students serve on the organizing committee.
TECHNOLOGY	

Strengths	<ol style="list-style-type: none"> 1. The School maintains a computer intensive environment that replicates the experiences the students will encounter when performing their internships and upon employment following graduation. Each year the SOA IT Coordinator evaluates and updates all equipment and software in the summer semester. 2. Over the past three years the SOA has also converted an adjunct professor's office room to accommodate 16 additional computer work stations. This room is open to all students during normal business hours. 3. The SOA has installed 12 computers outside the regular teaching lab that are available 24 hours/day for the students' use. 4. The SOA installed its initial laser cutter for use by the students in Fall 2009. A second edition was added at the end of Spring 2011. 5. Additional plotters for student use were also added at the end of Spring 2011. 6. The School implemented a test course in Building Information Modeling (BIM) in the fall semester of 2008. It has been offered every semester since then and was approved as a regular course offering by the University's Academic Council in Spring 2011. A basic BIM undergraduate course and an advanced BIM graduate course were approved by the THECB and were added to the inventory of courses the School offers.
Challenges	<ol style="list-style-type: none"> 1. State funding will be lower due to difficult economic conditions. Finding funds for technology will be challenging. 2. The school's computer-driven instructional program must be improved through increased equipment installations at the new building and potentially increased staffing to properly instruct the students so they can learn to use the state of the art technology.
Plan of Action	<ol style="list-style-type: none"> 1. The School continues its policy that introductory instruction for computers should not occur until at least such time as the incoming student is in their 2nd semester of their first year. This policy is meant to address teaching the student to "think and design" before trying to master this new tool. Additionally, given the tight financial situation for many of the students, delaying the large cash outlay for a computer to support visual and/or CAD software was intended to lessen the initial burden upon entering the program. 2. With the inclusion of a BIM course, the SOA will need to be cognizant of the need to stay abreast of this rapidly changing technology and the needs of the industry. 3. Students are required to purchase their laptops in their second year. Financial aid provides assistance to purchase books and computers.
ADMINISTRATION	
Strengths	<ol style="list-style-type: none"> 1. The School continues to be led by a dedicated and talented Dean. Dr. Ikhlas Sabouni, who has a long-standing relationships with administrators on campus, the local, regional and national AIA, ACSA and the professional community in the State. Her service on several professional boards has brought visibility to the School and support and educational opportunities for faculty and students. 2. The roles and duties of the Dean and the academic program Directors are clearly defined. 3. There is a very positive relationship among and between the administration, faculty, staff, and students.
Challenges	<ol style="list-style-type: none"> 1. While the SOA has been fortunate to add a Budget Specialist position, the School remains understaffed at the administrative level. There is need for administrative and logistical support to allow the Dean to focus on raising funds, creating opportunities to continue to attend academic functions that will obtain recognition for the School of Architecture. 2. The School needs to submit its application for status as a College to enhance its status and to provide for potential funding of additional administration positions

	<p>(i.e., Department Heads, Assistant Dean and support staff for each Department Head).</p> <p>3. Due to budget constraints, the Coordinator position for Architecture was eliminated in Summer 2007. These duties are being covered by the Dean with the help of the Director of the Construction Science program, who is a licensed architect. With the anticipated growth in enrollment, the Directors (Architecture, Construction Science and Community Development) will become Department Heads to take on a greater role in managing their programs and help the Dean in fundraising as well.</p>
<p>Plan of Action</p>	<p>1. Include additional staffing requests in the 2011-2012 budget requests.</p> <p>2. Complete application for College status to achieve parity with other Colleges in the University.</p> <p>3. Work to change the Directors' titles to Department Heads upon receiving College status.</p>
<p>TEACHING AND CURRICULUM</p>	
<p>Strengths</p>	<ol style="list-style-type: none"> 1. Prairie View A&M University is the only Historically Black College University (HBCU) with an accredited architecture program in Texas. 2. The Bachelor of Science in Architecture degree is well established and provides a direct track into the School's accredited Master or Architecture degree program. 3. The size of the School of Architecture is a "value added" dimension to the educational process allowing strong relationships and interaction between the faculty and students on a one-to-one level. 4. The program has the flexibility to adjust instruction to meet the changing needs and demands of our society. 5. The internship program developed in the 2004-2005 academic year provides access to the professional practice of architecture for the student body. Working in collaboration with Texas A&M, the collection of work experience data was improved using a "Skills and Knowledge" form. 6. The mix of disciplines in the school (Architecture, Construction Science and Community Development) combined with the Community Urban Rural Enhancement Center (CURES) and the Texas Institute for the Preservation of History and Culture (TIPHC) creates a unique combination that is important to the mission of the University and the State of Texas. 7. The State of Texas Legislature passed House Bill 2504 (81st Session; 2009) requiring that all syllabi must be posted online within 7 days of a course meeting for its first class. The University developed a standard format and set up a separate website location for student access. 8. The SOA has aggressively pursued and introduced the topic of Building Information Modeling (BIM) through courses at both the undergraduate and the graduate levels. Both courses were added to the catalog in Spring 2011 after approval by the University Academic Council. 9. The University has opened a satellite campus in the northwest portion of Houston. The campus has offered a Community Development course since Fall 2010 and a course in Construction Science is scheduled to be offered there beginning in Fall 2012. 10. The SOA is able to offer architecture students the opportunity to obtain a minor or a 2nd degree in construction science (18 hours of electives for minor or 32 additional hours for 2nd degree). Since Spring 2010 we have averaged approximately 50% of all undergraduates in the program achieving one of these options. This reflects the promotion of the 'design/build' philosophy of the SOA. 11. At many graduation exercises we have had students graduate with honors. 12. Faculty and Staff retreats: At the conclusion of the summer term and in preparation for the new academic year, the University and the SOA conduct an annual conference involving all faculty and staff members. The purpose is to discuss all

	<p>aspects of the program and make plans for the coming academic year. In 2008 the event was held in Houston, while recent retreats have returned to campus. For the past two years the conference has included continuing education sessions across the campus.</p> <p>13. Design Faculty Evaluation Walk-through: At the end of each semester, the faculty tours all of the design studios to evaluate the students' work and offer suggestions for improvement to the assigned faculty member. Beginning in Fall 2009 the SOA hired an outside consultant to serve as the "Design Coordinator." This individual, William Cannady, FAIA, has taught at Rice University for over 40 years. His expertise in critiquing the work of the design faculty has brought greater focus to the project assignments that are tied to the NAAB requirements. In addition, Mr. Cannady has submitted a written summary of each semester to the Dean for use in analyzing the work in each studio. These findings are shared on an individual basis with each faculty member.</p> <p>14. Design Faculty Meetings: The design faculty initiated a weekly brown-bag luncheon. Typically held each Wednesday from 11:00 am to 12:45 pm, the session is not attended by members of the administration. It is open to those instructors who teach lecture/technical courses.</p> <p>15. Design Coordinator: After hiring Professor Cannady, these meetings have continued and become more structured and are used to provide mentoring to junior faculty. They also allows for a free and open discussion regarding issues facing the studio professors.</p> <p>16. End of course summary: As part of the SOA's assessment work, the faculty worked under the direction of Dr. Bockhorn to adopt a common form that was to be used to record the results of their work each semester. This form, formally adopted by the faculty, is contained in section 1 of all course notebooks.</p> <p>17. Visitors (external and internal) for Juries: Due to our proximity to Houston market, local architects regularly participate and serve on student juries at each level in the design studio process.</p> <p>18. Due to the administrators' and faculty's strong relationships with architects, engineers and other educators, students benefited from the knowledge of leading professionals as they lectured in the classrooms and visited the studios.</p>
Challenges	<ol style="list-style-type: none"> 1. Faculty teaching loads of at least three courses per semester are at a maximum. This leaves their ability to participate in service, research and continuing education opportunities at a disadvantage. 2. Conflict between "required reduction" of credit hours per degree directed by State Legislature versus NAAB accreditation requirements must be resolved. 3. Per House Bill 2504 (2009) faculty must post all syllabi online within 7 days of a course meeting for its first class.
Plan of Action	<ol style="list-style-type: none"> 1. Continue to interview architects and managing principles of major architectural firms to learn about suggested improvements or changes that should be incorporated into our curriculum so that our students are highly qualified for the workforce. Capitalize on our size and ability to adjust to meet the demands of the workforce. 2. Set a clear path for integration of a capstone course involving Architecture and Construction Science students. Look at expanding to include Community Development students. 3. Address the teaching loads of all faculty members so that they are able to teach and to participate in other activities that benefit our students. 4. Address credit hours after NAAB review and forward findings to Provost for inclusion in the University's response.
LEADERSHIP	

Strengths	<ol style="list-style-type: none"> 1. The School is led by a strong and dedicated leader in Dean Sabouni. 2. The faculty and staff are achievers in their areas of expertise and generally serve as excellent role models for the students. 3. There is strong cooperation between the Program Coordinators, Directors and the Dean.
Challenges	<ol style="list-style-type: none"> 4. Due to budget reductions in 2007 the Architecture Program Director was eliminated. The responsibilities of the office are being performed as 'additional duties' by the Dean and the Director of the Construction Science program, Dr. Bruce F. Bockhorn, who served before as an Acting Coordinator for the Architecture Program. 2. Leadership and professional development are areas where the faculty can impact our students because of their significant amount of contact hours with the students and because of their extensive practical experience in corporate situations. 3. The School can serve the entire University as a model for preparing professionals that will be community and even global leaders through problem solving and facilitating of relationships. 4. The School must continue to create and encourage a mission/purposeful environment so that the students achieve a vision and goal of becoming the generation that can rebuild America's communities. Our mission should focus on a specific and reachable goal (e.g., "Rebuild American Cities").
Plan of Action	<ol style="list-style-type: none"> 1. Continue to foster strong faculty and staff cooperation and camaraderie through group gatherings (professional and social). 2. Upgrade the School to College status and the Coordinators to Department Head status by Fall 2012.
ACCESS	
Strengths	<ol style="list-style-type: none"> 1. The School's administration and the faculty are committed to providing direct access to the students. 2. The faculty have extensive contact hours with the students. Our location on the edge of the greater Houston metropolitan area offers students an opportunity for study and hands-on activities in both urban and rural settings. 3. The faculty has a great deal of contact with students both in the classroom as well as through other opportunities within the School and on campus (e.g., Arch in the Park, School Banquet, Student Competitions, Field Trips, Job Fairs, etc.). This strengthens the opportunity to impact their professional development to be creative and critical thinkers. 4. The community college transfer program will encourage growth and overall improvement of the student body.
Challenges	<ol style="list-style-type: none"> 1. Due to its geographic location, the School can create professional networking models that improve our students' opportunities for obtaining jobs and help get their careers on track with prospective employers in architecture, construction, and development firms. This can be combined with internships, scholarships and continuing education programs. 2. The unique programs of the School can offer the collaborative/cross disciplinary approach to the educational experience of our students that will prepare them to serve as critical thinkers that build healthy economic, social, and political communities, not just buildings. 3. The increased enrollment may impact the ability to offer access to the administration without some form of direction.
Plan of Action	<ol style="list-style-type: none"> 1. Promote the ease of access for students that come out of Houston or commute from that general area. 2. Maintain the welcoming nature of the administration while developing a system of

	appointments to more effectively use the time of the Dean and the Director.
ACCOUNTABILITY	
Strengths	<ol style="list-style-type: none"> 1. Due to its historic background of in the education of minorities, the School of Architecture has a unique position in supplying architecture graduates for the State. 2. The size of the School creates a strong bond amongst the faculty and the students to cooperate to produce graduates who are ready to take a productive role in the profession of architecture. This is enhanced through the required internship and employment hires of our graduates.
Challenges	<ol style="list-style-type: none"> 1. Utilizing assessment guidelines for measuring the graduates of the University, the School needs to ensure that it stays fully informed and uses appropriate guidelines to enact any needed change in curriculum.
Plan of Action	<ol style="list-style-type: none"> 1. Continued participation by the Directors and faculty on the University's Institutional Effectiveness Committee and the Assessment Committee.
ACADEMIC FREEDOM	
Strengths	<ol style="list-style-type: none"> 1. The School enjoys a healthy climate of academic freedom and collegiality. Faculty and students are encouraged by the administration to express themselves in meetings and classroom instruction. 2. The School's administration supports each program (architecture, construction science and community development) to explore new means of educational experiences.
Challenges	<ol style="list-style-type: none"> 1. With the increased workload due to budget cuts the challenge will be to maintain the atmosphere of "idea exchange."
Plan of Action	<ol style="list-style-type: none"> 1. Continue the frequent administration, faculty and staff meetings of all the programs to share ideas, opportunities, and plans for development. 2. Continue the healthy, open and democratic dialogue to plan new ideas and to chart the necessary changes to continue moving the School forward.
STUDENT ORGANIZATIONS	
Strengths	<ol style="list-style-type: none"> 1. The School has the typical student organizations associated with an architecture program. <ol style="list-style-type: none"> a. American Institute of Architects Student Chapter b. Tau Sigma Delta Honor Society for Arts and Allied Sciences c. National Organization of Minority Architects d. Association of Women in Architecture e. Construction Specification Institute Student Chapter f. Freedom by Design 2. The School has a dedicated group of students who participate on a regular basis in the student organizations and are mentored by professional supervisors, such as the National Young Architect of the Year of 2009 and the former AIA Houston President of 2009. 3. Officers of the AIAs, NOMA, and CSI and their advisors participate in local, regional and national meetings and activities. 4. Students from the School of Architecture also participate in many other student-run organizations on campus and hold leadership positions, such as Miss PVAMU in 2008, Ms. PVAMU Runner Up in 2010, Student Government VP and Senators. There are a significant number of our students who are student-athletes representing the University on athletic teams in football, basketball, baseball, golf and tennis. Often they serve in leadership roles with these groups. 5. The Construction Science program has initiated student chapters in the AGC and the NAHB. Architecture students are playing a major part in both organizations.

	6. The SOA has a dedicated IDP Coordinator in Dr. Bruce F. Bockhorn, AIA. He has attended the NAAB required annual training in Chicago presented by NCARB during the summers of 2010 and 2011.
Challenges	<ol style="list-style-type: none"> 1. Due to the discipline required of architecture majors, the percentage of students participating in the student chapters on a regular basis is not as high as the School would like. 2. The lack of financial support has impacted the ability of the student organizations to participate more often in off-campus activities.
Plan of Action	<ol style="list-style-type: none"> 1. During the first week of each new semester, encourage students to join and participate in the student organizations. 2. Include funding requests in all upcoming annual budgetary submissions. 3. Do fundraising to help students pay their organizations' national dues. 4. Secure and offer more scholarships by establishing scholarship endowments. The Natheylne Kennedy's Scholarship Endowment was established in 2007 at the dedication of the building. It provides \$5,000 each semester to two students. A second scholarship endowment was just established this summer in the amount of \$25,000 to be matched by the University for a total of \$50,000. A third endowment is in process.
DIVERSITY	
Strengths	<ol style="list-style-type: none"> 1. The University and the School are seeing increased enrollments of students from all ethnic groups. In 2001, the school had one Hispanic Student and zero Hispanic faculty and staff. As of today, we have 36 Hispanic Students, 4 Asian Students, 1 Hispanic faculty member, and a Hispanic female Assistant to the Dean. For a full list of faculty demographics and how they compare to the University see section I.3.1.2. 2. The new additions to the faculty are providing a greater range of role models for the students with increased female and minority instructors.
Challenges	<ol style="list-style-type: none"> 1. In order to meet diversity goals ("Closing the Gap"), there is increased emphasis and aggressive recruitment of the traditional student pool that supplies Prairie View A&M by other public institutions within Texas. 2. The increased admissions standards set by the University may impact the number of incoming class enrollments in the future.
Plan of Action	<ol style="list-style-type: none"> 1. The School has identified demographic areas to target to recruit first-generation freshmen: <ul style="list-style-type: none"> Houston Area Dallas/Ft. Worth Area Rio Grande Valley Area Coastal Bend Area Gulf Coast Area El Paso Area San Antonio Area Austin/Waco Area Southeast Texas 2. The current population and ethnic mix of ages 6 through 18 in our service area are as follows: <ul style="list-style-type: none"> • South Texas is the fastest growing area of the state, and the educational attainment of this region is very low. • The El Paso Area is 14% white, 3% black and 81% Hispanic. Educational attainment here is also very low. • The Gulf Coast region is 41% white, 17% black and 36% Hispanic.

	<ol style="list-style-type: none"> 3. Various forms of media are to be employed to attract first – generation college freshmen such as brochures, videos, view books, website and magazine advertising 4. The School of Architecture visited a total of 43 High Schools and 8 Community Colleges in the following areas for Fall 2008 through Summer 2009. During the period of Fall 2009 through Summer 2010 the School of Architecture visited a total of 32 High Schools, 3 Middle Schools and 11 Community Colleges. From Fall 2010 to Summer 2011 the School visited a total of 93 high schools, 3 middle schools and 8 community colleges. 5. Recruitment Strategies that will be implemented annually, dependent upon budget support: <ol style="list-style-type: none"> a. Article/Column for school and community newspapers b. Brochure dissemination c. Campus Tours and Open House at the new building d. Community meetings e. Contact students with high SAT Scores f. Counselor Orientations g. Panther-land on the Hill Day Recruitment h. Flyer dissemination in the community i. Follow-up calls to prospective students j. High School Visitation Day k. Information Booth at College and High School Fairs l. Junior High School visits m. Letter to Seniors n. Mass mailings (Schedules, enrollment, brochures, financial aid, etc.) o. Media announcement p. Peer Role Model q. Personal letter mailings r. Photo Display s. Placement of recruitment posters in schools t. Recruitment u. Recruitment team presentations by the school's staff and faculty while visiting schools
PROFESSION	
Strengths	<ol style="list-style-type: none"> 1. The program has the flexibility to adjust instruction. 2. The faculty has a great deal of contact with students both in the classroom as well as through other opportunities within the School and on campus. This strengthens the opportunity to impact their professional development to be creative and critical thinkers. 3. Leadership and professional development are areas that the faculty can impact our students because of their significant amount of contact hours with the students and because of their extensive practical experience in “real-world” situations. 4. The State of Texas falls well below the national averages for females and minorities who are licensed architects. Due to the mission and charter of our University we have an opportunity to be a major factor in producing more licensed registered architects who are females and/or African American, Asian-Pacific, Latino, etc. Due to its geographic location the School can create professional networking models that improve our students' opportunities for obtaining jobs and help get their careers on track with prospective employers (architecture/construction/development firms). This can be combined with internships, scholarships and continuing education programs.

Challenges	<ol style="list-style-type: none"> 1. The ideals of professionalism and leadership must be continually stressed to all students to assist and inspire them in their academic studies and in preparing for their professional careers. 2. In order to meet new assessment guidelines the School must provide greater assistance to the students in obtaining internships and employment after graduation. The School should focus on helping them network to establish career opportunities with professional connections, as well as through job fairs and other architectural programs.
Plan of Action	<ol style="list-style-type: none"> 1. Emphasize contemporary practice. For example, David Lake and Ted Flato are two mentored architects from Ford, Powell and Carson. Lake and Flato also won the prestigious national AIA award "Firm of the Year". Becoming familiar with their story and understanding their history would be beneficial to all architecture students. 2. Focus on bringing in various successful firms to help teach a design studio. This "Firm Studio" concept will give the students a taste of what is to come in the near future. Also the fresh input from contemporary practitioners will stimulate the minds of the young designers and encourage them to want to do well in this profession. 3. The association of practicing architects with education will encourage students to also focus on registration. For example, the Special Topics course taught by Ms. Hornh, a licensed architect, focused on the architectural internship and licensure processes within the context of a real world work environment. This will assist interns in preparing for the ARE which in turn will increase the percentage of our female and African-American graduates who achieve licensing.

HB 2504

During the 2009 legislative session, the 81st Session of the Texas State Legislature passed House Bill 2504 (HB 2504). This bill mandates that all public institutions of higher learning in the State of Texas make available to the public certain information concerning undergraduate academic programs. This information, including class syllabi, instructor-of-record CVs and cost of attendance (if available), must be readily accessible on the institution's website. Specifically, the bill requires upon accessing the university's office website that no more than three clicks from the main web-page and without password protection the user can find this information. The effective date to comply with certain requirements was August 31, 2010.

The SOA has begun using the standard syllabus adopted by the University. It has also adopted an 'addendum' that allows the faculty a means to include additional information beyond the basic requirements of HB 2504.

LEARNING OBJECTIVES

In Fall 2008 the SOA Assessment Committee began a comprehensive review of all course learning objectives. With the passage of HB 2504, the committee revisited its work and developed a comprehensive summary of course learning objectives by course. The purpose of this listing is to ensure that where multiple sections of the same course are taught in a semester, a common set of objectives are adhered to. For all courses it allows the committee to track learning objectives versus the NAAB matrix.

COMMITTEE ASSIGNMENTS

Under the direction of the Dean, the School organized several committees in 2008 to support the advancement of the School. Faculty members and staff have volunteered to serve on the following committees, and the list has been updated every year at one of the monthly meetings with the input of all faculty members. The SOA organized the following committees for the 2010-2011 Academic Year:

School of Architecture Committees Academic Year 2010-2011

Risk Management Committee

1. Clarence Talley - Chair
2. Akel Kahera
3. Barry Norwood
4. Bruce Bockhorn
5. Yunsik Song
6. Billie Evans
7. Sonja Perry
8. Student

Assessment Committee

1. Bruce Bockhorn, Chair
2. William Batson
3. Daniel Bankhead
4. Arsenio Rodrigues
5. Dr. Jeffery Bolander
6. Yunsik Song
7. Daniel Hernandez
8. Ross Wienert
9. Student – Architecture
10. Student - Construction Science
11. Student - Community Development

Study Abroad Committee

1. Bill Batson, Chair
2. Bruce Bockhorn
3. Sheryl Tucker de Vasquez
4. William Price
5. Sonja Perry
6. Student
7. Student

Curriculum Development Committee

1. Peter Wood, Chair
2. Marshall V. Brown
3. Bruce Bockhorn
4. Barry Norwood
5. Yunsik Song
6. Bill Batson
7. Arsenio Rodrigues

8. Rudy Eguia
9. Camilo Parra
10. Jeremy Curtis
11. Student

Research and Development Committee

1. Arsenio Rodrigues, Chair
2. Akel Kahera
3. Bill Price
4. Rudy Eguia
5. Student

Publication Committee

1. Ann Johnson, Chair
2. John Okello
3. Clarence Talley
4. Arsenio Rodrigues
5. Tracey Moore
6. Student

Lecture Series Committee

1. Akel Kahera, Chair
2. Daniel Hernandez
3. Courtney Rose
4. Sulafa Abou-Samra
5. Billie Evans
6. Student

Job Fair Committee

1. Barry Norwood, Chair
2. Bruce Bockhorn
3. Daniel Bankhead
4. Rudy Eguia
5. Sonja Perry
6. Student - Architecture
7. Student - Construction Science
8. Student - Community Development

Requirements for Promotion and Tenure

1. Dr. Clarence Talley, Chair
2. Marshall Brown, PE
3. Bill Batson
4. Dr. Bruce Bockhorn, AIA
5. Dr. Rick Baldwin
6. Dr. Akel Kahera
7. Arsenio Rodrigues
8. Dr. Anil Kumar, Consultant

School of Architecture Senators:

1. Arsenio Rodrigues
2. Bill Batson

NAAB Committee:

1. Ross Wienert—Co-Chair
2. Bill Price—Co-Chair
3. Bill Batson
4. Arsenio Rodrigues
5. John Okello
6. Sheryl Tucker de Vasquez
7. Peter Wood
8. Camilo Parra
9. James Haliburton

NAAB Report:

1. James Haliburton, Chair
2. Peter Wood

I.1.5.3 Faculty, Students' and Graduates' Assessment of the Degree Program

The School of Architecture conducts regular evaluations of the degree program and its relation to the NAAB Perspectives, the profession needs, and the ever changing technology, from faculty, students, and graduates. Graduating students are asked to rate their preparation to meet the NAAB Criteria. Their evaluation is based upon a ranking similar to a Likert Scale that ranges in value from 1 to 5, with 5 being the highest mark. The surveys are provided to the students in the month prior to graduation. During the 2010-2011 year the survey was modified to add additional areas of data that the SOA desired to collect. The revised survey format and the results are below.

Table 6. Graduating Student Survey

Graduating Student Survey Prairie View A&M University School of Architecture					
Major: (Check the appropriate box)	<input type="checkbox"/> Architecture		<input type="checkbox"/> Construction Science		
	<input type="checkbox"/> Arch with CS Minor		<input type="checkbox"/> ARCH/CS Double Degree		
			<input type="checkbox"/> Masters Architecture		
How well do you feel you are prepared to meet the criterion listed below? Please darken the circle with your numerical ranking of the skills. Make one choice per topic.	Excellent	Very Good	Good	Not So Good	Poor
All skills listed are in accordance with the 2004 NAAB criteria.	5	4	3	2	1
1. Verbal and Writing Skills: Ability to speak and write effectively on subject matter contained in the professional curriculum.	①	②	③	④	⑤
2. Graphic Skills: Ability to employ appropriate representational media, including computer technology, to convey essential formal elements at each stage of the programming and design process.	①	②	③	④	⑤
3. Research Skills: Ability to employ basic methods of data collection and analysis to inform all aspects	①	②	③	④	⑤

of the programming and design process.					
4. Critical Thinking Skills: Ability to make a comprehensive analysis and evaluation of a building, building complex, or urban space.	①	②	③	④	⑤
5. Fundamental Design Skills: Ability to apply basic organizational, spatial, structural, and constructional principles to the conception and development of interior and exterior spaces, building elements, and components.	①	②	③	④	⑤
6. Collaborative Skills: Ability to identify and assume divergent roles that maximize individual talents, and to cooperate with other students when working as members of a design team and in other settings.	①	②	③	④	⑤
7. Human Behavior: Awareness of the theories and methods of inquiry that seek to clarify the relationships between human behavior and the physical environment.	①	②	③	④	⑤
8. Human Diversity: Awareness of the diversity needs, values, behavioral norms, and social and spatial patterns that characterize different cultures, and the implications of this diversity for the societal roles and responsibilities of architects	①	②	③	④	⑤
9. Use of Precedents: Ability to provide a coherent rationale for the programmatic and formal precedents employed in the conceptualization and development of architecture and urban design projects.	①	②	③	④	⑤
10. 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	①	②	③	④	⑤
11. Non-Western Traditions: Awareness of the parallel and divergent canons and traditions of architecture and urban design in the non-Western world	①	②	③	④	⑤
13. Environmental Conservation: Understanding of the basic principles of ecology and architects' responsibilities with respect to environmental and resource conservation in architecture and urban design.	①	②	③	④	⑤
14. Accessibility: Ability to design both site and building to accommodate individuals with varying physical abilities.	①	②	③	④	⑤
15. Site Conditions: Ability to respond to natural and built site characteristics in the development of a program and design of a project.	①	②	③	④	⑤
16. Formal Ordering Systems: 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.	①	②	③	④	⑤
17. Structural Systems: Understanding of the principles of structural behavior in withstanding gravity and lateral forces, and the evolution, range, and appropriate applications of contemporary structural systems.	①	②	③	④	⑤

18. Environmental Systems: Understanding of the basic principles that inform the design of environmental systems, including acoustics, lighting and climate modification systems and energy use.	①	②	③	④	⑤
19. Life-Safety Systems: Understanding of the basic principles that inform the design and selection of life-safety systems in buildings and their subsystems.	①	②	③	④	⑤
20. Building Envelope Systems: Understanding of the basic principles that inform the design of building envelope systems.	①	②	③	④	⑤
21. Building Service Systems: Understanding the basic principles that inform the design of building service systems, including plumbing, electrical, vertical transportation, communication, security, and fire protection systems.	①	②	③	④	⑤
22. Building Systems Integration: Ability to assess, select, and integrate structural systems, environmental systems, life-safety systems, building envelope systems, and building service systems into building design.	①	②	③	④	⑤
23. Legal Responsibilities: Understanding of architects' legal responsibilities with respect to public health, safety, and welfare; property rights; zoning and subdivision ordinances; building codes; accessibility and other factors affecting building design, construction, and architectural practice.	①	②	③	④	⑤
24. Building Code Compliance: Understanding of the codes, regulations, and standards applicable to a given site and building design, including occupancy classifications, allowable building heights and areas, allowable construction types, separation requirements, occupancy requirements, occupancy requirements, means of egress, fire protection and structure.	①	②	③	④	⑤
25. Building Materials and Assemblies: Understanding of the principles, conventions, standards, applications, and restrictions pertaining to the manufacture and use of construction materials, components, and assemblies.	①	②	③	④	⑤
26. Building Economics and Cost Control: Awareness of the fundamentals of development financing, building economics, and construction cost control within the framework of a design project.	①	②	③	④	⑤
27. Detailed Design Development: Ability to assess, select, configure, and detail as an integral part of the design appropriate combinations of building materials, components, and assemblies to satisfy the requirements of building programs.	①	②	③	④	⑤
28. Technical Documentation: Ability to make technically precise descriptions and documentation of a proposed design for purposes of review and construction.	①	②	③	④	⑤
29. Comprehensive Design: Ability to produce an architecture project informed by a comprehensive program, from schematic design through the detailed development of programmatic spaces, structural and environmental systems, life-safety provisions, wall sections, and building assemblies,	①	②	③	④	⑤

as may be appropriate; and to assess the completed project with respect to the program's design criteria.					
30. Program Preparation: Ability to assemble a comprehensive program for an architecture project, including the 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 relevant laws and standards and an assessment of their implications for the project, and a definition of site selection and design assessment criteria.	①	②	③	④	⑤
31. The Legal Context of Architectural Practice: Awareness of the evolving legal context within which architects practice, and of the laws pertaining to professional registration, professional service contracts, and the formation of design firms and related legal entities.	①	②	③	④	⑤
32. Practice Organization and Management: Awareness of the basic principles of office organization, business planning, marketing negotiation, financial management, and leadership, as they apply to the practice of architecture.	①	②	③	④	⑤
33. Contracts and Documentation: Awareness of the different methods of project delivery, the corresponding forms of service contracts, and the types of documentation required to render competent and responsible professional service.	①	②	③	④	⑤
34. Professional Internship: Understanding of the role of internship in professional development, and the reciprocal rights and responsibilities of interns and employers.	①	②	③	④	⑤
35. Architects' Leadership Roles: Awareness of architects' leadership roles from project inception, design, and design development to contract administration, including the selection and coordination of allied disciplines, post-occupancy evaluation, and facility management	①	②	③	④	⑤
36. The Context of Architecture: Understanding of the shifts which occur – and have occurred – in the social, political, technological, ecological, and economic factors that shape the practice of architecture.	①	②	③	④	⑤
37. Ethics and Professional Judgment: Awareness of the ethical issues involved in the formation of professional judgments in architecture and design practice.	①	②	③	④	⑤
	Excellent	Very Good	Good	Not So Good	Poor
CONSTRUCTION SCIENCE major/minors/2nd degree candidates: Please rate the skills listed below in accordance with the ACCE criteria.	5	4	3	2	1
1. General Education (Communications, social sciences and humanities)	①	②	③	④	⑤
2. Math and Science (Mathematics and Physical Science)	①	②	③	④	⑤
3. Business and Management:	①	②	③	④	⑤
4. Construction Science (Architecture, Env.	①	②	③	④	⑤

Systems, Materials & Methods, Graphics, Surveying)					
5. Construction (Estimating, Planning, Scheduling, Cons. Financing, Cons Law, Safety, Project Management,	①	②	③	④	⑤
6. Other	①	②	③	④	⑤
Please answer the following general questions.					
How would you characterize your class attendance? Each semester I missed	No classes	3 or less classes	3 to 5 classes	5 to 10 classes	More than 10 classes
How important do you believe class attendance to be?	Extremely 5	Very 4	Some-what 3	Not Very 2	Un-important 1
How would you rate the teaching ability of the faculty as a whole?	Excellent 5	Very Good 4	Good 3	Not So Good 2	Poor 1
How would you rate the commitment of the faculty to success of students of the School of Architecture?	Excellent 5	Very Good 4	Good 3	Not So Good 2	Poor 1
<i>Complete the following - If I could change one thing at the Prairie View School of Architecture, I would:</i>					
<i>Immediately after graduation, do you intend to be employed in an architecture firm, a construction related business, go to graduate school or other (please write in)</i>					
Employment: Architecture	<input type="checkbox"/>				
Employment: Construction	<input type="checkbox"/>				
Graduate school	<input type="checkbox"/>				
Other	<input type="checkbox"/>				
<i>In five years, do you intend to be employed in an architecture firm, a construction related business, other (please write in)</i>					
Employment: Architecture	<input type="checkbox"/>				
Employment: Construction	<input type="checkbox"/>				
Other	<input type="checkbox"/>				
<i>During your studies of architecture at Prairie View, what would you consider your best experience?</i>					
<i>What would you consider your worst experience?</i>					
Name					
Address					
Please return to Dr. Bockhorn at the School of Architecture. Thank you and congratulations on earning your degree!					

Table 7 Survey Results of Recent Graduates

Graduating Student Survey

Prairie View A&M University School of Architecture												
	2007	#	2008	#	2009	#	2010	#	2011	#	Average	Total
1. Verbal and Writing Skill	4.40	5	4.17	29	4.19	52	3.94	49	4.41	21	4.15	156
2. Graphic Skills	4.40	5	4.38	29	4.46	52	3.92	49	4.29	20	4.25	155
3. Research Skills	4.20	5	4.24	29	4.42	52	4.06	49	4.48	21	4.28	156
4. Critical Thinking Skills	4.60	5	4.28	29	4.60	52	4.13	48	4.50	20	4.38	154
5. Fundamental Design Skills	4.80	5	4.24	29	4.60	52	4.17	48	4.57	20	4.40	154
6. Collaborative Skills	5.00	5	4.24	29	4.46	52	4.24	49	4.41	20	4.36	155
7. Human Behavior	4.80	5	4.34	29	4.42	52	4.04	49	4.34	21	4.29	156
8. Human Diversity	4.80	5	4.17	29	4.48	52	4.04	48	4.52	21	4.30	155
9. Use of Precedents	4.40	5	4.07	29	4.19	52	3.94	48	4.41	21	4.13	155
10. Western Traditions	3.60	5	3.76	29	3.98	53	3.59	49	4.10	21	3.82	157
11. Non-Western Traditions	4.00	5	3.66	29	3.51	45	3.47	49	4.00	21	3.61	149
12. National and Regional Traditions	3.80	5	3.90	29	3.73	44	3.65	49	4.10	21	3.79	148
13. Environmental Conservation	3.60	5	4.07	29	4.18	44	4.02	48	4.55	21	4.14	147
14. Accessibility	4.60	5	4.24	29	4.16	45	4.23	48	4.34	21	4.24	148
15. Site Conditions	4.60	5	4.32	28	4.40	43	4.02	49	4.48	19	4.27	144
16. Formal Ordering Systems	4.60	5	4.31	29	4.30	44	3.92	48	4.32	29	4.20	155
17. Structural Systems	4.20	5	3.86	29	4.07	44	3.65	48	4.28	21	3.92	147
18. Environmental Systems	4.20	5	3.86	29	4.23	44	3.61	49	4.38	21	3.97	148
19. Life-Safety Systems	4.20	5	3.93	29	3.98	45	3.82	50	4.31	21	3.97	150
20. Building Envelope Systems	4.40	5	4.10	29	4.32	44	3.78	49	4.31	21	4.10	148
21. Building Service Systems	4.00	5	4.07	29	4.02	44	3.52	52	4.21	21	3.88	151
22. Building Systems Integration	4.00	5	3.82	28	4.04	52	3.65	48	4.31	21	3.91	154
23. Legal Responsibilities	4.00	5	3.72	29	4.13	52	3.75	48	4.34	21	3.96	155
24. Building Code Compliance	4.20	5	3.79	29	4.17	52	3.73	49	4.28	21	3.98	156
25. Building Materials and Assemblies	3.80	5	4.14	28	4.37	52	3.94	49	4.31	21	4.16	155
26. Building Economics and Cost Control	4.00	5	3.83	29	3.70	53	3.27	51	4.14	21	3.65	159
27. Detailed Design Development	4.20	5	4.00	29	4.25	52	3.98	49	4.24	21	4.12	156
28. Technical Documentation	4.00	5	3.79	29	4.17	52	3.65	49	4.14	21	3.93	156
29. Comprehensive Design	4.00	5	4.21	29	4.48	52	4.06	49	4.36	20	4.27	155
30. Program Preparation	4.00	5	4.07	29	4.28	43	3.78	49	4.18	20	4.05	146
31. The Legal Context of Architectural Practice	3.80	5	3.62	29	3.98	43	3.43	49	3.79	20	3.69	146
32. Practice Organization and	3.60	5	3.79	29	4.16	43	3.61	49	4.11	20	3.88	146

Management												
33. Contracts and Documentation	3.60	5	3.93	29	4.26	43	3.88	49	4.18	20	4.03	146
34. Professional Internship	3.60	5	3.76	29	4.28	43	3.48	50	4.11	20	3.86	147
35. Architects' Leadership Roles	3.80	5	3.93	29	4.33	42	4.13	47	4.18	20	4.14	143
36. The Context of Architecture	4.20	5	4.10	29	4.40	43	3.88	49	4.39	20	4.16	146
37. Ethics and Professional Judgment	4.00	5	4.14	29	4.35	43	4.08	49	4.46	18	4.22	144

NOTES TO TABLE 7:

1. The table ranking is based on a scale of 1 to 5, with 5 being the best.
2. Year 2007: The low number is a result of a data loss due to a file corruption. Original surveys need to be recalculated and added to the data.
3. Years 2006-2011: All students graduating with professional degree graduates and pre-professional (BS) degree were surveyed.
4. Surveys that did not contain at least 90% response rate (34 out of 37 questions) were not included in the calculations.
5. The total number of surveys for 2011 represents the Spring Semester and the Summer Term only.
6. Beginning with 2009-2010 Academic Year survey the students were asked to identify their degrees so that a more detailed analysis of responses could be made.

The survey has remained in a consistent format over the past eight years as the SOA sought to identify the strengths of its instruction and areas where additional emphasis for improvement are needed. The end section was modified to collect better information on the future plans of the graduate so that we could track his/her responses as he/she fills out alumni surveys at 5 years and 10 years out from graduation.

The increase in the total number of respondents was accomplished by a change in distribution and collection. Rather than a casual distribution, the survey was incorporated into a formal close-out procedure for the graduating students. Each student was required to pick up the form, fill it out at his/her convenience (giving him/her more time to be reflective), and return it prior to meeting with the Dean. This submission was included among the steps necessary for a student to receive his/her card to participate in the commencement ceremonies. This change has resulted in not only a greater number of submissions, but richer data as well.

The analysis of the data reveals that overall instruction by the SOA remains strong. For a majority of the categories the averages indicate high ranking by the students. In no category did the total average ever fall below a 3.60. In fact, over 60% of the categories ranked a 4.00 or higher over the full six year cycle. It should be noted that during the course of this cycle fewer than a dozen students filled out the survey in a 'straight ticket' format using all 5's, 4's or 3's as their answer to every question. Review of the submissions indicates the students consider this document to be a serious matter to the SOA and to them. Most notably they have not been afraid to rate the items in a straight forward manner. Students were not found to robotically fill out the survey but to rate items as they actually viewed them.

At the direction of the Dean, the survey of the graduating students is supplemented with a one-on-one meeting with each of these students in the week prior to final exams. These sessions, started in the Spring Semester 2010, allow for a private discussion with the Dean of the SOA. Besides facilitating a personal discussion of the student's educational experience at the SOA, it also gives the Dean a chance to thank each of them for their contributions and to strengthen the

bond between educator and graduate. A survey instrument (Table 8) is filled out by students before they do the exit interviews with the Dean.

Table 8: Student Dean's Exit Interview Summary

#	Topic	Response
1	Why did you choose the department of Architecture or Construction Sciences?	<input type="checkbox"/> The department was where their interest area was located. <input type="checkbox"/> Unhappy in their former major. <input type="checkbox"/> Took a nutrition class at a community college and the instructor recommended contacting us. <input type="checkbox"/> Friend in our program who recommended it. <input type="checkbox"/> Other
2	If you were to start over, would you choose the same major?	<input type="checkbox"/> Yes <input type="checkbox"/> Yes, but _____ <input type="checkbox"/> No (Reason? _____) <input type="checkbox"/> Not sure
3	What are your plans for the future?	<input type="checkbox"/> Planning to attend a graduate or professional school program. (Location: _____) <input type="checkbox"/> Enter professional world. <input type="checkbox"/> Enter the military <input type="checkbox"/> Four students said that they were planning to start their dietetics internship.
4	Do you feel your degree has prepared you for your plans academically and otherwise?	<input type="checkbox"/> Yes <input type="checkbox"/> No (Reason/s? _____) <input type="checkbox"/> Not sure
5	Are there areas in which you still feel weak or would have liked more emphasis?	<input type="checkbox"/> YES <ul style="list-style-type: none"> <input type="checkbox"/> Architecture-design <input type="checkbox"/> Architecture-technical <input type="checkbox"/> Construction Science <input type="checkbox"/> Core (English/Math/History/ Science) <input type="checkbox"/> Other (_____) <input type="checkbox"/> NO <input type="checkbox"/> NOT SURE
6	Were the courses in your area of specialization within the School of Architecture and your department oriented toward your interests? Please explain.	<input type="checkbox"/> Yes <input type="checkbox"/> No (Reason/s? _____) <input type="checkbox"/> Not sure
7	What courses were the most beneficial to you? How or why?	
8	What courses were of least value to you?	
9	How adequate were supporting courses in other colleges?	
10	Think of the best instructor you have had and describe what made that person a good teacher.	Qualities: <input type="checkbox"/> confident and knowledgeable, <input type="checkbox"/> willing to know and relate to you as a person, <input type="checkbox"/> up to date in the field, <input type="checkbox"/> encouraging, <input type="checkbox"/> always having time for the students, <input type="checkbox"/> high expectations, <input type="checkbox"/> energetic, challenging, and

		<input type="checkbox"/> approachable. Teaching strategies: <input type="checkbox"/> covering the material thoroughly <input type="checkbox"/> require out of class work that ties to the learning objectives <input type="checkbox"/> having a structured flow to the class <input type="checkbox"/> answering questions as they come up in class																		
11	<p>Do you feel that coursework in the department has given you an appreciation for the interdisciplinary nature of the field? (Owner/Architect/Contractor) If so, in which courses, and if not, what could we do better?</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No (Reason/s? _____) <input type="checkbox"/> Not sure Courses <input type="checkbox"/> _____ <input type="checkbox"/> _____																		
12	<p>Did you receive adequate advising as you progressed through your program? In what ways was it helpful or problematic</p>	<input type="checkbox"/> Yes <ul style="list-style-type: none"> <input type="checkbox"/> Advising is a strength in the department. <input type="checkbox"/> Advisers knew them as individuals, knew the program requirements, and met with the students whenever questions arose in addition to advising weeks <input type="checkbox"/> No (Reason/s? _____) <input type="checkbox"/> Not sure																		
13	<p>Have you had an internship experience, and was it valuable?</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No (Reason/s? _____) <input type="checkbox"/> Not sure																		
14	<p>What were your most positive experiences in the department?</p>	<input type="checkbox"/> positive climate in the department <input type="checkbox"/> caring faculty members <input type="checkbox"/> good courses <input type="checkbox"/> opportunities with student organizations <input type="checkbox"/> friends they had made <input type="checkbox"/> variety of career opportunities that the major provided.																		
15	<p>What were your most negative experiences in the department?</p>																			
16	<p>While you were at the PVAMU did you participate in any student organizations or clubs?</p>	<table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> A. AIAS</td> <td><input type="checkbox"/> Yes</td> <td><input type="checkbox"/> No</td> </tr> <tr> <td><input type="checkbox"/> B. CSI</td> <td><input type="checkbox"/> Yes</td> <td><input type="checkbox"/> No</td> </tr> <tr> <td><input type="checkbox"/> C. AGC</td> <td><input type="checkbox"/> Yes</td> <td><input type="checkbox"/> No</td> </tr> <tr> <td><input type="checkbox"/> D. NAHB</td> <td><input type="checkbox"/> Yes</td> <td><input type="checkbox"/> No</td> </tr> <tr> <td><input type="checkbox"/> E. NOMA</td> <td><input type="checkbox"/> Yes</td> <td><input type="checkbox"/> No</td> </tr> <tr> <td><input type="checkbox"/> F. Tau Sigma Delta</td> <td><input type="checkbox"/> Yes</td> <td><input type="checkbox"/> No</td> </tr> </table>	<input type="checkbox"/> A. AIAS	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> B. CSI	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> C. AGC	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> D. NAHB	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> E. NOMA	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> F. Tau Sigma Delta	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> A. AIAS	<input type="checkbox"/> Yes	<input type="checkbox"/> No																		
<input type="checkbox"/> B. CSI	<input type="checkbox"/> Yes	<input type="checkbox"/> No																		
<input type="checkbox"/> C. AGC	<input type="checkbox"/> Yes	<input type="checkbox"/> No																		
<input type="checkbox"/> D. NAHB	<input type="checkbox"/> Yes	<input type="checkbox"/> No																		
<input type="checkbox"/> E. NOMA	<input type="checkbox"/> Yes	<input type="checkbox"/> No																		
<input type="checkbox"/> F. Tau Sigma Delta	<input type="checkbox"/> Yes	<input type="checkbox"/> No																		
17	<p>In what ways can the department improve?</p>	<input type="checkbox"/> Mixing of the different courses and fields more. <input type="checkbox"/> Having more free (non-restricted) electives as part of the curriculum. <input type="checkbox"/> More hands-on classroom management opportunities. <input type="checkbox"/> No suggestions, things were really good. <input type="checkbox"/> Other: _____																		
18	<p>Now that you are going to be an alumnus, what kinds of communication would you like to receive from the department?</p>	<input type="checkbox"/> Web page <input type="checkbox"/> Email <input type="checkbox"/> Departmental newsletter <input type="checkbox"/> Other: _____																		
19	<p>Is there any additional information you would like to provide as part of the meeting?</p>																			

Part One (I) Section 2 Resources

I.2.1 Human Resources And Human Resource Development

I.2.1.1 Course Matrix And Faculty Resumes

The School of Architecture has a diverse and energetic faculty. Given its proximity to the greater Houston area, the School of Architecture is able to combine a powerful and effective mix of academics and professionals. Among them are the former AIA Houston President of 2009, the past AIA National Young Architect of the Year, and a former President of Rice Design Alliance. The attached matrix shows each faculty member, their area of expertise and the course they teach. Resumes for each faculty member can be found in the appendix.

The School of Architecture employs thirty-one faculty members teaching Architecture, Construction Science, Community Development and Art. Twenty of them are teaching in the Architecture Program. Fifteen are full-time faculty, including three Professors, five Associate Professors, six Assistant Professors and one Lecturer. There are also six part-time faculty members teaching architecture classes. The School also employs, on a part time basis, one Senior Professor from Rice University in Houston as a Design Coordinator. The other eleven faculty members in the School teach several elective courses to the architecture students.

In addition to the qualified faculty teaching design studios and support courses, the architecture program has a Design Coordinator, William Canady, FAIA, Professor of Architecture at Rice University since 1964, where he teaches both undergraduate and graduate design studios. He is also a practicing architect and has designed and built over two hundred projects, which have been honored with fifty awards, both nationally and locally, for outstanding design. In addition to serving as the Design Coordinator, Professor Cannady is a mentor for the design faculty members. He works with them on coordinating all design studios through weekly meetings. He also attends student reviews to provide feedback and continual assessment. At the end of each semester, he provides an assessment report to the school.

All full time faculty possess terminal degrees in Architecture. Fifteen have Master's of Architecture, one a Doctor of Architecture, and three have PhDs. Three of the full-time faculty are registered architects and one is a registered engineer. Of the six lecturers employed by the School, four are registered architects and one is a registered engineer. In addition, one Lecturer is a Doctor of Engineering, one is a PhD candidate, and another is completing PhD coursework. The faculty make-up at the School of Architecture is both diverse and experienced, combining both scholarly work and professional practice. All faculty resumes are located in *IV.2 - Faculty Resumes*.

I.2.1.2 Employment Policies

The School of Architecture and Prairie View A&M University are committed to both Equal Opportunity and Affirmative Action for all faculty, staff, and students. The School of Architecture is within Prairie View A&M University, which is an institution within the Texas A&M University System and thus follows all Equal Employment Opportunity and Affirmative Action guidelines set by the State of Texas, the Texas A&M University System, and Prairie View A&M University. Additional information regarding EEO/AA can found at the following link:

www.pvamu.edu/pages/1122.asp.

To further Prairie View's commitment, the University created the Equal Opportunity and Affirmative Action Compliance Office; additional information can be found at the following link:

<http://www.pvamu.edu/pages/929.asp>.

I.2.1.3 Faculty Development

Full-Time faculty members are expected to teach 12 credit hours per semester. This is equivalent to four 3-hour courses, two sections of design studio, or some combination thereof resulting in 12 credit hours per semester. This accounts for 12 to 16 hours of instructional time per week. In addition, full-time faculty maintain a full schedule of program, School, and University committees. Faculty contracts are for nine months. Graduate teaching receives a 25% premium. This means that a full-time graduate teaching load would be 9 semester credit hours. Faculty may gain release time from teaching for course development, advising, research, and other activities.

All courses in the School of Architecture are offered Monday through Thursday, with no classes on Fridays. This gives all full-time faculty a day to practice, pursue research, scholarship, creative activities, and professional development. Architecture faculty are expected to engage in scholarship relevant to the current architectural milieu through research and publication. Additionally, faculty are encouraged to pursue creative work through professional practice and design competitions. Creative work can be assessed through annual performance evaluations, peer review, and tenure and post-tenure review. These reviews can result in merit raises and/or awards at the annual banquet.

Many of faculty within the School are registered architects or engineers and are required by the State of Texas to maintain their knowledge of their profession through mandatory continuing education programs. Additionally, being a member of the American Institute of Architects (AIA) requires meeting certain continuing education criteria. The School has found the AIA to be the major force in revitalization and improvement of the architectural profession. The AIA's continuing education system places an emphasis on action learning through the CE courses it certifies. Several of our faculty give regular presentations regarding their scholarly work at AIA events for continuing education credit. Through regular participation and attendance of AIA and Texas Society of Architects (TSA) continuing education activities, the faculty are able to keep

current and master new knowledge and skills. The AIA and TSA programs not only educate and improve, but remind the faculty of the responsibility that society entrusts to a professional. The School strives to provide these learning opportunities for its AIA members to maximize their professional skills through partnerships with firms, CE providers, and all AIA components. This includes supporting attendance at all annual conferences and lectures in the Houston, Austin, San Antonio and Dallas/Ft. Worth areas.

Faculty who are not registered architects keep current in their knowledge and professional trends by being associate members of the AIA and of the Construction Specifications Institute (Houston Chapter), the Rice Design Alliance, and other organizations. This goes beyond simply participating; many faculty become involved and hold positions of leadership within these professional organizations and work to bring speakers to our campus for faculty enrichment.

School of Architecture faculty are known across campus as active participants in University activities. Though the School has a small number of full-time faculty, almost all of them are engaged in, or even leading, work on campus in seminars, training, and the Faculty Senate.

The School of Architecture is committed to faculty development and growth through all means available. The School has an "open door" policy in regard to faculty scholarship and supports faculty travel and participation to every extent possible. The School provides monetary support to all levels of faculty to participate in seminars, conferences, presentations, and training both nationally and internationally. The School fully funds faculty attendance to present papers and published work within the continental United States. This includes travel, lodging, and registration expenses. Faculty presenting internationally are given support for registration fees associated with conferences and seminars.

In Fall 2011, the School of Architecture is hosting the 2011 Fall Association of Collegiate Schools of Architecture (ACSA) Conference in Houston. Dean Sabouni is Co-chairing the conference with the Dean of the College of Architecture at Texas A&M University in College Station. Several faculty members have submitted papers which went through peer reviews and were accepted for presentation at the conference. Assistant professor James Haliburton will be conducting a BIM Workshop at the conference, as an additional educational activity for the attendees.

Table I.2.1.3.a Faculty Activities and Participations

YEAR	TITLE/EVENT	FACULTY	PURPOSE	COMMENTS
2011				
January	AIA Design Submission	Sheryl T. deVazquez	Project Submission	
	Texas Society of Architects- Legislative Analyst	Bruce F. Bockhorn	Trained and served as a Legislative Analyst for the TSA	Reviewed and commented on 28 bills effecting 'licensure' and 'education' on behalf of the TSA.
	<u>Five Views From the Hill</u> publication.	William Batson	One of the featured artists in the publication.	
	This is Hybrid	Ross Wienert	Project published	Collaborative project while working at Nieto Sobejano Arquitectos
February	Wilson Wunderground Spark Park	Camilo Parra	Neighborhood Liaison/ Fundraiser	Community-School Collaboration to enhance neighborhood park
	ACSA Annual Conference - Montreal	Ikhlas sabouni	ASCADP Merting & Board Election & NAAB Training	
	CRS Rowlett Lecture Texas A&M College of Architecture	Bruce F. Bockhorn		8 th year; 20+ PVAMU students attended this lecture.
	11 th Annual Assessment Conference @ Texas A&M University College Station, TX	Bruce F. Bockhorn		Presented revised version of "Assessment at the Course Level: Not a Burden, But Rather a Benefit!"
	Five Views From the Hill, Art Exhibit PVAMU February 2011.	William Batson	One of the featured artists in the exhibit.	
March	ACADIA Regional @UNL	James Haliburton	Paper Presentation	
	Florida A&M University	Ikhlas Sabouni	HBCU Deans Meeting	
	International Council of Caring Communities	Camilo Parra	Work Featured	United Nations Student Design Competition Retrospective
	Building a Better	Sheryl T. deVazquez	Volunteer	

	Block, Houston			
	AGC Texas Contractor Competition	Bruce F. Bockhorn		3 rd year as Judge
April	La vie des objets: Fribourg Switzerland	Bill Price	To give lecture in Switzerland	
	Rice Univeristy	Bill Price	To review Graduate Thesis work for Derek Dellekamps studio at Rice School of Architecture	
	National AIA Convention – New Orleanse	Ikhlas Sabouni	Participate in advancement Forum	
	Critical Mass Exhibit – UNC College of Architecture	Bill Prices Graduate Student Cyril Anyaanwu	Student was chosen to present work at Critical Mass Exhibit	
	Texas Society of Architects	Sheryl T. deVazquez	Project Submission	
	<u>The Hand and the Vector: Graphic Communication</u> National Conference on the Beginning Design Student at the University of Nebraska-Lincoln	William Batson	Paper Presentation	
	Rice Design Alliance	Ross Wienert	Member of programming committee	
May	ACSA Fall Conference	Camilo Parra	Abstract Reviewer	
	WASH, Watercolor Society Exhibit Houston, TX	William Batson	Submitted three watercolor entries in competition	
	Southwest Architecture Trip	Ross Wienert	Sightseeing tour with students	
June	Grant - Sarah Vaughan Foundation	Bill Price	Co- Principal with Prof Peter Zweig, U of H – Houston, Tx.	
	ACI Trip, Galveston	John Okello	Sand Castle Competition	
	ACSA Fall Conference	Ross Wienert	Reviewed abstract submissions	
July	National Museum of Health and Medicine at Walter	Bill Price	Lecturn Designed by Bill Price purchased by Museum	

	Reed			
	<i>Reading The Islamic City: Discursive Practices & Legal Judgment</i>	Akel Ismail Kahera	Rowan & Littlefield/ Lexington Press USA	Academic Book Publication forthcoming 12/2011
	Board member @ NSHMBA's Member @ ASCE Member @ NSPE	Rudy Eguia	National Society of Hispanic MBA's American Society of Civil Engineers National Society of Professional Engineers	
	Rice Design Alliance	Camilo Parra	Director	
	Habitat for Humanity	Sheryl T. deVazquez	Volunteer	
	House Designed and Constructed	Sheryl T. deVazquez		
	NCARB IDP Coordinator Conference	Bruce F. Bockhorn	Training in IDP procedures as required by NAAB/NCARB	Chicago, IL
	BIM Seminar, AIA Houston Office, Houston, TX	Marshal Brown	Conference Attendance	
	Dallas Architecture Trip	Ross Wienert	Sightseeing tour with students	

YEAR	TITLE/EVENT	FACULTY	PURPOSE	COMMENTS
2010				
January	Project Management Institute	Rudy Eguia	Member @ PMI	
	TSA Winter Board Meeting – Austin	Ikhlas Sabouni	Attend Board Meeting	
	Homebuilding Education Leadership (H.E.L.P.) Grant from the National Housing Endowment	Bruce F. Bockhorn	Joint TAMU PVAMU competition teams attended to the International Builders Show to complete in Residential Construction Managers Competition	Las Vegas, NV
	10 th Annual Assessment Conference @ Texas A&M University	Bruce F. Bockhorn	College Station, TX	Presented "Assessment at the Course Level: Not a Burden, But Rather a Benefit!"
February	CRS Rowlett Lecture Texas A&M College of Architecture	Bruce F. Bockhorn		7 th year; 20+ PVAMU students attended this lecture.
	<u>Lewis Erwin Fry, Sr. His Life and his Architecture.</u> NOMA Meeting Houston TX	Marshal Brown	Book Review Presentation	
	North Carolina A&T – N.C.	Ikhlas Sabouni	Present at the HBCU Advisory Council on Universal Design	
	Sealy Eastside Foundation, Inc. Annual Banquet	William Batson	Keynote Speaker	PVAMU Design III students featured models and drawings.
March	Architecture: Islam	Akel Ismail Kahera	<i>American Encyclopedia of Religion</i>	Sage Publications, USA (2010)
	AIA Small Project Awards	Camilo Parra	Juror	
	Junction, Texas Urban Planning Student Competition	Sheryl T. deVazquez, Faculty Sponsor	Student Competition	Prairie View School of Architecture Design Team earned First Place
	AGC Texas Contractor	Bruce F. Bockhorn		2 nd year as Judge

	Competition			
	TAMU COA – College Station	Ikhlas Sabouni	Participate as a member of the Dean's Advisory Council	
	Assistant Vice President for Physical Plant Services.	Bruce F. Bockhorn		Committee Member
	AIA Houston, Design Build Presentation, AIA Houston TX	Marshal Brown	Meeting Attendee	
	Structures for Inclusion 10	Ross Wienert	Attend discussion on community based design issues	
April	Council of Educational Facility Planners International	James Haliburton	Presentation	BIM and Educational Facility Design
	AIA YAF/COD Ideas Competition	Camilo Parra	Organizer	
	Gulf Coast Green Conference - Houston	Ikhlas Sabouni	Attended CE Sessions	
	Center: Volume 15 <u>Complexity</u> , <u>Creativity</u> , <u>Divinity</u> Center for American Architecture, University of Texas	Sheryl T. deVazquez,	<i>Light is Like Water: Barragan and the Question of Magic</i>	Refereed Journal Article
	Asian Heritage Month	William Batson	Presenter on Asian Architecture	
	Latitudes Conference	Ross Wienert	Attend discussion on American architecture	
May	Cite82: The Architecture and Design Review of Houston	Camilo Parra	Paper published reviewing lecture series by Mexican architects	
	TSA Board Meeting - Seattle	Ikhlas Sabouni	Participated as a Board Member	
	PVAMU Institutional Effectiveness Committee	Bruce F. Bockhorn		Member as part of SACS review team
	HBCU Advisory Committee on Universal Design -	Ikhlas Sabouni	Participated in the Meeting and presentations	

	Washington			
	SOA Assessment Committee	Bruce F. Bockhorn		Chair
	Initiatives for Houston Grant	Ross Wienert	Awarded grant from Rice Design Alliance	Work is ongoing
	Louisiana State University Final Reviews	Ross Wienert	Invited Critic	
June	AIA National Convention	Camilo Parra	Presented Paper on Design/ Build	
	Associated General Contractors Houston Chapter	Bruce F. Bockhorn		Article for their magazine <i>Cornerstone</i> ; (Summer 2010) titled, "Ready to lead...ready to build! The Construction Science Program at Prairie View A&M University"
	Student field trip to Menil Collection Museums, Houston, Texas	William Batson	Provide students a chance to travel beyond PV to show examples of museum architecture, neighborhood design, sculpture and art and to visit another architectural college.	
July	Art is not Created Ex-Nihilo: Order, Space & Form in the Work of Sinan and Palladio" 57-79	Akel Ismail Kahera	<i>Journal of History and Culture</i> 1:3	Publication/Refereed Journal
	Participate in the Texas Sacred Places Project - Austin	Ikhlas Sabouni		
	Rice Design Alliance	Camilo Parra	Director	
	NCARB IDP Coordinator Conference	Bruce F. Bockhorn	Training in IDP procedures as required by NAAB/NCARB	Chicago, IL
	AIA Brazos Valley Chapter	Bruce F. Bockhorn		Wrote article for news letter (<i>Archivoltum</i> ; July-August 2010) titled, "The Highway 6

				Connection" that extolled the cooperative work between the College of Architectures at TAMU and PVAMU
August	HHF Book	Bill Price	Wrote reaction to HHF Architecture companies - Art Farm House	
	Rice Design Alliance Annual Charrette	Bill Parra	Received Best Architecture Award	Charrette about park design for Westbury community of Houston
	Texas Education Agency Tri-Cluster Conference	Bruce F. Bockhorn	Presented program to career counselors titled: "Construction Science: A Profession with Promise!"	Dallas, TX
September	FUTURE CITIES, eCAADe, Zurich	James Haliburton	Presented Paper	
	Cite 83: The Architecture and Design Review of Houston	Camilo Parra	Quoted and Work Featured	
	Sukkah City Design Competition Exhibition	Sheryl T. deVazquez	Project Exhibited Online	
	Provost's University Assessment and Institutional Effectiveness Council.	Bruce F. Bockhorn		Member
	Provost 2010 SACS Committee	Bruce F. Bockhorn		
	ACCE Reports	Bruce F. Bockhorn	Completed and filed the ACCE Report for Prairie View A&M University CS program. Started work on Self-Study report as part of our 'candidate status' in program	
	Univ. Of Texas Center for Sustainable Development	Ross Wienert	Attended conference on best practices for maintaining a sustainable campus	

	Symposium			
October	Texas Society of Architects Annual Convention	James Haliburton		
	Disaster Relief Pallet	Bill Price	Received Provisional Patent with Peter Zweig	
	ACSA Administrators Meeting - Washington	Ikhlas Sabouni	NAAB Chair Training	
	NOMA National Conference - Boston	Ikhlas Sabouni	Participate in the HBCU Deans' Forum	
	UHGBC – U of H	Bill Price	Exhibit of disaster relief pallet design	
	ACSA Beginning Design Conference	Akel Ismail Kahera	Session Moderator & Session Topic Presenter	SCAD Savannah, GA.
	Texas Society of Architects Annual Convention	Camilo Parra	Participated in Panel Discussion re Leadership/ Mentorship/ Work Life Balance	
	Texas Society of Architects Annual Conference	Sheryl T. deVazquez		
	HBCU National Faculty Development Conference	Bruce F. Bockhorn	New Orleans, LA	Presented "Assessment at the Course Level: Not a Burden, But Rather a Benefit!"
	Park Committee Carmine, TX	Bruce F. Bockhorn	Serving for the 6 th consecutive year on committee at Carmine, TX. Student drawings submitted to the Texas Parks & Wildlife Department and a matching grant of \$37,500 was awarded. These documents submitted Fall 2008 to Lower Colorado River Authority received additional	

			grant funding in Spring 2009. Phase I improvements completed in summer 2010 (playground equipment, sidewalks, lighting, picnic tables. BBQ grills, and park benches). Handled ADA, TPWD, and LCRA inspections during the year. Re-dedicated October 2010	
November	AIA Committee on Design Fall Conference in Houston	Camilo Parra	Organizer	
	Volume 1 No. 2 Journal of History and Culture	Sheryl T. deVazquez	<i>Piecing Together Place: The Quilts of Gees Bend</i>	
December				

YEAR	TITLE/EVENT	FACULTY	PURPOSE	COMMENTS
2009				
January	<i>Multi-cultural Education and counseling in the Arts*</i>	Sheryl T. deVazquez	Board Member and member of Architectural Facilities Committee	
	CRS Faculty Fellow; Texas A&M University College of Architecture	Bruce F. Bockhorn		(2 nd term; 3 rd of 3 years)
	Texas Society of Architects-Legislative Analyst	Bruce F. Bockhorn	Trained and served as a Legislative Analyst for the TSA	Reviewed and commented on 13 bills effecting 'licensure' and 'education' on behalf of the TSA.
	"The Islamic City", Encyclopedia of Urbanism. Sage Publications, UK (2009)	Akel Ismail Kahera	Publication	
February	<i>Pilgrim Place Housing Complex*</i>		Board Member and member of Architectural Facilities Committee	
	American Council for Construction Education Mid-year Conference	Bruce F. Bockhorn	Albuquerque, New Mexico	ACCE is the accreditation agency for the construction Science Program
	CRS Rowlett Lecture Texas A&M College of Architecture	Bruce F. Bockhorn		6 th year; 40+ PVAMU students attended this lecture.
	10 th Annual Assessment Conference at Texas A&M University	Bruce F. Bockhorn		
March	Univision Interview	Camilo Parra	Work Featured	Segment on Spanish channel regarding sustainable design
	ACCE Accreditation Team Member(In-training)	Bruce F. Bockhorn		Completed required training and participated in the accreditation team visit to the University of Milwaukee School

				of Engineering
	Homebuilding Education Leadership (H.E.L.P.) Grant from the National Housing Endowment	Bruce F. Bockhorn		With the assistance of Dr. Russ Peterson of Texas A&M University obtained additional funding of \$1,500 from the National Housing Endowment to assist with taking CS not on competition teams to the International Builders Show to see the Residential Construction Managers Competition.
	AGC Texas Contractor Competition	Bruce F. Bockhorn		1 st year as Judge
April	Harvard Workshop – With Mack Scoggin and Michael Meredith @ Harvard Design School	Bill Price	work with Thesis Students	
	Price, Bill (2009) “Bill Price.” <u>10x10_3</u> – British, Phaidon Press, curated by Ai Wei Wei. 296 - 299	Bill Price	work published in book curate by Ai Wei Wei	
	Cite79: The Architecture and Design Review of Houston	Camilo Parra	Paper published on Houston's new ordinance on transit oriented development	
	Gulf Coast Green 2009; April 16-19, Houston, TX	Marshal Brown	Conference Attendee	
	Gulf Coast Green 2009; April 16-19, Houston, TX	Marshal Brown	Conference Attendee	
May	Harvard -Invited Juror for Studio Reviews	Bill Price	could not attend	
	PVAMU- School of Architecture Faculty Teaching Award	Bill Price	Award tendered	
	AIA National Conference– San Francisco	Ikhlas Sabouni	HBCU Meeting & ACSA Development Officers meeting	
	New York City Trip with PVAMU students	Bill Price	Took students to NYC to visit OMA REX, LTL	

			ARCHITECTS, Front Inc	
	Collaborative Community Design Initiative	Camilo Parra	Participated in Design Charrette	Univ. of Houston Community Design Resource Center
	AIA National Convention	Camilo Parra	Participated in panel discussion with recipients of the Young Architect Award	
June	National Alumni Association of Sam Houston High School Annual Meeting	Arsenio Rodrigues	Presentation	
	Ordos 100, <u>The Inevitable Cultural Negotiations When Building a City</u> , Exhibit, Basel Switzerland. 2009	Bill Price	exhibit of work	
	ACSA Fall Conference	Camilo Parra	Abstract Reviewer	
	American Council for Construction Education Annual Meeting/Conference	Bruce F. Bockhorn	Chicago, IL	ACCE is the accreditation agency for the construction Science Program
	ACI Trip, Galveston	John Okello	Sand Castle Competition	
	Student field trip to Menil Collection Museums, and Rice University, Houston, Texas	William Batson	Provide students a chance to travel beyond PV to show examples of museum architecture, neighborhood design, sculpture and art and to visit another architectural college.	
July	UHGBC Grant Awardee	Bill Price	Co Principal with Prof. Peter Zweig of U of H, Houston Tx.	
	"If you fly too close to the sun: Postmodernism, Pantheism and the Promethean	Akel Ismail Kahera	<i>Journal of History & Culture</i> , 1:2,	Refereed Journal

	Myth", 39-52.			
August	Asia Art Festival, Inner Mongolia, <u>Convergence 142</u> , Exhibit, Ordos, Inner Mongolia. 2009	Bill Price	exhibit of work	
	<i>Design Criteria for Mosques & Islamic Centers: Art, Architecture & Worship,</i>	Akel Ismail Kahera	The Architectural Press, Oxford, UK.	Academic Book publication
	HNOMA Student Design Competition	Camilo Parra	Juror	
	Texas Education Agency Tri-Cluster Conference Dallas, TX	Bruce F. Bockhorn		
September	Texas High Speed Rail Symposium Caracas Urban Think Tank	Rudy Eguia	Attended Conference Attended Seminar	
	Houston Business Journal	Camilo Parra	40 Under 40	
October	Texas Society of Architects Annual Convention	James Haliburton	Haliburton—Presentation	
	Texas Society of Architects Annual Convention	Ikhlas Sabouni	Attend and make presentation	
	Transportation Short Course by TTI Conference Research Symposium	Rudy Eguia	Attended Conference Attended Conference	
	Texas Society of Architects Annual Convention	Camilo Parra	Organizer	
	Texas Society of Architects Annual Convention	Bruce F. Bockhorn		
November	UHGBC Grant application	Bill Price	Grant application	
	NSF EFRI pre-proposal titled "EFRI SEED Preliminary proposal:	Bill Price	Grant application with Prof. Peter Zweig	

	Foam Based Housing”			
	ACSA Administrators Conference – At. Louis	Ikhlas sabouni	Attend Meeting	
	U of H Studio Review	Bill Price	Review of 5 th year student work for Prof Zweigs Studio	
December	Reconstructing the 2nd c. Greco-Roman Bath at Isthmia, Greece. 7th International Conference on History: From Ancient to Modern, Athens, Greece. 28 to 31 December 2009	William Batson	Paper Presentation	

YEAR	TITLE/EVENT	FACULTY	PURPOSE	COMMENTS
2008				
January	Revit Architecture Fundamentals Workshop, TotalCAD Systems, Houston, TX	Arsenio Rodrigues	Training	
	AIA Houston	Camilo Parra	Director	
	TSA Winter Board Meeting - Austin	Ikhlas Sabouni	Attend Board meeting	
	AIA Young Architects Forum	Camilo Parra	Public Relations Director	
	CRS Faculty Fellow; Texas A&M University College of Architecture	Bruce F. Bockhorn		(2 nd term; 2 nd of 3 years)
	Revit Architecture Fundamentals, Total CAD Systems, Inc. 1/17 and 18/2008	William Batson	Enrolled in continuing education training class	
February	CRS Rowlett Lecture Texas A&M College of Architecture	Bruce F. Bockhorn		5 th year; 40+ PVAMU students attended this lecture.
March	96 th ACSA Meeting Houston, TX	Arsenio Rodrigues		
	ACSA Spring 2008 Annual Meeting, March 2008	Marshal Brown	Conference attendee	
	ACSA Annual Conference - Portland	Ikhlas Sabouni	NAAB Presentations	
	ACSA Spring 2008 Annual Meeting, March 2008	William Batson	Conference attendee	
April	Wakonse South Conference, Burnet, TX	Arsenio Rodrigues		
	Ordos 100 – Selected by Herzog and Demeuron and Ai Wei Wei	Bill Price	To design villa in Inner Mongolia	
	Wakonse South Conference on College Teaching	Rudy Eguia	TA Training & GTA	
	AIA Houston	Camilo Parra	Received Young Architect Award	
	Woodlands Texas Student Planning Tour and Review of Master Plan Model	Marshall Brown	Evaluating Critic	

	Annual Wakonse South conference, April 4-6, 2008. Wakonse. South	William Batson	Conference attendee	
May				
June	"Mosque Design", (May/June)	Akel Ismail Kahera	<i>Texas Architect</i> ,	Publication
	Student field trip to Menil Collection Museums, Houston, Texas	William Batson	Provide students a chance to travel beyond PV to show examples of museum architecture, neighborhood design, sculpture and art and to visit another architectural college.	
July	"(Re) Thinking Diversity: Resisting Absolute Knowledge in the Design Studio", (62-76.	Akel Ismail Kahera	<i>Journal of History & Culture</i> , 1:1,	Refereed Journal
	Rice Design Alliance	Camilo Parra	Director	
	ACI Trip, Houston Firms	John Okello	Exposure to Arch. Firms	
August	Rice Design Alliance Annual Charrette	Camilo Parra	Organizer	
	TSA/TX Deans Consortium Meeting - Austin	Ikhlas sabouni		
	The Future of the City and Suburbia: Chaos or Community. 11th Intern'l Conference of ISSEI International Society of the Study of European Ideas. University of Helsinki, 28 July - 2 August, 2008	William Batson	Paper Presentation	
September	Rice Design Alliance Spring Lecture Series: Latin American Architecture	Camilo Parra	Organizer	
October	7 th Annual Health Industry Advisory	Arsenio Rodrigues	Presentation	

	Council Meeting, Center for Health Systems Design, Texas A&M University			
	TSA Convention – Ft. Worth	Ikhlas Sabouni	Attend CE Sessions and make presentation	
	Seoul Design Olympiad, Korea”white stadium”	Bill Price	1 st prize international competition	
	Seoul Design Olympiad, Korea	Bill Price	exhibit of translucent concrete pavilion	
	”Translucent Concrete Pavilion.” <u>Design is Air</u>	Bill Price	work published	
	Seoul Design Conference, Korea	Bill Price	Chair person for paper presentation	
	Texas Society of Architects Convention	Camilo Parra	Received award for Young Professional Achievement	
	Texas Society of Architects Annual Convention	Bruce F. Bockhorn		
	Homebuilding Education Leadership (H.E.L.P.) Grant from the National Housing Endowment	Bruce F. Bockhorn		Secured \$100,000 funding with co-PI (Dr. Russ Peterson of Texas A&M University), used for Residential Construction program. to teach Residential Construction course in fall 2009. Our portion of the funds (\$66,666) used in January 2010 to send joint TAMU PVAMU competition teams to the International Builders Show to compete in Residential Construction Managers Competition.
November	”8 projects” Riva San Vitale, Switzerland	Bill Price	Lecture	

	ACSA Annual Administrators Conference - Savannah	Ikhlas sabouni	Participate in the ACSA DP Committee	
	TSA Board Retreat – Bandera, TX	Ikhlas sabouni	Planning Session as a Board member	
	The Digital Media and the Commodification of Cultural Heritage Paper. CSAAR, Conference, 3 to 6 November 2008, Petra Univ., Amman, Jordan	William Batson	Paper Presentation	
December	La Voz de Houston	Camilo Parra	Interview regarding career	Spanish insert in Houston Chronicle
YEAR	TITLE/EVENT	FACULTY	PURPOSE	COMMENTS
2007				
January	AIA Houston	Mr. Parra	Director	
	TSA Executive Committee Meeting – San Antonio	Ikhlas Sabouni	Participate in Forum	
	CRS Faculty Fellow; Texas A&M University College of Architecture	Bruce F. Bockhorn		(2 nd term; 1 st of 3 years)
February	Rice Design Alliance Spring Lecture Series: Design Goes Mainstream	Camilo Parra	Organizer	
	NAACP Red Carpet Event - Austin	Ikhlas Sabouni	Participate in the TIPHC Presentation Of Forever Free	
	CRS Rowlett Lecture Texas A&M College of Architecture	Bruce F. Bockhorn		4 th year; 30+ PVAMU students attended this lecture.
	Southern NCARB Board Member/Educator's Meeting – Charlotte, NC	Ikhlas Sabouni	Participate in meeting and presentations	
March	NOMA and Tau Sigma Delta Lecture at PVAMU	Marshall Brown	Reviewer and contributor to the Book <u>African American Architects, 1865 to 1949</u>	question and answer
	International Conference on Architecture – Kuwait	Ikhlas Sabouni	Present a Paper	

	University			
April				
	AIA National Convention – San Antonio	Ikhlas Sabouni	Attend CE Sessions	
	TSA Spring Board Meeting - Laredo	Ikhlas Sabouni	Attend Board Meeting	
	NAAB Visit – Hartford, CT	Ikhlas Sabouni	Serve on NAAB Team	
May				
June	“What the Best Teachers Do” Conference	Bruce F. Bockhorn	Selected by PVAMU to attend conference	Newark, NJ
July	TSA Summer Board Meeting - Milwaukee	Ikhlas Sabouni	Participate as a Board member	
August				
	TSA/Texas Deans Consortium - Austin	Ikhlas sabouni	Participate in planning and presentation	
September				
October	“Two Muslim Communities: Two Disparate Ways of Islamizing Public Spaces”, 384-96.	Akel Ismail Kahera	<i>Space and Culture</i> 10:4,	Refereed Journal
	Texas Society of Architects Annual Convention	Bruce F. Bockhorn		
November	Modernization and Cultural Regeneration: Internat'l Conference on "Regional Architecture & Identity in the Age of Globalization", Tunis, Tunisia, 12 to 14 November 2007.	William Batson	Paper Presentation	

December	Social & Environmen'l Issues with High-Rise Development "8th International Conference on Multi- purpose High-rise Buildings", Conference, Abu Dhabi, UAE, 10 to 14 Dec. 2007.	William Batson	Paper Presentation	
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In addition to table I.2.1.3a, below is a list of seminars and training attended by faculty and administrators.

Web Presentations purchased by the School for the faculty:

- Framing Global History of Architecture: Online Seminar – October 12, 2010
- Teaching Unprepared Students: Success & Retention Strategies – April 01, 2010
- Classroom Management 101: Working with Difficult Students – April 30, 2009
- Understanding and Using Assessment Results – October 7, 2009
- How Good is Good Enough? Setting Benchmarks or Standards – September 16, 2009

Texas A&M University System:

All full and part-time faculty members are required to complete online training every two years on diverse subjects related to improving their skills and understanding of their responsibilities and duties at the University.

University Training:

- Faculty PV PAWS Training – 12/21/2009
- E-Course Training to teach online – as needed
- Effective Hiring Training – 4/13/2009
- Moving Into Office 2007 – 4/21/2009

Staff and Administrators Training:

- Cash Handling and Funds Collection
- Canopy Training
- Procurement and Contract State of Texas HUB Training
- Procurement Card Training & Processing Instructions for Monthly Expense Reports
- PVPAWS
- Departmental Budget Request (DBR)
- E-Doc Training
- Purchasing Training
- TimeTraq Training
- LeaveTraq Training
- Records Management Training
- Banner Training
- Faculty Workload Training
- Scholarship Workshop Training

- Statement of Accounts Training
- Budget Preparation Training
- Travel Training

I.2.1.4 Faculty Appointment, Classification, Promotion, And Tenure

Procedures and criteria for faculty appointment, promotion, and tenure are governed by the University rules. For consideration for appointment, faculty must possess a terminal degree in architecture or professional registration with significant practice accomplishments. Searches for new faculty are initiated by the Dean and conducted in accordance with the policies of the University Human Resources Department Equal Employment Opportunities Office. Faculty and students in both formal and informal settings review suitable candidates and recommendations are passed on to the Provost. The Provost then recommends to the President for consideration with appointment made by the University System of Regents. Procedures for Architecture faculty are spelled out in the Faculty Handbook.

The School of Architecture follows the Prairie View A&M University and the TAMUS guidelines for tenure which are posted on the University website. The tenure guidelines follow a standard seven year probationary period in which faculty are expected to meet certain criteria. During the sixth year faculty are notified of tenure status and are allowed an additional year of employment if tenure is denied.

I.2.1.5 IDP Coordinator

The SOA is in compliance with the requirements for IDP within the program. Dr. Bruce F. Bockhorn, AIA, was appointed as the IDP Coordinator by Dean Sabouni in the spring of 2010. In this role, Dr. Bockhorn has attended the mandatory IDP Coordinators Conference held in Chicago in August 2010 and August 2011.

In Spring 2010 the SOA hosted individuals from the NCARB, the AIAS and the TBAE for an open forum for the students. At this forum the presenters gave an overview of the IDP and the path to licensure. This topic was address by Dr. Bockhorn in a Spring 2011 forum for all architecture majors. At that time the Dean offered for the SOA to pay for the applications of the first 20 students who signed up. This was followed up by Dr. Bockhorn visiting the 3rd and 4th year studio classes to address students' questions regarding the program.

The SOA has inserted lecture topics on the IDP in ARCH 4443 Construction Documents and Codes and ARCH 5593 Professional Practice.

I.2.1.6 Visiting Lecturers And Public Exhibitions

Public Lectures Sponsored by TIPHC/ SoA 2007

1. Melvin Mitchell FAIA: "The Crisis of the African-American Architect: Conflicting Cultures of Architecture and (Black) Power." (4/4/2007)
2. Professor Dr. Terry Birdwhistell, Associate Dean of Special Collections and Digital Programs Division University of Kentucky: "Preserving Our Past One Story at a Time: The Promise and Challenge of Oral History." (2/7/2007)
3. Dr. Sherman Jackson, University of Michigan, Ann Arbor: "Islam in Black America: From Slavery to Hip-Hop." (2/21/2007)
4. Dr. Finnie Coleman, Director Africana Studies Program, Associate Professor at University of New Mexico Albuquerque, New Mexico: "Diaspora, Diversity, Dissent and Development." (4/18/2007)
5. Professor Thomas Colbert, Professor of Architecture, University of Houston: "Two Prisons in Texas: An Architectural Analysis." (9/26/2007)
6. Professor David Woodcock, Texas A&M College of Architecture: "Discovery through Documentation." (10/24/2007)

Public Lectures Sponsored by TIPHC/ SoA 2008

1. Professor Ralph B. Johnson, University of Florida: "Un-masking Fort Mose: Architectural Preservation and Historic Reflections."
2. Curtis J. Moody, FAIA, NCARB, Moody -Nolan, Inc.: "Leading a Design Firm: The Success Story of an African American Architect and Designer."
3. Dr. Sharon Sutton, FAIA, University of Washington: "Architects of Color as Civic Leaders."
4. Kwendeche AIA, Woods Group Architects: "From Humnoke to Ubud and Back."
5. Professor Maceo Dailey, University of Texas, El Paso: "Juneteenth, Jubilation and Journeyproud: Black Texans Exit Captivity and Enter Community, 1875-1900."
6. Elizabeth Chu Richter, FAIA, Richter Architects, Corpus Christi, Texas: "Design Process and Meaning in Architecture." (11/19/2008)
7. Professor William T. Cannady, FAIA, Rice University: "Fifty Years of Architectural Projects." (11/2008)

Public Lectures Sponsored by TIPHC/ SoA 2009

1. Donna Carter, Architect, Carter Associates, Austin, Texas: "Twenty-five Years of Practice: Bridging Architecture, Preservation and Planning." (3/5/2009)
2. Dr. Michelangelo Sabatino, Professor of Architecture, University of Houston: "North South: The Mediterranean Vernacular and the Histories of Modern Architecture." (10/28/2009)
3. Professor Bennet Neiman, Texas Tech University: "Bebop Constructions Analog-Digital Design Improvisations." (11/11/2009)

Public Lectures Sponsored by TIPHC/ SoA 2010

1. Dr. Theodore C. Landsmark, M.Env.D., J.D., PH.D., AIA, D.F.A. (Hon.), President (1997 - Present), Boston Architectural College: "Dramatic Changes in the Human Capital Talent Pool Available to Design Firms are Transforming Practices." (3/3/2010)
2. Everett Fly, AIA, NCARB, FASLA, Fly Architect: "A History of Race and America's Legacy of Place." (4/7/2010)
3. Hazel Ruth Edwards, Ph.D., AICP, The Catholic University of America: "No Crystal Stair: Exploring Metaphors of Reaching Landings in the Design Professions." (4/21/2010)

4. Mashall Pernell, FAIA, Deveroux & Pernell, 84th President of AIA: "The Work of Deveroux & Pernell." (11/15/2010)

Public Lectures Sponsored by TIPHC/ SoA 2011

1. Professor Bradford Grant, AIA, Howard University: "Universal Design." (2/16/2011)
2. Professor James Haliburton, AIA, NCARB, LEED AP, Prairie View A&M University: "Building Information Modeling." (3/8/2011)
3. James Tiebout, Tiebout Design, University of Houston: "Portfolio Talk." (4/20/2011)
4. Dan Whalen II, AIA, LEED AP, SHW Group: "Abstract: The Case for Urban Agriculture." (4/20/2011)
5. Francisco Farias, Ph.D. Candidate, Texas A&M University: "Sustainable Architecture Design." (4/21/2011)

I.2.1.7 Student Admissions And Advising

The undergraduate admission process to Prairie View A&M University is clearly outlined on the University's website and follows standards set forth by the Texas A&M University System. In addition, all admissions follow Texas Education Code (TEC) 51.803-51.809 which requires that all students meet one of four college readiness standards in order to be eligible to be considered for admission at a Texas Four Year Public Institution:

(<http://www.theccb.state.tx.us/index.cfm?objectid=B70D4020-D326-326A-475000FF55560470>).

More information and a complete outline of the process can be found at:

<http://www.pvamu.edu/pages/2565.asp>.

The Master of Architecture program in the School of Architecture has three different admission programs to allow for different pre-professional educations (taken from the website

<http://www.pvamu.edu/pages/5077.asp>):

1. Program I — For students matriculating from Program A – the professional track of the Prairie View Architecture Program: This option will offer the coursework necessary to complete the accredited professional degree in architecture.
2. Program II — For students matriculating from a four-year, pre-professional program for example Program B or similar B.S. in Architecture or related degrees: This option will require between 36 and 72 semester credit hours of study depending on the extent and level of the preparation of the applicant.
3. Program III — For students entering with a bachelor's degree in some field other than architecture: This option will require a minimum of 109 semester credit hours of study involving a combination of undergraduate and graduate study.

The Graduate admission process to Prairie View A&M University is similarly outlined on the University's website. The Master of Architecture program in the School of Architecture accepts applications from all students who meet the admission requirements of the Graduate School of Prairie View A&M University. Students applying to the Master's Program must:

1. Submit a completed application for admission to the Graduate School.
2. Hold a bachelor's degree from an accredited College or University.
3. Submit an official transcript of all college work from the registrar of each college previously attended.

4. Have a minimum undergraduate cumulative Grade Point Average of 2.75 or a 4.00 grading scale for regular graduate degree status.
5. Have not less than 2.75 but a minimum of a 2.45 Grade Point Average on a 4.00 scale for provisional graduate status. Departments may use the last 60 semester hours credit for admitting students in the category.
6. Submit three letters of recommendation from persons in the field of the applicant's academic major or area of concentration.
7. Submit official scores on the Graduate Record Examination.
8. Submit recommendation for admission by the department head and the Dean of the College in which the graduate program applied for is offered and formal acceptance by the Dean of the Graduate School.

Students applying to programs I and II are required to submit a design portfolio for review. All admission information is made available on the School's website.

Currently the Director of Students Activities, the Director of Construction Science and one faculty member with fifty percent release time act as academic advisors and counselors to students. They guide students through the process of creating and managing their degree plans, scheduling courses, and dealing with all issues related to academic life. When students apply for graduation, degree plans are reviewed and approved by program director. Overall student performance is formally reviewed at least once a semester when students are asked to visit their advisor for course selection for the upcoming semester. Through an online service called "Panthertracks" students may, at any time, access a real time degree plan and their grades. This allows students to self assess their progress at any time. Once a review with an advisor is complete, students can use this same service to register online for the following semester. Undergraduate students receive mid-semester grades which, if deficient at the freshman level, trigger a formal assessment with a counselor.

Personal counseling is provided at the University level by the Department of Health Services and is available to all students.

Career Guidance is provided at both the University level and within the School itself. Career and Outreach Services provides general career counseling to all students and hosts several job fairs throughout the academic year. Within the School of Architecture career counseling is integrated into the capstone courses in both architecture and construction. Individual lectures focus on career placement and what to expect upon graduation. Additionally, individual course lectures focus on career planning and long term goals that are specific to Architecture and Construction. One of those specific areas is the Intern Development Program (IDP). Dr. Bockhorn is the IDP coordinator and devotes specific lectures in his required architecture course to importance of IDP in development of an architect. Dr. Bockhorn also devotes instruction time to outlining the specifics of the IDP process as well as providing necessary information and links. The School of Architecture participates in two career fairs annually sponsored by the College of Architecture at

Texas A&M University. The School of Architecture provides students with travel and excused class time, with verified participation, to attend and interview with companies at these career fairs. In addition, the School of Architecture has been conducting its own job fairs annually in February. A job fair committee is chaired by the Director of the Students Services and is responsible for organizing the fair and working with students to prepare them for interviews.

Students in the graduate program are required to complete an internship activity as part of the degree requirement. Faculty provide assistance in locating and securing internship opportunities as well as approving all internships. Students are placed in architectural firms in the Houston area, where they work on their school projects at the firm one day per week and are mentored by the architects in the firm.

I.2.1.8 Student Opportunities

The School of Architecture is committed to providing students with valuable opportunities to expand their knowledge and enrich their educational experience through supporting travel, involvement in professional organizations, competitions, and scholarship.

I.2.1.8.1 Student Travel

2005-2010—Gulf Coast Green Symposium and Expo

Sponsored by AIA Houston the Gulf Coast Green symposium is dedicated to sustainable design initiatives in the Gulf Coast region: <http://gulfcoastgreen.org/pages/default.asp>.

Professor Norwood has led a group of students to this expo each year since 2005.

2005, 2006, 2011—Chaco Culture Summer Study Tour

Professors lead a group of students on a tour through stops in New Mexico, Colorado, Arizona, and Utah on a study of Chaco culture and vernacular architecture; the trip includes a visit to Taliesin West.

2006-2010—Student field trips to several architecture and engineering firms and construction companies in the Houston area.

2006-2010—Student visits to the AIA Houston Center and to the School of Architecture at the University of Houston to attend several exhibitions, lectures and activities.

2007—Study Abroad in Rome, Italy

In 2007 the School of Architecture led a studio design program in Rome, Italy. The program was based on site research and programming accomplished during the study abroad program in Rome, Italy.

2005-2011—Students attended the AIA Grassroots Conferences and represented the School.

2007-2011—Students attended the One-Day Spring Lecture Series at TAMU College of Architecture.

2008—Four PVAMU students participated in The National Organization of Minority Architects (NOMA) 36th Annual International Conference and Expo in Washington DC: “Evolving Design Excellence Through Cultural Identity” held at the Hyatt Regency Washington on

Capitol Hill. Students also attended a lecture at The National Building Museum, one of the world's most prominent venues for informed debate about the built environment and its impact on people's lives, and the keynote by the world-renowned David Adjaye, recognized as one of the leading architects of our generation in the United Kingdom. Other conference highlights included a luncheon presentation by Dr. Lonnie G. Bunch III, founding Director of the Smithsonian Museum of African American History and Culture; a SmartGrowth seminar track including international expert on urban growth, Javier Velez-Arocho, Secretary, Natural and Environmental Resources Department, Office of the Governor, Commonwealth of Puerto Rico; a Technology Day seminar track providing information on the latest in digital technology for business and design; a Student track including a portfolio workshop; and two Professional Design and Business tracks. Distinguished local architect Marshall Purnell, FAIA, NOMAC, the American Institute of Architects (AIA) 84th president, fellow of the National Organization of Minority Architects (NOMA) and design principal at Devroux & Purnell presented the keynote address during the Awards Dinner.

2009—Summer, New York City, to visit offices having worked on museums OMA, REX_NY, FRONT INC, WORK AC, LTL ARCHITECTS; also visited museums MOMA, NEW MUSEUM, WHITNEY.

2009—Fall, Houston, to visit museums MFAH, NOGUCHI GARDEN.

2010—Spring, Houston, to visit projects dealing with roof design - BROCHSTEIN PAVILION @ RICE by Thomas Phifer Architects and MENIL MUSEUM by Renzo Piano.

2010—Greenbuild Chicago

Professors took a group of 10 students to Chicago for the 2010 Greenbuild in McCormick Place. The trip included tours of landmark Chicago Architecture.

2011—South Africa Study Abroad

In 2011 the School of Architecture at Prairie View collaborated with the Texas A&M Department of Architecture to initiate a study abroad program in South Africa. Two students from the School of Architecture are currently participating in this program.

2011—Destination Dallas

Professors led a group of students on a tour of Dallas Architecture, including buildings by Pritzker Prize Laureates, Renzo Piano, Norman Foster, Thom Mayne, and I.M. Pei.

I.2.1.8.2 Student Organizations

Participation in Professional Organizations is one of the most crucial aspects of fostering lifelong learning and a commitment to professional practice. The School of Architecture encourages student involvement in professional organizations in an effort to reinforce the importance of involvement and to build leadership skills.

American Institute of Architecture Students (AIAS)

2005-2011: Grass Roots Leadership Conference

The School helps sponsor attendance to the Grass Roots Conference for AIAS chapter leaders.

2009: 54th AIAS Forum, Minnesota

2010: 55th AIAS Forum, Toronto

In 2009 and 2010 the School of Architecture sponsored AIAS chapter leaders' attendance at the annual AIAS convention.

2008-2009: AIAS South Quad Conference

On October 17-19 two students from the Prairie View A&M Chapter of the AIAS attended the 2008-2009 AIAS South Quad Conference at the Tulane School of Architecture in New Orleans, Louisiana.

2010-2011: AIAS South Quad Conference

On October 6-8, two students from the Prairie View A&M Chapter of the AIAS attended the 2010-2011 AIAS South Quad Conference at Louisiana State University.

2005-2011: AIAS Job Fair

Since 2005 The School of Architecture has sponsored and supported student travel to the Texas A&M University AIAS Job Fair in College Station.

Construction Specification Institute (CSI) Student Chapter

2005-2011: CSI Monthly meeting with the Professional Chapter

Since 2005 the School of Architecture has supported CSI Student Chapter involvement within the CSI Professional Chapter.

Tau Sigma Delta Honor Society Activity Summary 2006-2011

Community-neighborhood landscape and clean up campaign in the city of Prairie View.

Participated in Tau Sigma Delta meeting at the regional ACSA in Houston.

Habitat for Humanity community service in Houston.

Participation in PVAMU School of Architecture honors and awards ceremony.

Tau Sigma Delta inductions ceremony.

Architectural educational field trip: Tour of The Woodlands planned city.

Tutoring at Jones Elementary School in Prairie View.

I.2.1.8.3 Student Competitions

American Institute of Architects Sandcastle Competition, Galveston, TX

Each year the School of Architecture participates in the AIA Sandcastle Competition in Galveston, Texas.

2006, 2008, 2010—FIRST PLACE-College Challenge

2009—FIRST PLACE-Best Architecture among over 80 architecture firms from Houston and surrounding areas

2009 Gulf Coast Green Symposium and Expo, Reliant Park, Houston TX
People's Choice Award

2010 Junction –Texas Main Street Master Plan—FIRST PLACE against Rice and Texas Tech

2010 Texas Society of Architects Design Award - Design Studio VI Project “Warren Ranch
Visitors Center” – Won the On the Board Design Award

2011 Construction Specification Institute, South Central Region Conference, March 31-April 2
Regional Design Competition—Third Place

2011 FOCUSS Idea Competition Challenge Bowl, Johnson Controls, Inc. Milwaukee Wisconsin
Fourth Place

I.2.2 Administrative Structure And Governance

Prairie View A&M University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. It was last accredited in 2010.

I.2.2.1 Administrative Structure

The TAMU System has a strong military history and the overall structure of its institutions is governed much the same. The University is run by the President and the Vice President for Academic Affairs. Schools and Colleges within the University are administered by their respective Deans, who participate in appropriate University councils and task forces. The Dean of the School of Architecture handles overall administration of the academic program of the School and is subsequently responsible for the performance of the School. The programs within the School (Architecture, Construction Science, Art, and Community Development) are administered by their Coordinators who report to the Dean. Directors for both the CURES Center (Community, Urban, and Rural Enhancement Studies) and the Texas Institute for the Preservation of History and Culture also report to the Dean. The School of Architecture's administrative structure is similar to that of the other colleges that constitute the University and minor differences are mainly related to overall size.

I.2.2.2 Other Degree Programs

The School of Architecture currently offers the following degrees in addition to the accredited degree:

- Bachelor of Science in Construction Science
- Master of Community Development

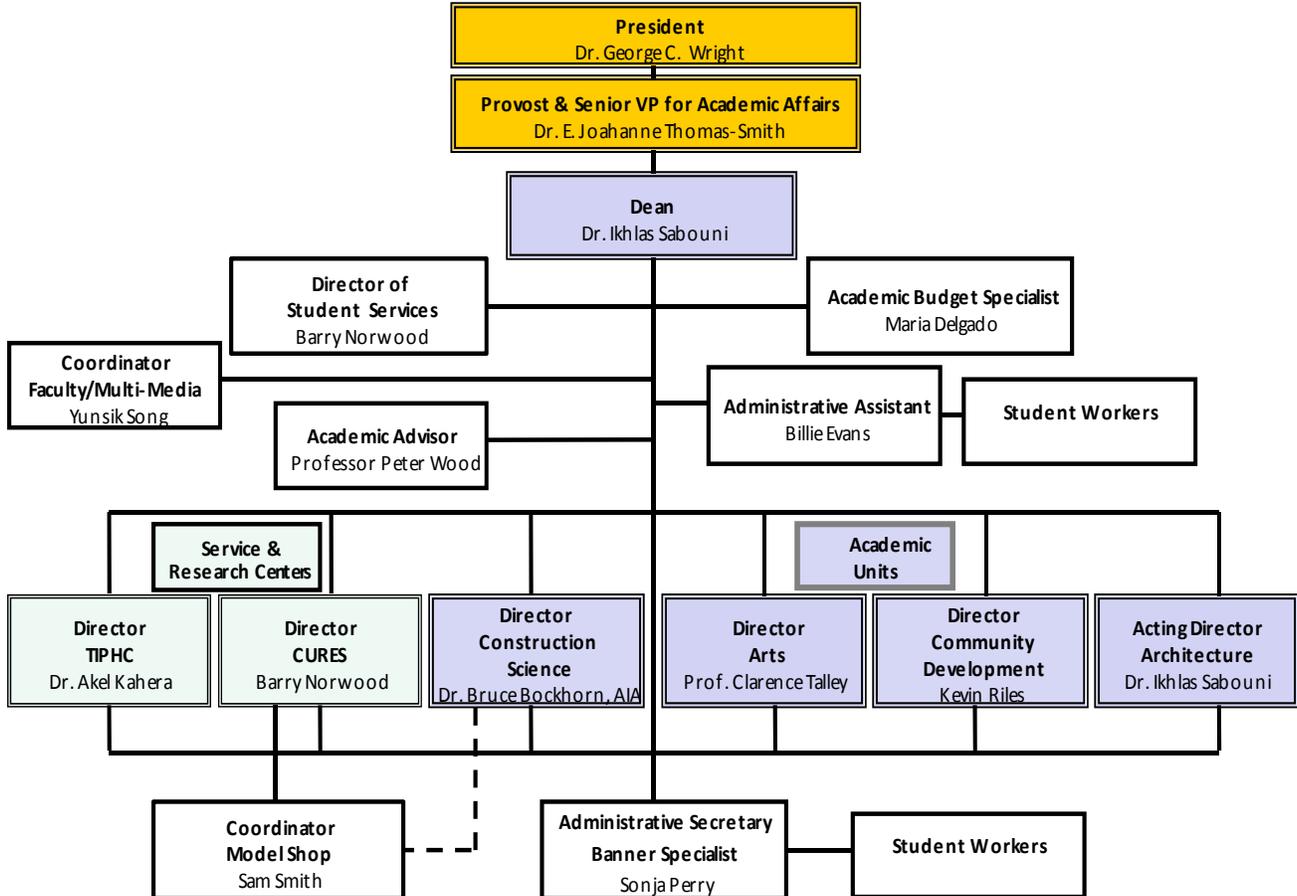
I.2.2.3 Governance

Faculty, staff and students have myriad opportunities for involvement in governance of the University; included among these are the Faculty and Student Senates.

The curriculum review and development process is outlined in greater detail in Section II.2.3. All participants in the School of Architecture are given the opportunity to be involved in the process. There are committees of faculty that assess the products of design studio, regular meetings are held with students and student leaders to assess issues of development, and regular meetings with staff and support personnel ensure that curriculum goals are both supported and attainable.

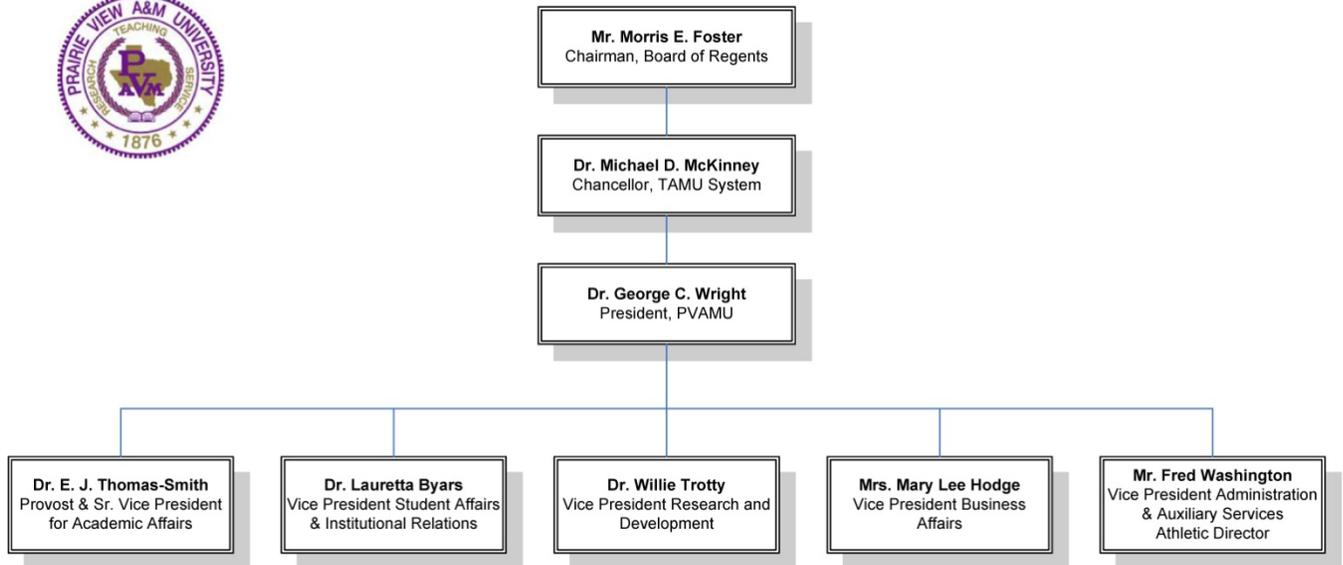
I.2.2.4 School Of Architecture Organizational Chart

School of Architecture Organizational Chart – 2011-2012



I.2.2.5 University Organizational Chart

Prairie View A&M University ADMINISTRATIVE STRUCTURE



I.2.3 Physical Resources

The Nathelyne Kennedy Architecture and Art Building opened on August 15, 2005. The three-story facility was designed by world renowned architect Michael Rotundi. The architect of record was HKS, based in Dallas, Texas. The building has become a prominent landmark on the Prairie View campus and has been featured in a number of publications. Students have access to the building 24 hours a day, seven days a week. Normal public access is permitted from seven o'clock am to seven o'clock pm Monday through Friday. The building has an extensive security system which requires students and faculty have an appropriate access level for after-hours entry.

The majority of the public areas of the building are located on the first floor. These include the administrative offices and the major display galleries. Public access to the presentation theater is offered on the second floor. This 135 seat lecture theater is equipped with a projection booth containing slide and video projectors and sound recording equipment. Each of these technologies can be operated from the booth or from a master control unit at the lectern. The theater is equipped with both flat and curved screens for special projection events.

The model shop contains an assortment of wood and metalworking tools, material storage, and an office for the shop manager. In summer 2011 a \$280,000 shop improvement budget was approved. This was used to rearrange the shop, update existing equipment, and purchase a new CNC Router. The new shop plan is attached and at the time of this report work was underway to prepare for CNC router delivery.

Design studios are located in open areas surrounding the central atrium canyon on the first and third floors. The studios are equipped with drafting tables and lockers that are individually assigned to each student. The building has the capacity to accommodate approximately 400 students. First-year and second-year students are assigned to the third floor while the third, fourth, and fifth-year studios are assigned to the first floor spaces. Each studio has a dedicated space for the faculty member and sufficient room for discussions and presentations. All desks on the first floor are wired for computer network connectivity. The first two rows on the third floor are also wired for computer network connectivity. As the first year students are not required to use computer-based design programs or CAD, the number of wired desks was minimized on this floor.

Each full-time faculty member has an office in the building. The majority of these are located on the second floor. Part-time faculty share a hot desk office also on the second floor of the building.

Students have access to a student lounge on the 2nd and 3rd floors of the building. They also have a coffee/drink bar and vending machines on the 2nd floor along with an outdoor patio on the east end of the building.

The building offers unique teaching areas within the central canyon space and the galleries allow the faculty to have greater interaction with the students during classroom hours and non-classroom hours alike.

The building location is at the front of the campus, offering outstanding exposure and visibility. In addition, the presentation theater, along with the CURES center and gallery spaces, offer the School of Architecture the opportunity to host extensive community programs.

I.2.3.1 Digital Resources

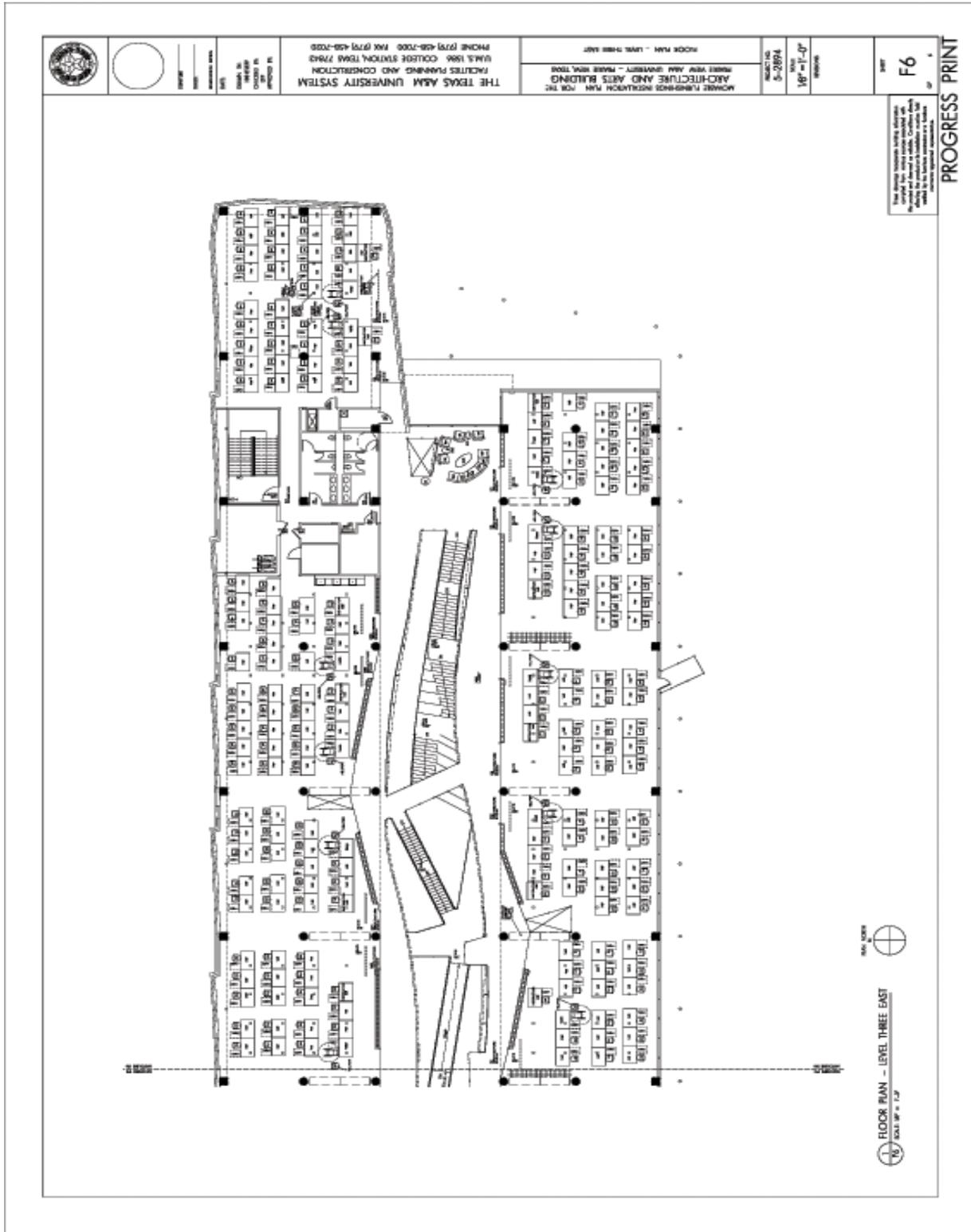
Wireless connectivity is available to students and faculty throughout the building. This connectivity allows students, faculty, and staff access to the internet, as well as University online resources, anywhere in the building through any WiFi enabled device. This provides a great deal of convenience and flexibility in both the academic and administrative functions of the School of Architecture. While the School facility is equipped with resources for video conferencing, as outlined below, the ubiquity of wireless internet coupled with video hardware and software has made almost any location in the building suitable for conferencing or connecting with information sources outside the physical building location.

The computer lab and the lecture rooms are equipped with ceiling-mounted projection units connected to lectern (or podium) control systems. These units allow instructors, students or visiting presenters to plug a laptop or virtually any video device into the lectern to show presentations utilizing various types of media.

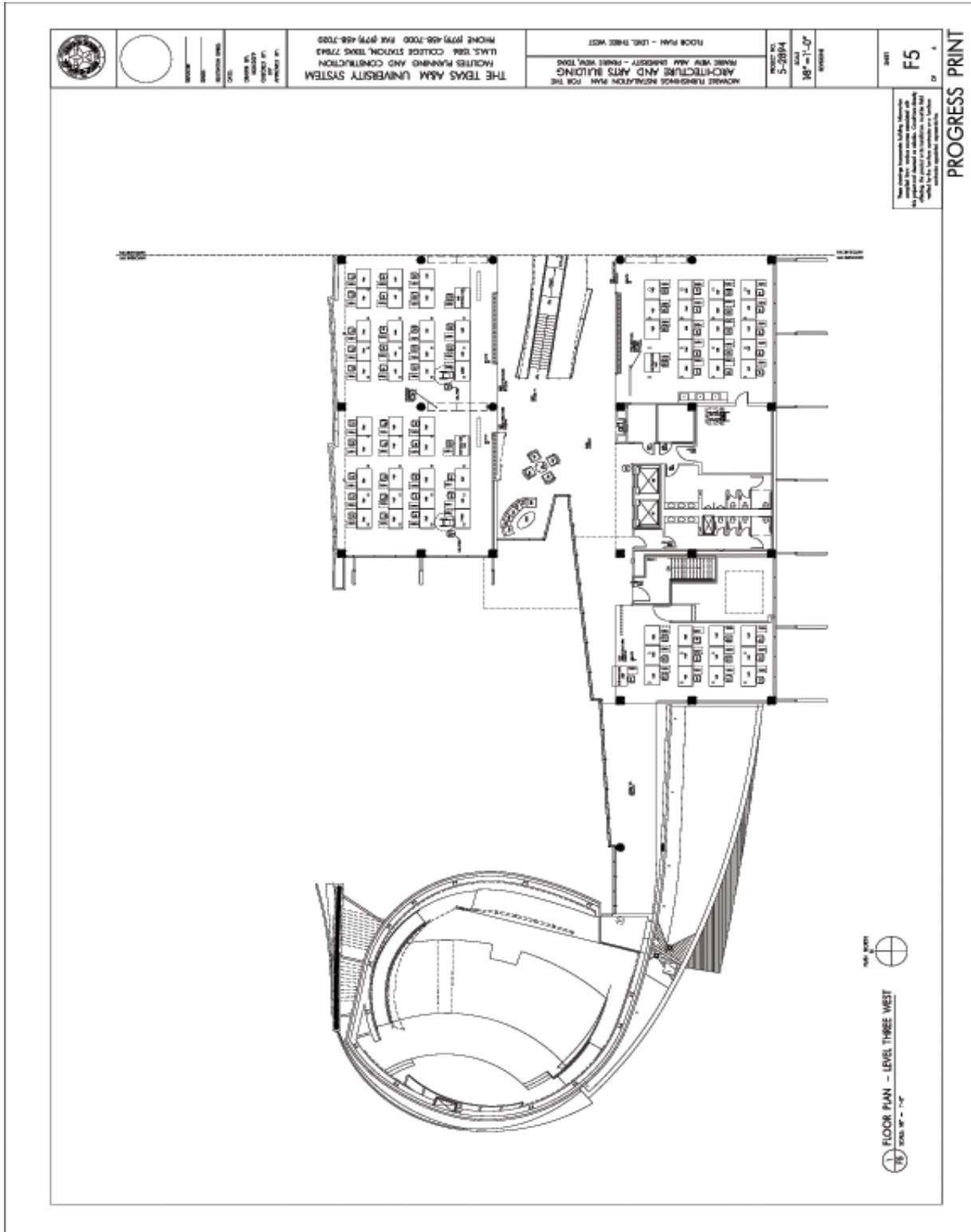
Some of the rooms include document cameras so that transparencies can also be shown through the projection system. Furthermore, some rooms are set up with videoconferencing systems in addition to the projection systems so that the School of Architecture can give presentations for and/or participate in videoconferencing sessions with remote locations.

1. Hardware Available in the School
 - a. Desktop PCs
Dell, Apple MAC and PC Clone tower units
 - b. Laptop PCs
Dell notebook PCs and Apple Macbooks
 - c. Scanners
Epson, HP, Microtek flatbed scanners and Contex large format scanner
 - d. Laser Printers
HP LaserJet printers of varying models depending on use, including a color LaserJet printer
 - e. Ink Jet Printers
HP ink jet printers
 - f. Plotters

- HP plotters (36in. and 24in. wide) and Canon plotters (44 in and 36 in wide)
- g. 3D printer
 - Z-corporation 3D printer
- h. Laser Cutter
 - Universal Laser systems 18x 32 in. and 24 x 48 in
- i. CNC Router
 - MasterCAM 3000 systems
- 2. Software Available in the School
 - a. Microsoft Office Suite
 - b. Autodesk Suite
 - Autocad Architecture
 - 3D MAX 3D graphics application
 - Revit Architecture, Structure and MEP Suite
 - Sketchbook
 - Ecotect
 - c. Adobe graphics software
 - PhotoShop
 - Illustrator
 - Indesign
 - Acrobat & Acrobat Reader
 - Dreamweaver
 - Flash
 - Fireworks
 - d. SketchUp 3D modeling software
 - e. Rhinoceros 3D modeling software
 - f. MS Internet Explorer
 - g. Construction cost estimation software
 - Means Costworks
 - 3D Home Architect
- 3. Network Resources Available in the School
 - a. File server
 - b. Network printer server
 - c. WebCT online course delivery system
 - d. GIS server



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I.2.4 Financial Resources

I.2.4.1 Program Budgets

Current fiscal year report for 2010-2011 showing revenue and expenses from all sources

Forecasts for revenue from all sources and expenses for 2011-2013

School of Architecture Budget		2010-2011	2011-2012	2012-2013
R	Fees - Other Student Fees	-	7,192	7,192
R	Private Gifts - Not Subject To Fee	(1,000)		
R	Idc Rev-Other Flow Thru-Tamus	11	1	1
R	Services - Other			
R	Reimbursement - Other			
R	Private Contracts & Grants	-	1,500	1,500
R	Other Flow Through - Tamus	767	52	52
R	Private Gifts - Subject To Fee		2,400	2,400
R	Private Gifts - Not Subject To Fee	13,510	20,410	20,410
R	Non-Monetary Gifts		-	-
R	Endowment Earnings	7,480	6,796	6,796
R	Sales - Conferences Fees		1,000	1,000
R	Services - Other			
R	Reimbursement - Other	9		
Total Revenues		20,776	39,350	39,350
E	Sal-Admin - Professional	152,667	153,867	153,867
E	Sal-Teaching - Faculty	1,467,924	1,532,615	1,532,615
E	Sal-Support Staff - Professional	34,345	29,088	29,088
E	Sal-Support Staff - Classified	73,539	111,694	111,694
E	Sal-Gant - Professional	2,287	6,468	6,468
E	Sal-Gant - Professional	7,188	9,010	9,010

E	Wages - Faculty	7,000		
E	Wages - Faculty	-	-	-
E	Wages - Professional	35,833	13,000	13,000
E	Wages - Classified			
E	Wages - Overtime		207	207
E	Wages - Student	584	5,755	5,755
E	Wages - Student	12,608	7,040	7,040
E	Lump Sum Termination Pay - Vacation			
Total Salary/Wages/Other compensation		1,793,976	1,868,744	1,868,744
Total Employee Benefits		9,232	3,946	3,946
Total Travel Expenses		16,710	15,950	15,950
Total Other Expense/Supplies Pool		36,174	16,162	16,162
Maintenance & Operations		203,022	152,047	152,047
Total Capital Expenses		-	-	-
Total Indirect Cost		37	2	2
Total BUDGET		2,106,732	2,081,632	2,081,632

The forecast for the two academic years for 2011-2013 has just been established by the Texas legislators and the Texas Higher Education Coordinating Board. It reflects a 15% budget reduction. This budget will be the same until the next Texas Legislative Session in two years, which will determine the next budget for 2013-2015. The forecast then is unclear and depends on the economy in the State of Texas and the United States in general.

School of Architecture revenue from all sources and expenditures for 2007-2011

SCHOOL OF ARCHITECTURE	2007	2008	2009	2010	2011
Total Revenue	513,741	28,515	24,084	20,776	39,350
Total Salary/Wages/Other compensation	1,676,184	1,803,722	1,876,317	1,793,976	1,868,744
Total Employee Benefits	1,859	2,239	7,571	9,232	3,946
Total Travel Expenses	23,539	24,703	25,687	16,710	15,950
Total Other Expense/Supplies Pool	54,798	37,058	30,786	36,174	16,162

	Total Other Operating	466,824	278,374	226,833	203,022	152,047
	Total Capital Expenses	68,488	20,534	-	-	-
Total Scholarship Awards		75,366	60,402	33,397	47,580	24,781
	Total Indirect Cost	-	-	-	37	2
		2,367,059	2,227,031	2,200,592	2,106,732	2,081,632

More detailed budget excel sheets will be available at the School during the visit for additional information if needed by the NAAB visiting team.

Tuition and Fees Cost Per Student Per Course

The School of Architecture has the lowest cost per Student Credit Hour (SCH) in the University. Cost per student attending 3 SCH in the School of Architecture in comparison with the other professional programs on campus are:

Undergraduate Student Cost (tuition and fees per 3 SCH course)

Nursing \$1,835.19

Business \$1,237.19

Engineering \$1,088.19

Architecture \$1,029.19

Graduate Student Cost (tuition and fees per course 3 SCH course)

Nursing \$1,904.19

Business \$1,306.19

Engineering \$1,217.19

Architecture \$1,158.19

School of Architecture annual expenditures and total capital investment per student, compared to the Colleges of Business, Nursing and Engineering on Campus

SCHOOL OF ARCHITECTURE	2007	2008	2009	2010	2011
Total Revenue	513,741	28,515	24,084	20,776	39,350
Total Salary/Wages/Other compensation	1,676,184	1,803,722	1,876,317	1,793,976	1,868,744
Total Employee Benefits	1,859	2,239	7,571	9,232	3,946
Total Travel Expenses	23,539	24,703	25,687	16,710	15,950
Total Other Expense/Supplies Pool		37,058	30,786		

		54,798			36,174	16,162
	Total Other Operating	466,824	278,374	226,833	203,022	152,047
	Total Capital Expenses	68,488	20,534	-	-	-
Total Scholarship Awards		75,366	60,402	33,397	47,580	24,781
	Total Indirect Cost	-	-	-	37	2
Total Expenditures in 2010		2,367,059	2,227,031	2,200,592	2,106,732	2,081,632

architecture total students **exp/per student**
\$2,106,732 411 **\$5,125.87**

FY2007 - FY2011 Revenue and Expenditures

COLLEGE OF BUSINESS

	2007	2008	2009	2010	2011
Total Revenue	262,166	314,160	279,609	391,076	425,298
Total Salaries/Wages/Other Compensation	3,200,074	3,547,297	3,606,148	3,740,746	3,773,713
Total Employee Benefits	10,947	31,580	35,357	48,497	44,475
Total Travel Expenses	52,353	52,751	26,703	56,298	44,874
Total Other Expense/Supplies	45,936	35,382	55,694	50,579	35,830
Total Other Operating	227,931	327,033	276,290	210,455	168,168
Total Scholarships	63,860	35,813	66,034	57,550	57,824
Total Indirect Cost	-	-	-	5,079	4,530
Total Expenditures in 2010	3,601,101	4,029,855	4,066,226	4,169,205	4,129,414

business total students **exp/per student**
\$4,169,205 1097 **\$3,800.55**

FY2007 - FY2011 Revenue and Expenses

COLLEGE OF NURSING

	2007	2008	2009	2010	2011
Total Revenue	1,008,241	1,097,449	904,816	999,384	1,956,127
Total Salaries/Wages/Other Compensation	2,462,873	3,094,075	3,434,137	3,696,990	3,640,754
Total Employee Benefits	22,662	15,869	60,325	64,334	104,278
Total Travel Pool	47,984	63,671	49,137	54,657	45,603
Total Other Expenses/Supplies	149,285	189,052	200,242	166,764	155,411

		Total Other Expenses	1,524,339	314,728	398,170	407,097	573,401
		Total Scholarships	789,775	720,901	276,022	181,875	765,053
		Total Capital Expenses	951,195	33,746	15,967	-	-
		Total Indirect Cost	-	1,888	2,984	1,866	5,098
Total Expenditures in 2010			5,948,113	4,433,930	4,436,984	4,573,583	5,289,598
nursing	total students		exp/per student				
\$4,573,583	1328		\$3,443.96				

FY2007 - 2011 Revenue and Expenditures

COLLEGE OF ENGINEERING			2007	2008	2009	2010	2011
		Total Revenue	2,600,294	2,158,740	2,096,861	2,597,902	2,420,267
		Total Salary/Wages/Other compensation	5,918,488	6,208,131	6,249,011	6,402,914	6,412,915
		Total Employee Benefits	122,533	121,663	111,920	115,540	164,750
		Total Travel Expenses	166,227	170,842	114,819	129,113	110,934
		Total Other Expense/Supplies Pool	128,152	105,433	142,014	370,484	121,057
		Total Other Expense	612,249	1,146,918	1,246,576	875,365	823,169
		Total Capital Expenses	81,141	232,171	120,682	173,163	127,844
		Total Scholarship Awards	782,885	411,960	415,203	467,750	350,857
		Total Indirect Cost	204,459	108,943	143,268	119,572	120,395
Total Expenditures			8,016,134	8,506,061	8,543,492	8,653,901	8,231,920
engineering	total students		exp/per student				
\$8,653,901	1198		\$7,223.62				

I.2.4.2 Institutional Finances

School Enrollments

Enrollment is expected to maintain current levels despite fluctuations in both the local and national economy.

Architecture Enrollments						
College	Department	Major	Level	Fall 2009	Fall 2010	Fall 2011
Architecture	Architecture	Architecture	UG	284	285	NA*
			GR	24	26	NA*
	Construction Science	Construction Science	UG	58	58	NA*
	Community Development	Community Development	GR	40	41	NA*
		Total	UG	342	343	NA*
		Total	GR	64	67	NA*

**Fall 2011 enrollment not finalized at time of this report*

Program Funding

According to the Texas Constitution, the State must have a balanced budget every two years. In 2011 the State of Texas Legislators and the Governor's Office mandated a 15% budget cut of state agencies to include state supported Universities. As a result, Prairie View A&M University was forced to reduce spending by 15%, which trickled down to all the Colleges and Schools, including the School of Architecture. There were several different University-wide initiatives to reduce spending. These measures included increasing the number of students in the classroom, reducing the part-time faculty, reducing maintenance and operation funds, reducing spending on travel, requiring administrators (including the President and Provost of the University) to participate in teaching a class, utilizing online teaching, and increasing fundraising and funded research in all programs.

Program Funding Changes

The School of Architecture Budget increased in 2011 as a result of two funded proposals. These funded proposals provided much-needed equipment and renovations. They are listed below.

1. In 2010 the School of Architecture submitted a proposal for a Lab Incidental Course Fee for Year 2011-2012, which was approved by the University. It proposed to add a \$116 Incidental Course Fee to each course that requires technology use. This fee will be implemented in Fall 2011 and is expected to yield about \$117,000 in additional funds. This funding could fluctuate depending on the number of students attending classes that need the use of technology. The additional funds will be used to cover equipment, software, printing, and operational personnel costs. The proposal was generated to support the items listed below.

Lab Equipment replacement cost per year:	\$51,250
Print/Plotting and paper cost per year:	\$25,500
Operation (2 student workers' salaries):	\$16,000
25% of Faculty/Media Coordinator for 12 months:	\$21,250
Sub Total:	\$114,000

University overhead of 3%:	\$3,420
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Operation Cost Grand total:	\$117,420
Projected Total # of Students enrolled in the lab courses: (10% increased Fall 572, Spring 390 Summer 53)	1,015
Proposed Incidental Course Fee per Student in a lab course (\$117,420/ 1015):	<u>\$ 116</u>

2. A proposal was submitted to the Office of Title III Funds at the University requesting \$279,102 to address three major updates in the School of Architecture.
 - 1) Update the inadequate ventilation system in the model shop by installing a new vacuum system to capture and extract wood dust in the Manual Fabrication Laboratory so that faculty and students can work in a safer environment.
 - 2) Upgrade the inadequate electrical power. The current electrical loads and wiring do not allow for simultaneous use of all equipment. New wiring will be installed to allow all equipment in both laboratories to be used at the same time.
 - 3) Update and replace outdated equipment. As with any shop facility equipment becomes worn or obsolete and must be replaced.

The proposal was approved by the University and the funds were used to do the updates and add several pieces of digital equipment for students and faculty to use starting in Fall 2011. Equipment supplies and contractual services are listed below.

Digital Equipment Total **\$161,685**

Digital Fabrication Laboratory

1. Zcorp 450 Color 3d printer <i>Fabricates rapid prototype building models from virtual 3D model</i>	\$41,025
2. Universal ILS 12.150 Laser cutter <i>Cuts materials to create building models from 2D CAD drawings</i>	\$59,445
3. HP design jet T1200 post printer 44" plotter <i>Prints scaled sized building components to fabricate building models</i>	\$6,490
4. CNC router <i>Fabricates contour and site models from virtual 3D models</i>	\$54,725

Supplies Total **\$ 50,400**

Manual Fabrication Laboratory

1. Lab supplies (e.g. drill press, Sawstop 10" cabinet saw, power nailers and staplers)	\$21,100
--	----------

Digital Fabrication Laboratory

1. Computer supplies (e.g. toners, ink cartridges, external drives)	\$4,000
2. General Office Supplies (i.e. paper)	\$1,000
3. Building simulation software	\$3,000

Energy and light simulations

- | | | |
|----|--|---------|
| 4. | 3D fabrication software Rhino 3D and CNC | \$2,500 |
| 5. | Desktop computers 4 @ \$2,200 | \$8,800 |

For digital fabrication equipment

- | | | |
|----|--|---------|
| 6. | Computer workstations 4 @ \$1,000 | \$4,000 |
| 7. | Computer locks | \$1,000 |
| 8. | Geutebruck video security cctv with IP cameras | \$5,000 |

Contractual Services	\$ -0-
-----------------------------	---------------

Construction and Renovation	\$46,017
------------------------------------	-----------------

- | | | |
|----|---|----------|
| 1. | Vacuum System
<i>Captures and extracts wood dust</i> | \$31,040 |
| 2. | Electrical upgrade for vacuum system | \$10,440 |
| 3. | Electrical upgrade for additional circuits | \$4,537 |

Other/Incidental	\$21,000
-------------------------	-----------------

- | | | |
|----|--------------------------------------|----------|
| 1. | Installation of equipment & training | \$4,000 |
| 2. | Digital equipment warranties | \$17,000 |

Training Stipends	\$ -0-
-------------------	--------

TOTAL	\$279,102
--------------	------------------

Additional Financial Issues

Financial Aid was reduced by the State, which will impact some student's ability to attend colleges and universities. This may affect future overall enrollments. This is especially applicable for students who attend Prairie View A&M University, because almost 80% of students who attend Prairie View A&M University depend on financial aid. This is a temporary condition that will result in a leaning of operations within the University, Colleges, and Departments.

I.2.5 Information Resources

The School of Architecture has two distinct reference sources. The first is a small in-house reference library located on the second floor in the Nathelyne Kennedy Architecture and Art Building. It resembles an office reference library in that it contains a small number of germane texts as a student resource. The library also contains recent copies of the more frequently accessed journals.

School of Architecture Reference/Resource Library

985 books, 335 DVD/VHS/CD/cassette/slide resources, 12,000 slides, current issues of ARCHITECTURE, ARCHITECTURAL RECORD, DWELL, METROPOLIS, TEXAS ARCHITECT, PRESERVATION and back issues (bound and loose) of PROGRESSIVE ARCHITECTURE, ARCHITECTURAL RECORD, ARCHITECTURAL DIGEST, ARCHITECTURE REVIEW, AIA JOURNAL and a computer station and scanner for student use.

The second, and more substantial, information resource is the John B. Coleman Library located across the street from the Nathelyne Kennedy Architecture and Art Building. Given its proximity to the architecture building, the Coleman library serves as the primary student resource. As evidenced by the attached letter from Dr. Albritton, Director of Library Services, the John B. Coleman library not only exceeds the minimum number of NA titles set forth by the Library of Congress it also provides a balanced architecture collection as required by the Art Libraries Society of North America and the Association of Architecture School Libraries. The library employs knowledgeable staff who are well-qualified to provide professional guidance and service in not only the use of library materials, but also in research-related endeavors. The Information Service Department offers a wide variety of materials and services to library patrons. The services provided include assisting patrons in using the public catalog (Voyager) and online databases, providing personal help in doing research, from start to finish, and conducting information literacy sessions for classes on how to search the online public access catalog, the internet, periodical indexes, etc. Sessions can be tailored to fit particular classroom needs. All freshman, new students and faculty are required to attend at least one information literacy session.

The organization and cataloging of the collection provide outstanding bibliographical and intellectual access to information, employing applicable national standards. Most of the materials on architecture are classified in the NA section of the Library of Congress Classification system. The library materials are ordered, processed and made available to the users in a timely fashion. The newly processed materials of the last four months are listed in and searchable from the online public access catalog. The Library newsletter has a column devoted to selected newly added titles. The Library maintains a very powerful and efficient online Voyager library system to provide access to library holdings and some full text information.

The hours of operation are convenient for faculty and students and adequate to meet the needs of the majority of users. During Fall and Spring Semesters the library is open 88 hours per week.

All the library materials are centrally located in the John B. Coleman Library. There is not any collection housed in remote storage facility. Students have easy access to reserved materials which have been housed adjacent to Circulation Desk.

Library patrons have remote access to databases via EZProxy. There are enough ports to handle traffic and there has not been any reported difficulty in accessing the database when the access is based on the number of simultaneous users. In addition, for ease of database access, the Library implemented SFX. Currently, the Library is in the process of MetaLib implementation. The MetaLib service will allow a patron to search up to ten online resources with one single search string.

The Library continues to participate in cooperative agreements that augment the access of materials not existing in the Library. The Library is a member of a national resource sharing organization OCLC, a member of a multi-state organization AMIGOS, and a member of the state-wide membership TexShare that offers daily courier service among the libraries of the fifty-two higher education institutions in the State.

**Prairie View A&M University
John B. Coleman Library**

**Architecture Library Holdings
*As of May 31, 2011***

In the Spring Semester 2009, the John B. Coleman Library reported holdings of 377,674 volumes, including 12,776 volumes, 3.4% of the total collection, related to the study of architecture. Over the past two (2) fiscal years, the Library has added close to 9,000 volumes (8,732) for a total of 386,405 volumes in the total collection, as of 5/31/2011. The architecture print collection continues to represent 3.4% of the library holdings, with a current total of 12,925 volumes. Therefore, the current library holdings and the architecture collection represent a growth rate of 8.4%, or an average/year of 2.1%, over the past four (4) fiscal years, from FY07 to FY11.

The library subscribes to 85 online electronic databases that provide the following number of “*Full-text-online*” E-Journal Titles: 297 titles are related to the study of Art, Architecture and Applied Arts – 85 are Architecture Journal Titles, and 212 titles represent the entire related field of the Visual Arts. Remote access from off-campus is provided to all students and faculty for searching and retrieving information from these databases. The library also subscribes to over 70 “*print*” journals related to the study of architecture, community/urban development and construction science, and 15 of these titles are *architecture journals*.

The Prairie View A&M University library collection “exceeds” the minimum requirement of 5,000 different Library of Congress NA titles, technical and support volumes, and provides a balanced architecture collection as required by the Art Libraries Society of North America, and the *Association of Architecture School Librarians*. The library collection continues to provide a “wide variety” of print, visual, and electronic media, which is adequate in “size, scope, content, currency, and availability,” for a *professional degree program in architecture*.

The architecture collection is developed to support the undergraduate and graduate study offered in the Prairie View architecture degree programs. The collection supports the curriculum and research needs of students, as well as the instructional and research needs of the faculty. Evaluation and assessment of all library collections is an ongoing and varied process.

Submitted by:
Dr. Rosie L. Albritton
Director of Library Services
Professor of Educational Media & Technology
June 22, 2011

**PRAIRIE VIEW A&M UNIVERSITY
JOHN B. COLEMAN LIBRARY**

Statistical Summary - Architecture Materials & Resources-June 2011

Total Volumes in the Coleman Library	386,405
Number of Vols. in Architecture Collection	12,925
Percentage of Vols. with Architecture Call Nos.	3%
Number of Current Architecture Periodicals in Print	15
Number of Databases Related to Architecture	29
Number of Architecture E-Journal Titles in Full-Text	85
Number of E-Journal Titles Related to the Study of Architecture	212
Number of Architecture Materials Circulated (FY11)	527
Number of Architecture ILL Transactions (FY11)	110
Expenditures for Architecture Books (FY11)	\$30,000
Percentage of Library Book Budget (FY11)	17%
Expenditures Architecture Databases (FY11)	\$255,712
Percentage of Library Databases Budget (FY11)	37%
Expenditures for Architecture Periodicals in Print (FY11)	\$2,453
Percentage of Library Periodicals in Print Budget (FY11)	2%

Part One (I) Section 3 Institutional And Program Characteristics

I.3.1 Statistical Reports

I.3.1.1 Program Student Characteristics

Student Demographics 2005						
Race	Pre-Professional		M. Arch		University	
	Male	Female	Male	Female	Male	Female
African American	136	38	8	9	146	252
White/Non-Hispanic	10				2668	4340
Hispanic	13	6	1		99	153
Asian/Pacific Islander					22	52
American Indian/Alaskan Native		1			4	7
International	2			1	88	72
Unknown					2	7
Total	161	45	9	10	3029	4883

Student Demographics 2006						
Race	Pre-Professional		M. Arch		University	
	Male	Female	Male	Female	Male	Female
African American	130	47	10	2	107	226
White/Non-Hispanic	7	2	2	3	2758	4363
Hispanic	13	10			90	167
Asian/Pacific Islander	1				38	66
American Indian/Alaskan Native		1			8	6
International	5				84	65
Unknown					9	19
Total	156	60	12	5	3094	4912

Student Demographics 2007						
Race	Pre-Professional		M. Arch		University	
	Male	Female	Male	Female	Male	Female
African American	157	53	7	8	2824	4618
White/Non-Hispanic	8	2	2	1	116	188
Hispanic	20	7	2	2	90	167
Asian/Pacific Islander					44	90
American Indian/Alaskan Native		1			5	7
International	5		1	1	84	63
Unknown					10	15
Total	190	63	12	12	3195	5187

Student Demographics 2008						
Race	Pre-Professional		M. Arch		University	
	Male	Female	Male	Female	Male	Female
African American	158	63	17	6	2763	4373
White/Non-Hispanic	9	4	5	1	127	201
Hispanic	22	9	1		118	213
Asian/Pacific Islander	1				57	94
American Indian/Alaskan Native					6	7
International	5	1	2	1	81	61
Unknown	1	1	1	8	29	73
Total	196	78	26		3181	5022

Student Demographics 2009						
Race	Pre-Professional		M. Arch		University	
	Male	Female	Male	Female	Male	Female
African American	167	63	11	5	2916	4520
White/Non-Hispanic	6	4	1	1	136	255
Hispanic	25	9	1	2	117	249
Asian/Pacific Islander	3				72	90
American Indian/Alaskan Native						
International	3	1	1	2	85	76
Unknown	2	1			26	56
Total	206	78	14	10	3355	5253

Student Demographics 2010						
Race	Pre-Professional		M. Arch		University	
	Male	Female	Male	Female	Male	Female
African American	159	73	16	2	2959	4621
White/Non-Hispanic	6	3	1	1	110	183
Hispanic	22	13	3	1	138	253
Asian/Pacific Islander	2	1	1		98	122
American Indian/Alaskan Native					3	11
International	4		1	2	96	85
Unknown		1			30	72
Total	193	91	22	6	3434	5347

Student Demographics 2011*						
Race	Pre-Professional		M. Arch		University	
	Male	Female	Male	Female	Male	Female
African American	140	64	15	1	2656	4279
White/Non-Hispanic	2	3	1		94	163
Hispanic	20	12	4		130	238
Asian/Pacific Islander	2	1	1		100	125
American Indian/Alaskan Native					4	11
International	4		1	2	97	83
Unknown	1	1			30	61
Total	169	81	22	3	3111	4960

*This data is reported through Spring Semester 2011

Test Scores for Admitted Students in 2010

SAT	
Critical Reading	
25 th Percentile	370
75 th Percentile	450
Mathematics	
25 th Percentile	380
75 th Percentile	460
Writing	
25 th Percentile	360
75 th Percentile	440

ACT	
25 th Percentile	15
75 th Percentile	19

GRE	
Verbal	344
Quantitative	406
Analytical	3.0

Test Scores for Admitted Students in 2005 are not available

Time to Graduation Percentage of Matriculating Students

	Academic Year				
	06/07	07/08	08/09	09/10	10/11
Pre-Professional Degree (B.Arch)			4	16	19
NTC*			8.3%	33%	39.6%
150% NTC					39.6%

Professional Degree (M. Arch)	2	3			
NTC*	50%	75%			
150% NTC		75%			

*NTC= Normal Time to Completion

Fall 2005 Cohort Size: 48 BS Students; 4 MS Students

I.3.1.2 Program Faculty Characteristics

Faculty Demographics School of Architecture Fall 2010													
Race	Professor		Associate Professor		Assistant Professor		Instructor		Lecturer Non-Tenure		Totals		Grand Total
	M	F	M	F	M	F	M	F	M	F	M	F	
African American	2		4						3	3	9	3	12
American Indian/Alaskan Native											0	0	0
Asian					1				1		2	0	2
Native Hawaiian/Pacific Islander											0	0	0
Hispanic/Latino									1		1	0	1
White	1	1	1						2		4	1	5
Two or more races											0	0	0
Nonresident Alien											0	0	0
Unknown											0	0	0
Total	3	1	5	0	1	0	0	0	7	3	16	4	20

Faculty Demographics Prairie View A&M University Fall 2010													
Race	Professor		Associate Professor		Assistant Professor		Instructor		Lecturer Non-Tenure		Totals		Grand Total
	M	F	M	F	M	F	M	F	M	F	M	F	
African American	28	13	33	13	9	16	2		50	62	122	104	226
American Indian/Alaskan Native													
Asian	12	1	21	2	9	3			9	3	51	9	60
Native Hawaiian/Pacific Islander													
Hispanic/Latino	1		1	1	3	1			3	2	8	4	12
White	6	3	12	3	14	2			18	12	50	20	70
Two or more races													
Nonresident Alien	2	1	4	1		1			5	2	11	5	16
Unknown													
Total	49	18	71	20	35	23	2	0	85	81	242	142	384

Faculty Demographics School of Architecture Fall 2005													
Race	Professor		Associate Professor		Assistant Professor		Instructor		Lecturer Non-Tenure		Totals		Grand Total
	M	F	M	F	M	F	M	F	M	F	M	F	
African American	2								3	3	5	3	8
American Indian/Alaskan Native									1		1		1
Asian													
Native Hawaiian/Pacific Islander													
Hispanic/Latino									1	1	1	1	2
White	1	1	2						3	1	6	2	8
Two or more races													
Nonresident Alien													
Unknown													
Total	3	1	2						8	5	13	6	19

Faculty Demographics Prairie View A&M Fall 2005													
Race	Professor		Associate Professor		Assistant Professor		Instructor		Lecturer Non-Tenure		Totals		Grand Total
	M	F	M	F	M	F	M	F	M	F	M	F	
African American	31	13	31	14	18	12	2		49	54	131	93	224
American Indian/Alaskan Native					1						1		1
Asian	13	1	13		15	3			10	2	51	6	57
Native Hawaiian/Pacific Islander													
Hispanic/Latino				1	1	3	1		2	1	6	3	9
White	8	3	7	2	23	10			18	11	56	26	82
Two or more races													
Nonresident Alien			2		3	1			1	1	6	2	8
Unknown													
Total	52	17	54	17	63	27	2	0	80	69	251	130	381

School of Architecture Faculty Maintaining Licenses						
Faculty	Jurisdiction	2006-07	2007-08	2008-09	2009-10	2010-11
Bruce Bockhorn	TX	X	X	X	X	X
Marshal Brown	TX	X	X	X	X	X
Daniel Bankhead	TX	X	X	X	X	X
Sheryl Tucker de Vasquez	TX	X	X	X	X	X
Camilo Parra	TX	X	X	X	X	X
James McGregor	TX	X	X	X	X	X
Bem McMillan	TX	X	X	X	X	X
James Haliburton	TX			X	X	X
Jeffery Bolander	TX	X	X	X	X	X

Architecture Faculty Granted Tenure	
Year	Number Granted Tenure
2006	0
2007	0
2008	0
2009	1
2010	0

Prairie View A&M Faculty Granted Tenure	
Year	Number Granted Tenure
2006	0
2007	0
2008	3
2009	2
2010	0

Architecture Faculty Promoted			
Year	To Associate Professor	To Assistant Professor	To Senior Lecturer
2006	1		
2007	0		
2008	0		
2009	1		
2010	0		

Prairie View A&M Faculty Promoted			
Year	To Associate Professor	To Assistant Professor	To Senior Lecturer
2006-07	4		
2007-08	10		
2008-09	15		
2009-2010	14		
2010-2011	12	2	

I.3.2 Annual Reports

The School of Architecture was visited by NAAB in the Spring of 2006. The following year a report was submitted in May of 2007. That report is below. All other reports were filed electronically and will be made available by the NAAB or by the School, if necessary.

2007 NAAB STATISTICAL REPORT

SCHOOL: Prairie View A&M University

Dr. Ikhlas Sabouni

ACSA REGION: EC NE SE SW WC W (circle one)

PUBLIC or PRIVATE (circle one)

STUDENT DATA

For Accredited Programs Only

	<u>4 Year</u>	<u>B.Arch</u>	<u>B.Arch</u>	<u>B.Arch</u>	<u>M.Arch</u>	<u>M.Arch</u>	<u>M.Arch</u>
	PreProf	Five-year	**PostPreProf	**PostNonProf	Five-year	**PostPreProf	*PostNonProf
Full-Time Students	_____	_____	_____	_____	236	_____	_____
Part-Time Students	_____	_____	_____	_____	3	_____	_____
FTE Students	_____	_____	_____	_____	239	_____	_____
Arch Design Studio Students	_____	_____	_____	_____	203	_____	_____
Students Working Part-Time	_____	_____	_____	_____	45	_____	_____
Outside Stud. Serv. by Dept.	_____	_____	_____	_____	40	_____	_____
African-American Students	_____	_____	_____	_____	188	_____	_____
Native American Students*	_____	_____	_____	_____	4	_____	_____
Asian/Pacific Isle Students	_____	_____	_____	_____	1	_____	_____
Hispanic Origin Students	_____	_____	_____	_____	25	_____	_____
Women Students	_____	_____	_____	_____	68	_____	_____
Foreign Students	_____	_____	_____	_____	12	_____	_____
Total Degrees Awarded	_____	_____	_____	_____	17	_____	_____
Grads. Fin. Estab. No. Yrs.	_____	_____	_____	_____	14	_____	_____
Degrees Awarded Women	_____	_____	_____	_____	8	_____	_____
Degrees Awarded Afri-Amer	_____	_____	_____	_____	11	_____	_____
Degrees Awarded Amer. Ind.	_____	_____	_____	_____	0	_____	_____
Degrees Awarded Asi/Pac. Isl.	_____	_____	_____	_____	0	_____	_____
Degrees Awarded Hispanics	_____	_____	_____	_____	2	_____	_____
Min Req. SAT/ACT/GRE Score	_____	_____	_____	_____	920/18	_____	_____
Number of Applicants	_____	_____	_____	_____	220	_____	_____
Number Accepted	_____	_____	_____	_____	142	_____	_____
Enrollment Target/Goal	_____	_____	_____	_____	275	_____	_____
Student Studio/Faculty Ratio	_____	_____	_____	_____	16/1	_____	_____

*Include Eskimos and Aleuts

**Includes four-year program component of 4+1 yrs. B.Arch degree and 4+2 yrs. M. Arch degree.

***Non-Professional: baccalaureate degree that is not part of an accredited professional program.

FACILITY/RESOURCE DATA

Departmental Library LCNA or 720-729 Collection	<u>220</u>
Total Architecture Collection in Departmental Library	<u>285</u>
University Library LCNA or 720-729 Collection	<u>8,000</u>
Total Architecture Collection in University Library	<u>17,317</u>
Departmental Library Architecture Slides	<u>21,000</u>
University Library Architecture Slides	<u>3,000</u>
Departmental Library Architecture Videos	<u>125</u>
Staff in Dept. Library	<u>1 GA</u>
Number of Computer Stations	<u>50</u>
Amount Spent on Information Technology	<u>227,000</u>
Annual Budget for Library Resources	<u>15,000</u>
Per-Capita Financial Support Received from University	<u>3,000</u>
Private Outside Monies Received by Source	<u>500,000</u>
Studio Area (Net Sq. ft.)	<u>50,000</u>
Total Area (Gross Sq. ft.)	<u>105,000</u>

2006 NAAB STATISTICAL REPORT

SCHOOL: __ Prairie View A&M University

Dr. Ikhlas Sabouni

FULL-TIME FACULTY SALARIES	<u>Number</u>	<u>Minimum</u>	<u>Average</u>	<u>Maximum</u>	<u>Univ. Avg.</u>
Professor	2	70,000	72,900	75,800	75,700
Associate Professor	3	67,500	68,500	69,597	60,921
Assistant Professor	7	40,000	50,000	60,200	55,000
Instructor					

FACULTY DATA

Department Total

Full-Time Faculty	12
Part-Time Faculty	9
Full-time Equivalent (FTE) Faculty	18
Tenured Faculty	3
Tenure-Track Positions	4
FTE Administrative Positions	3
Faculty Engaged in Service to Comm.	14
Faculty Engaged in Service to Univ.	12
FT Faculty who are U.S. Licensed Registered Architects	2
PT Faculty who are U.S. Licensed Registered Architects	5
Practicing Architects	7
FTE Graduate TAs	5
FT Faculty Avg. Contact Hrs/Wk	16
PT Faculty Avg. Contact Hrs/Wk	6

NO. FULL-TIME FACULTY CREDENTIALS

Ph.D.	4
D. Arch	1
M.A. or S.	4
Prof. M. Arch	9
B. Arch	1
Post Prof. Masters	
Other	1

	<u>EI</u>	<u>PI</u>	<u>Tenured</u>	<u>Prof.</u>	<u>Assoc.</u>	<u>Assist.</u>
African-American Faculty	4	6	1	1	2	2
Native American Faculty*						
Asian/Pacific Island Faculty	1					1
Hispanic Origin Faculty	1	1				2
Women Faculty	2	1	1	1		2

*Include Eskimos and Aleuts

May 31, 2007

Prairie View A&M University School of Architecture NAAB Annual Report 2007

This annual report will respond to conditions and concerns contained in the 2006 Visiting Team Report (VTR). In this submittal we will address two specific aspects: 1. Conditions Not Met and 2. Causes of Concern

1. CONDITIONS NOT MET

The following four items were noted in the VTR.

Part. 2. Program Self Assessment Procedures:(pages 12-13 of the VTR)

The VTR noted two items which are addressed as follows.

“SOA is to be commended for the thorough self-assessment document included in the Architecture Program Report (APR). Strengths, challenges, and plans of action were identified and documented in the following categories: Faculty and Staff, Students, Facilities, Resources, Research, Service, Technology, Administration, Teaching and Curriculum, Leadership, Access, Accountability, Academic Freedom, Student Organizations, Diversity, and the Profession. However, there is no strategic plan included with the documentation that identifies strategies and time lines for accomplishing the goals. “

1. Assessment: The review team commended the program for its “numerous endeavors in geared to assessing the programs’ advancement towards achieving accreditation.”

There was no strategic plan in the APR because the conditions in 2004 changed as indicated in items 2 & 3 below from the “Summary of significant changes in the 2004 Conditions for Accreditation, taking effect with APRs due 7 September 2005” found on the NAAB Web site:

2. What was formerly called a “strategic plan” is now referred to as “self-assessment document.”

3. The section on Program Self-Assessment has been rewritten to emphasize the necessity for each program to write a description of its self-assessment process.

But, as previously reported last year, Table 1.5 of the APR provided a summary of the key issues from the Strategic Plan, the Quality Enhancement Plan, and the External Review documents.

The APR also included a timeline for implementation under the heading “Plan of Action.”

The External Review was conducted March 20-22, 2005. (Team members were: Chair: Rodner B. Wright, AIA, Florida A&M University; Members: Korydon Smith, University of Arkansas, Dr. James Smith, Texas A&M University, and Michael Rotondi, ROTO Architects and Southern California Institute of Architecture).

The School feels that this misunderstanding may have resulted of having two members of the team with little experience in conducting visits (NCARB member was on his first visit and ACSA member was making her second). To avoid such confusion, the School has noted for our 2012 accreditation file that full copies of all future reviews and reports (internal and external) will be included in the APR.

2. Information in the Team Room: As for the contradictory information in the APR about the library slide collection and the lack of documentation provided to the visitation team, the School has taken measures to prevent this misinformation from occurring again. Since the accreditation visit was held, we have maintained the Team Room. We have used it extensively to recruit new students, but most importantly, to study how information was presented to the team. We have started compiling a written analysis including photographs of the room to assist in formulating an improved submission for 2012. The senior faculty who was in charge of preparing the library and research section in the APR and the junior faculty member who was heading the effort of collecting projects for the Team Room but did not provide enough low passing examples before the arrival of the Team in the room, were informed about the short coming of their efforts. A Different approach will be in place for 2012.

Part 3. Public Information(page 13 of the VTR ³)

"The 2005-07 Undergraduate Catalog contains the correct wording. The 2005-07 Graduate Catalog contains outdated and incorrect wording. Inconsistent/incorrect wording is also contained in the in APR pages 3-14 (correct) and 3-17 (incorrect). Hence this condition is "not met."

³Part. 3. Public Information: (page 13 of the VTR)

"The 2005-07 Undergraduate Catalog contains the correct wording. The 2005-07 Graduate Catalog contains outdated and incorrect wording. Inconsistent/incorrect wording is also contained in the in APR pages 3-14 (correct) and 3-17 (incorrect). Hence this condition is "not met."

The visitation team found a discrepancy between the undergraduate and graduate catalogs regarding accreditation by NAAB. The correct wording was found in the Undergraduate Catalog; an incorrect version was found in the graduate catalog. The correct text has been edited into the next publication for both catalogs that are presently in the review process of university. New catalogs will be in place for the upcoming period of 2007-2009.

We have informed the Web Specialist for Prairie View A&M University to make this revision and it has been incorporated for the upcoming 2007-2009 online catalog.

Part 9. Information Resources(pages 15-16 of the VTR ⁴)

“SOA currently has a small space designated for an in-house resource/reference library and anticipates expanding this collection of materials once the College of Business moves out of the building. (The space originally designated for the library is currently occupied by the College of Business’s Marketing Department.)

Because of the dislocation of the planned library space by the College of Business and the pending, but not-yet-implemented replacement resource/reference library, the team evaluates this condition as “not met.”

In the design of our building, there was no architectural library planned; but only a resource/reference library. The Coleman Library is located across the street from SOA, and even the Team noted that. *“The Coleman Library is located across the street from SOA and provides students an opportunity to leave the studio and interact with other students and use other campus facilities.”*

The Coleman Library has a collection of 8,000 NA books and 3,000 books related to architecture, 21,000 slides, and other media for use by our students. For 2005, over \$330,000 was designated for Architecture (40% of the total Library budget. We believe that this

⁴Part. 9. Information Resources: (page 15-16 of the VTR)

“SOA currently has a small space designated for an in-house resource/reference library and anticipates expanding this collection of materials once the College of Business moves out of the building. (The space originally designated for the library is currently occupied by the College of Business’s Marketing Department.)

Because of the dislocation of the planned library space by the College of Business and the pending, but not-yet-implemented replacement resource/reference library, the team evaluates this condition as “not met.”

condition should have been marked as met. In addition, we have a fully operational reference library managed by student workers, which has journals, reference books and a few other architectural books and building materials. Therefore we feel that the original design intention of the resource/reference library for our new building has been pragmatically met, with or without the situation of the College of Business.

Part 10. Financial Resources(pages 16-17 of the VTR)

“While the benefits of the one-time investment in the striking new facility are not to be overlooked, the success of the program will depend upon its continued funding, at least a noteworthy portion of which will expire in August 2007.”

The University Office of Civil Rights (OCR) Funding that funds several programs in the university since 2001, including part of the Architecture program budget, is being negotiated in Austin through the legislative session for the coming two years. The University will be receiving OCR Funding again, but the amount is still unknown. Since the year 2001, when the University received OCR funding for the first time, the School of Architecture has been depending on OCR to fund its Construction Science and Community Development Programs, its Culture Center and CURES Center, in addition to part of its architecture program. In 2006, the School of Architecture has transitioned its budget from OCR to E&G funds for both the Construction Science and the Community Development programs. The Architecture Program still has part of its funding coming from OCR. Please read more about financial resources in Section 2. Causes for Concern

13.25 Construction Cost Control(page 22 of the VTR⁵)

“While there is evidence to suggest that the issue is peripherally addressed in several courses that contribute to an understanding, the APR course matrix identifies only a single course, Arch 4443, CAD Construction Documents, as “satisfying the criterion.” However, the course syllabus for Arch 4443 states that the related material only “contributes” to the understanding. Hence by SOA’s own assessment there is no course in the total curriculum to which primary responsibility is assigned to satisfy the criterion. Thus, the team evaluates this criterion as ‘not met.’”

⁵Part. 13.25. Cost Control (page 22 of the VTR)

“While there is evidence to suggest that the issue is peripherally addressed in several courses that contribute to an understanding, the APR course matrix identifies only a single course, Arch 4443, CAD Construction Documents, as “satisfying the criterion.” However, the course syllabus for Arch 4443 states that the related material only “contributes” to the understanding. Hence by SOA’s own assessment there is no course in the total curriculum to which primary responsibility is assigned to satisfy the criterion. Thus, the team evaluates this criterion as ‘not met.’”

In our 2006 program response to the VTR we noted that a single course, ARCH 4443 Construction Documents and Codes, satisfied the criteria. The course matrix was revised this year to match the course syllabus to indicate that it “contributes” to the criteria. In this past year we have increased the coverage of this subject in this course. Please refer to **Table No. 1**.

In addition, the following required courses now include increased instructional content that address construction costs, life-cycle costs, and/or estimating:

1. ARCH 2273 Materials & Methods I
2. ARCH 3283 Materials & Methods II
3. ARCH 3453 Environmental Systems I
4. ARCH 3463 Environmental Systems II

2. CAUSES OF CONCERN

The VTR noted two items: 1. Overall Financial Support and Sustainability; and 2. School Leadership-Faculty Culture. Our responses are noted below.

1. Overall Financial Support and Sustainability

Although financial resources are addressed directly in Condition 10, the potential impact of these funding uncertainties ripples throughout related conditions and criteria touching in whole or in part on the following areas:

- **Faculty salary levels**

The average salary for an Assistant Professor in the Architecture program is \$ 50,000 per 9 months which is less than university average of \$ 55,000. Associate Professor in Architecture average salary per 9 months is \$68,500, which exceeds the University average of \$61,000. A Professor’s salary in architecture for 9 months is \$73,000 (not including administrators), which is close to the university average of \$75,500.

This year the starting salary for Assistant Professor was \$50,000. There is a strong possibility for a university-wide 3% raise effective September, 2007, depending on the result of the legislative session, which will be ending very soon. The new hire anticipated this coming fall will help raise the Assistant Professor average salaries. The University is considering an equity salary adjustment that will be helpful, too, whenever implemented.

- **Adequate faculty numbers**

The average faculty student ratio in the design studio is 1/16 for this Academic-year. Not only we had enough faculty members to teach all courses offered in the School, in three

design studios, in addition to the faculty of record, we hired an adjunct practitioner to help as a design critic in the classroom. We are anticipating an increase in enrollment this coming fall. Thus, we have advertised new positions and the Search Committee will be finalizing their selection soon, in order to make sure that we have the number of faculty we need. In addition, the School has established an Endowed Chair in Architectural History and Historic Preservation through a grant of \$500,000 from the Brown Foundation, which was matched by the University for a total of one million dollars. The advertisement for this position is out and we are hoping to find the right candidate soon.

- **Administrative staffing levels**
We made a noticeable improvement this year with the hiring an additional staff member with 10 years of university experience. She has done a wonderful job in supporting the senior administration. We also were able to have an increased number of student workers to assist during the course of the year. Three students' assistants were assigned to the administration, one to the counselor's office, two to the model shop, two to the computer laboratory, three to faculty, three to the Culture Center, and one at the Cures Center.
- **On-site architecture library resources:**
See Part 9 above.
- **Scholarship levels**
During the 2006-2007 academic-years the School of Architecture distributed scholarship funds to students in the amount of **\$60,397.00**. This is in addition to university scholarships that qualified students in our school receive during their years of study.

Three of our students were awarded 2006-2007 scholarships by the Texas Architectural Foundation for their portfolio of work. These scholarships are based upon competitive evaluations. In addition, another student was awarded a Bardoli Global Scholarship to study in Venice, Italy, this summer where she will take classes in visual arts and graphics.

- **Opportunities for Field Trips**
During the 2006-2007 academic-years, students went on field trips to Dallas, Houston, and Terrell, to visit certain areas of interest related to projects that they were working on in their studios like hospitals, museums. In addition, students attended the AIA National Convention in San Antonio, the TSA Annual Convention in Dallas, the Green Building Conference in Houston, and the Opening of the New AIA Houston Architecture Center in Downtown Houston.

- Opportunities for international study
Ten architecture students, accompanied by two faculty members, are currently in Europe for our first summer “Study Abroad” program to complete the first half of a ten-week design studio. They will be based at the University of Florence and travel to several other cities in Europe. Upon returning from this five week trip they will complete their design studio and also assist the school administration in developing our program for future travel offerings to our students.

- Comprehensive lecture series
The School of Architecture Spring Lecture Series was sponsored this year by the School’s Culture Center and the funds came from the Brown Foundation grant to the Center. Several of the lectures were given in February in celebration of Black History Month. The lectures and individuals featured are listed in **Table 2**.

- Equipping/outfitting of the building:
Model Shop: Over \$44,000 in equipment and tools for the Model Shop were ordered through the required purchasing procedures established by the Texas A&M University System. These items have been delivered and were used during this academic year by several classes. A copy of the equipment listing is included in **Appendix A**. Our safety and training program has received approval from the university and all design studios will have access to the shop beginning with the fall semester 2007.

Computer Lab: the School of Architecture added several PC and Mac desktops for students’ use in addition to the forty-eight that were in place for the accreditation team visit. We also added new laptops for the faculty, new plotters, a laser model cutter, several color and black and white printers, scanners, cameras, and other digital equipment. See **Table 3**.

Audiovisual Equipment: The School completed the purchase of the list of audiovisual equipment that was needed in the building, which included projectors, big plasma screens, and video conference equipment in the main conference room on the first floor. The purchases are noted in **Table 3**.

The School invested a total amount of **\$227,387.00** in Computer Equipment, software, and audiovisual equipment in one year since the visit.

- 1. The school leadership-faculty culture, which currently does not exhibit the most robust collegiality and collaboration.**

Concerning the SOA administrative-faculty culture, there is evidence to suggest that the leadership style of certain senior faculty is not universally embraced...

- Faculty collegiality
- Mentoring
- Trust/collaboration
- Tenure/job security
- Role Modeling

In Fall, 2005, the year the NAAB visit occurred, several factors forced us to recruit and hire faculty on a short notice for that year. These disrupting factors included: moving to the new building, dealing with a surge of enrollment of new students, having a budget for the number of faculty to be hired that was not approved by the University Administration until August, and being required to comply with the university's hiring policy of advertising for a lengthy period.

Given these factors, the School found itself needing to hire faculty in an expeditious manner to meet our needs for the academic year with the large enrollment of students. When we interviewed the faculty, they were given notice verbally and in their contract that their positions were for one academic year. This could naturally produce a feeling of uncertainty regarding job security on the part of the newly hired faculty.

The job security concern has been addressed through the placement of two faculty members on tenure-track this year and through like positions that have been advertised. The positions are in the process to be filled for Fall, 2007.

With regards to collegiality within the School of Architecture, it should be noted that in any college of instruction there may be senior members of the faculty who have the tendency to "dominate the conversation" when it involves part-time or visiting junior instructors. While their level of vast experience and expertise is appreciated, it does not always represent the mutual respect that is held between senior and junior members of the faculty, which is particularly true with at least one senior tenured faculty member. In fact, within one to two years, the two senior members who have subjugated some of the junior faculty will be retiring as they have announced.

Any evolving academic program will have its challenges with faculty, program, and activities but at the end of the day, the measure continues to be the success of the students. Therefore, to magnify loose comments as a basis for a fundamental deficit, is unreasonable. The students'

learning, performance, leadership, and employability as noted by the Team are at its best, which is not possible to achieve with watered-down collegiality.

Concerning mentorship, we should state that in this past year we had encouraged two of our senior faculty members to take on special roles with new faculty members who had little or limited teaching experience. This mentorship took the form of both “in-class” and “out-of-class” assistance. Guidance was also used by the Director this academic year to work with two new professors who had recently completed their doctorate work and were retained in full-time positions in lieu of the previous visiting positions for teaching assignments here at Prairie View A&M University.

The sense of “community” was also fostered this year through active involvement of all faculty members through two faculty retreats at the beginning of each semester and regular faculty meetings that were also accompanied by informal meeting and conversation opportunities offered by the Dean and the Program Director. Participation and contributions were also accomplished during regular performance reviews in both the fall and spring terms where the Director used not only the required forms prescribed by the university, but also solicited information and feedback from the faculty about improvements, changes, goals, objectives, etc.

Table No. 1. Cost Control Performance Criteria

Course #	Course Title	Topic/Lecture Added	Notes
ARCH 4443	Construction Documents and Codes	Lecture Segment #15: Project Delivery Process	Understanding the selection process for retaining a construction firm under the Competitive Bid, the Design/Bid and the Construction Manager processes and how it this decision can affect construction costs (timing/risk).
ARCH 4443	Construction Documents and Codes	Lecture Segment #16: The Bidding Process:	Taking the bids, evaluating the results, and making recommendations to the Owner are covered.
ARCH 4443	Construction Documents and Codes	Lecture Segment #18 and 19: Building Measurement:	Learning to calculate Gross Square Footage, Rentable Square Footage and Usable Square Footage and equate them to construction tabulations is presented.
ARCH 4443	Construction Documents and Codes	Lecture Segment #20: Project/Building Proformas:	Hard Costs and Soft Costs, and FF&E (Fixtures, Furniture and Equipment)
ARCH 3013	Construction Estimating		Focus on quantity survey techniques and basic estimating procedures.
ARCH 4556	Design VII,	Design Project Assignment #3: Development plan and prototype housing units for an inner city neighborhood in Houston, Texas	Included in this project was the requirement for students to develop a budget for their design. This project was intended to assist the students learned about speculative housing development.

Table No. 2 Spring Lectures 2007

Date	Speaker/Organization	Topic	Attendance
February 7, 2007	Dr. Terry Dirdwhistell University of Kentucky	Preserving Our Past One Story at a Time: The Promise and Challenge of Oral History	
February 9, 2007	Houston Chapter Construction Specification Expo & Houston AIA Annual	Several Lectures by Architects, Engineers, and Building Manufacturers	75

	Expo was hosted in the new building of the School of Architecture at PVAMU		
February 15, 2007	Dr. Phillip Tabb Texas A&M University	Serenbe Community: Discussing the importance of neighborhood planning, community, quality of life and sustainability	70
February 20, 2007	Web-Cast (live) New York Academy of Sciences	Global Emergency Teach-In: Global warming, climate change, and the built environment.	45
February 21, 2007	Dr. Sherman A. Jackson	Islam in America: From Slavery to Hip-Hop	70
February 28, 2007	Dr. Robert D. King	Predicting the Future, Friendship and Giving	150+
March 6, 2007	Dana Bang, AIA Berridge Manufacturing	Metal Roofing	60
April 4, 2007	Melvin Mitchell, FAIA	The Crisis of the African-American Architect: Conflicting Cultures of Architecture and Black Power	50

Table No. 3 Computers and Audio/Visual Equipment Purchased & Installed 2006-2007

Equipment / Software Purchasing List for School of Architecture (Since May, 2006)

Equipment	Description		Specificatio n		Quantity	Unit Price	Sub- Total
Projector	NEC XGA	LT380	3000 Lumens		8	\$1,867	\$14,936
	Sanyo XGA Projector	PLCXP57L	5500 Lumens		1	\$3,922	\$3,922
	Navitar Lens	671MCZ500			1	\$1,383	\$1,383
	Chief Universal Mount	RPAU			9	\$186	\$1,674
	Chief Ceiling Mount	CMA100			1	\$149	\$149
	Extron 3ft Male VGA to Female B	2653212			18	\$29	\$522
	System installation and testing	INSTALL01			1	\$1,399	\$1,399
	Programming and testing	PROGRM01			1	\$699	\$699
Plasma TV	NEC 61" Plasma	PX61XR4A			1	\$8,765	\$8,765
	NEC 50"				1	\$3,500	\$3,500
	Chief PLP Low Profile Mount	PLP2042			1	\$289	\$289
	Liberty 50Ft VGA, 3.5Mini, AVC Cable	N2V2AC350			1	\$399	\$399
	VGA/Mini Audio/3RCA	WP1			1	\$65	\$65
	System Installation and Testing	Install 01			1	\$799	\$799
Printer/	HP Designjet	C6074B	256MB	2GB	1	\$10,759	\$10,759

Plotter	1055 cm Plotter (36")							
	HP Designjet 8000ps Plotter (24")	C7779C	160MB			1	\$4,295	\$4,295
	HP Color LaserJet 3800 dtn printer		22ppm	288 MB		4	\$1,384	\$5,536
	HP Officejet Pro K850 dn printer		21ppm	32M B		2	\$430	\$860
	HP Business inkjet 2300dtn printer		9ppm	64/3 20M B		2	\$780	\$1,560
	HP B/W LaserJet P2015x printer					2	\$349	\$698
Scanner	Epson Expression 10000XL					2	\$2,499	\$4,998
	Mustek ScanExpress A3					1	\$170	\$170
	HP ScanJet Document Flatbed Scanner					1	\$800	\$800
Laptop	Dell Latitude	Intel® Core™ Duo processor T2400 (2MB Cache/1.83GHz/667MHz FSB)	2GB	120 GB		7	\$2,175	\$15,225
	MacBook Pro 17-inch 2.33GHz					1	\$2,898	\$2,898
Desktop	Dell Inspiron (High Performance)	Pentium® D Processor 950 with Dual Core	4GB	1TB		1	\$3,157	\$3,157

		Technology (3.40GHz, 800FSB) [
	Dell Optiplex 620 Minitower	Pentium® D Processor 820 with Dual Core Technology (2.80GHz, 800FSB)	4GB	500 GB	10	\$2,315	\$23,150
	Power Mac G5	Dual-core 2GHz	2GB	250 GB	10	\$2,993	\$29,930
	Dell Optiplex 745 Minitower		4GB	250 GB	6	\$2,241	\$13,446
	Mac Pro Z0D8		2GB	250 GB	6	\$3,196	\$19,176
	Imac 24 inch	Core 2 Duo			1	\$2,458	\$2,458
Laser Cutter	Universal Laser X 660- 60 System	32"x18"	60W		1	\$27,995	\$27,995
Software	AutoCAD Campus Wide License				1	\$6,000	\$6,000
	Adobe Creative Suite				17	\$167	\$2,839
	File Maker Server				2	\$882	\$1,764
	Arcview GIS	1year			20	\$40	\$800
	MS Project				20	\$39	\$780
	Equipment S/W Total						\$217,795

**Camera
Equipment**

Camera	Description		Specificatio n		Quantity	Unit Price	Sub- Total
	Canon 5D				1	\$2,899	\$2,899

	Digital Camera						
	Canon 24-105mm f4 L Zoom Lens				1	\$1,089	\$1,089
	Canon 24mm TS-E Lens (Tilt-Shift)				1	\$1,099	\$1,099
	Canon 20mm f2.8 Lens				1	\$420	\$420
	Westcott 45" Umbrella				4	\$30	\$120
	ScanDisk 1GB III CF Memory Card				2	\$60	\$120
	Bogen 3221wn Tripod w/ 3047 Head				1	\$250	\$250
	Lowel Omni Light				4	\$130	\$520
	Bulbs				8	\$20	\$160
	Lowel UN55 8' Light Stand				4	\$49	\$196
	AC Photo Dimmer				4	\$39	\$156
	Cannon HV-10 HDV Camcoder				1	\$1,234	\$1,234
	Nikon D80 10.2 Megapixel Digital SKR				1	\$1,299	\$1,299
	Shipping				1	\$30	\$30
Camera Equipment Total							\$9,592

I.3.2.1 Registrar Verification Letter



PRAIRIE VIEW A&M UNIVERSITY

A Member of the Texas A&M University System

National Architectural Accrediting Board, Inc.
1735 New York Avenue, NW
Washington, DC 20006

To Whom It May Concern:

Prairie View A&M University's College of Architecture recently obtained data from PVAMU's Office of Institutional Research and Effectiveness through a request for information needed for completing the 2010-2011 National Architectural Accrediting Board Survey.

The Office of Business Affairs provides service to Prairie View A&M University through a range of components, including the Office of Institutional Research and Effectiveness, which focus on providing reliable and validated information for reporting.

This letter is submitted as verification that Prairie View A&M University's Office of Institutional Research and Effectiveness recently provided student and faculty data to the College of Architecture for the 2010-2011 National Architectural Accrediting Board Survey. The requested survey information was provided by the Office of Institutional Research and Effectiveness to Dr. James Haliburton, Visiting Assisting Professor in Prairie View A&M University's College of Architecture.

Data requests in relation with the National Architectural Accrediting Board Survey sought Prairie View A&M University and College of Architecture student data for Fall 2005 through Fall 2011 and faculty data for Fall 2005 and Fall 2011. The developed data SQL extractions also provided ACT and GRE average test scores for students admitted in Fall 2010, as well as matriculation and graduation information relating with academic years 2005 through 2011.

The information provided for the data requests is accurate and consistent with reporting definitions used by Prairie View A&M University in completion of other internal and external reports requesting enrollment, matriculation, and faculty information.

Respectfully,

A handwritten signature in blue ink, appearing to read "Dean Williamson".

Dean Williamson, Ph.D.
Director
Office of Institutional Research & Effectiveness

Office of Institutional Research & Effectiveness
Drew Memorial Building
P.O. Box 519 · MS 1341 · Prairie View, Texas 77446
Phone (936) 261-2188 · Fax (936) 261-2189

www.pvamu.edu/ir

I.3.3 Faculty Credentials

There are 19 full and part-time faculty or 13 Full Time Equivalent faculty. The faculty have taught for a total of over 215 years – or an average of more than 11 years each. This is supported by over 180 years in practice settings. Five of the faculty are registered architects in Texas, one in India. Two of the faculty are registered professional engineers. Three of the faculty hold doctorates in architecture and one in engineering. In addition, the faculty hold 12 bachelor of arts, science, or environmental design degrees, 8 bachelor of architecture professional degrees, 3 non-architecture masters degrees and 10 master of architecture degrees.

I.3.3a Faculty Credentials

		Academic Credentials	Teaching/Scholarship	Registration	Professional Experience
Bankhead	Dan	B.A. (1980) Rice University; Grad Studies Art History (1981) University of San Francisco; B.Arch (1982) Rice University	8 years - Prairie View A&M University	Registered Architect - State of Texas	Skidmore Owings & Merrill, Summer Intern, 1980; Hellmuth Obata & Kassabaum, Intern Architect, 1980-81; John S. Chase, FAIA, Architect, Managing Director, 1981-1999; Bailey Architects, Associate, 1999-2004; Rey de La Reza Architects, Associate Principal, 2004-2010; Houston Independent School District, General Manager Construction Services – 2010 to present
Batson	William	B.A. (1982) B.S. (1991) M.S. (1995) The Ohio State University	3 years - ITT; 9 years - Bluegrass Community and Technical College; 3 years - Prairie View A&M University		Karlsberger Company, Architects, Inc., Columbus, Ohio, 1988-89; KADPro, Inc., Columbus, Ohio, 1990-93; Columbus Neighborhood Design Center, 1989-90; HKI Architects, Inc., Columbus, Ohio, 1995-96
Bockhorn	Bruce	B.E.D. (1974) Texas A&M University; MBA (1980) Houston Baptist University; PhD (2002) Texas A&M University	9 years - Prairie View A&M University	Registered Architect - State of Texas; Registered Interior Designer - Texas	United States Army Corps of Engineers, 1974-1976; Bernard Johnson, Inc., 1976-1980; W.Z.M.H. Group, Inc., 1980-1985; LaSalle Partners, 1985-1998; Ben Boettcher and Associates, Architects, Inc., 1998-2004
Bolander	Jeff	B.S. (1982) Masters Mechanical Engineering (1984) Doctor of Engineering (1988) Texas A&M University	7 years - Prairie View A&M University	Licensed Professional Engineer - Texas	Shah Smith and Associates - Senior Principal

		Academic Credentials	Teaching/Scholarship	Registration	Professional Experience
Brown	Marshall	B.S. Architectural Engineering (1960) Prairie View A&M University; M.Arch (1978) Texas A&M University	38 years - Prairie View A&M University	Registered Engineer - Texas	Mackintosh Architects, Hollywood, CA., Senior Designer, 1974; Senior Engineer, Project Manager, Architectural Designer, McDonnell Douglas Corp., Space Division, 1962-1972; Paul Williams & Associates Architects, Los Angeles, CA, 1961-1962
Curtis	Jeremy	B.Arch (2001) Prairie View A&M University	3 years -Prairie View A&M University		PGAL Architects - 2002-2004; Self-employed, Arkitektion, LLC, 2003 to present
Eguia	Rudy	A.A.S. Arch/Engineering (1980) St. Philips College; B.S. Construction Management (1996) Texas Southern University; MBA (2003) LeTourneau University; Post grad studies in Civil Engineering and Community Development (2007-11) Prairie View A&M University; PhD (in progress) Texas A&M University	7 years - Lone Star College; 4 years - Prairie View A&M University		Texas Department of Transportation, Project Manager, Houston, Texas, 1990 -- 2004; S & B Infrastructure, Project Manager/Design Manager, Houston, Texas, 2004 – 2005; Sain Engineering, Assistant Project Manager, Birmingham, Alabama, 2006 - 2006
Haliburton	James	B.E.D. (2000) March (2004) PhD (ABD) Texas A&M University	5 years (teaching assistant) - Texas A&M University; 2 years - Prairie View A&M University	Registered Architect - Texas; LEED	Project Architect: Jim Singleton Architects, Bryan, Texas, 2005-present
		Academic Credentials	Teaching/Scholarship	Registration	Professional Experience
Sabouni	Ikhlis	B.Arch (1979) Damascus Unversity; M.Arch (1981) D.Arch (1987) Rice University	22 years - Prairie View A&M University		
Song	Yunsik	B.S. Material Engineering (1983) B.S. Architectural Engineering (1987) Hanyang University; M.Arch (1992) Illinois Institute of Technology; Post graduate study (1994-2000) Texas A&M University	10 years - Prairie View A&M University		Designer and Drafter, Samchang Co., Inc., Seoul, Korea - 1987-88; Intern Design, Schlaeger and Taniguchi Associates, Chicago, 1991 - 1992; Designer and CAD Drafter, Anderson and Oh Associates, Chicago, 1992 - 1993
Tucker de Vasquez	Sheryl	B.S. (1984) Georgia Institute of Technology; M.Arch (1988) University of Texas at Austin; Postgrad Fellowship (1990) University of California at Berkeley	1 year (teaching assistant) University of California at Berkeley; 2 years (Teaching Fellow) University of California at Berkely; 5 years - University of Houston; 7 years - Tulane University; 2 years - Prairie View A&M University	Registered - State of Texas	Project Designer, Stevens and Wilkinson, Atlanta Georgia, 1989-1982; Project Designer, Ellerbe Becket, Washington DC, 1987 - 1988; Intern Architect, Clark, Tribble, Harris and Li, Washington DC, 1987
Wienert	Ross	B.S. (2003) University of Michigan; M.Arch (2009) University of Texas at Austin	2 years (teaching assistant) - University of Texas at Austin; 2 years - Prairie View A&M University		Internships: Jones Baker Design, Dallas, TX (2003-6); Corgan Associates, Dallas, TX (2005-6); Palleroni Leite Design Partnership, Austin, TX (2008); Nieto Sobejano Arquitectos, Madris, Spain (2008)

		Academic Credentials	Teaching/Scholarship	Registration	Professional Experience
Wood	Peter	B.A. (1965) Yale College; M.Arch (1971) Yale School of Architecture; graduate studies in Public Administration (30 hours) Texas Christian University and Higher Education (60 hours) University of Houston	5 years - University of Texas at Arlington; 3 years - University of Nebraska; 13 years - University of Houston; 13 years - Prairie View A&M University		

Part One (I) Section 4 Policy Review

These documents are provided in the team room.

PART TWO (II) EDUCATIONAL OUTCOMES AND CURRICULUM

Part Two (II) Section 1 Student Performance Criteria

II.1.1 Student Performance Criteria

The architecture program is designed as a seamless progression from years one through five with students achieving the Bachelor of Science in Architecture at the end of their Senior year and progressing directly into the Master of Architecture professional degree program. Students who have developed alternative interests may terminate their studies in architecture with completion of studies in architecture at the end of Junior Year and complete the Bachelor of Science degree while developing other areas of general studies or concentrations.

The following outlines the content and flow of the studies toward the professional degree:

ARCHITECTURE PROFESSIONAL DEGREE PROGRAM SEQUENCE

FRESHMAN YEAR

First Semester	Hours
ARCH 1233 Visual Communications	3
ARCH 1253 Architecture Design I	3
ARCH 1273 Intro. to Multimedia Computing	3
SPCH 1003 Fund. of Speech Communication	3
MATH 1123 Trigonometry	3
ENGL 1123 Freshman Composition I	3
Total	18

Second Semester	Hours
ARCH 1266 Architecture Design II	6
ARCH 2223 Computer Aided Design	3
ENGL 1143 Technical Writing	3
HIST 1313 The U.S. to 1876	3
POSC 1113 American Government I	3
Total	18

SOPHOMORE YEAR

First Semester	Hours
ARCH 2233 History and Theory of Arch I	3
ARCH 2256 Architecture Design III	6
ARCH 2273 Materials and Methods I	3
PHSC 1123 Physical Science I	3
POSC 1123 American Government II	3
Total	18

Second Semester	Hours
ARCH 2243 History and Theory of Arch II	3

ARCH 2266	Architecture Design II	6
ARCH 3283	Materials and Methods II	3
HIST 1323	The U.S. 1876 to Present	3
PHSC 2123	Physical Science II	3
	Total	18

JUNIOR YEAR

First Semester		Hours
ARCH 3256	Architecture Design V	6
ARCH 3293	Structural Systems I	3
ARCH 3453	Environmental Systems	3
	Social/Behavioral Science Elective	3
	Total	15

Second Semester		Hours
ARCH 3266	Architecture Design VI	6
ARCH 3463	Sustainable Building	3
ARCH 4433	Structural Systems II	3
	Elective	3
	Total	15

SENIOR YEAR

First Semester		Hours
ARCH 4456	Architecture Design VII	6
ARCH 4443	CAD Construction Docs & Codes	3
	Electives	6
	Total	15

Second Semester		Hours
ARCH 4476	Architecture Design VIII	6
	Electives	9
	Total	15

GRADUATE YEAR

Summer Semester		Hours
ARCH 5506	Internship	6
	Total	15

First Semester		Hours
ARCH 5556	Architecture Design IX	6
ARCH 5513	Research Seminar	3
ARCH 5483	Structural Systems III	3
	Elective	3
	Total	15

Second Semester		Hours
ARCH 5579	Comprehensive Project Studio	9
ARCH 5593	Professional Practice	3
	Elective	3
Total		15

II.1.1A SPC Matrix

Design	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	Realm B												Realm C													
	Communication Skills	Design Thinking Skills	Visual Communication Skills	Technical Documentation	Investigative Skills	Fundamental Design Skills	Use of Precedents	Ordering Systems Skills	Historical Traditions and Global Cultures	Cultural Diversity	Applied Research	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	C1	C2	C3	C4	C5	C6	C7	C8	C9					
Design																																					
1253 Architecture Design I																																					
1266 Architecture Design II																																					
2258 Architecture Design III																																					
2266 Architecture Design IV																																					
3256 Architecture Design V																																					
3288 Architecture Design VI																																					
4456 Architecture Design VII																																					
4478 Architecture Design VIII																																					
5556 Architecture Design IX																																					
5578 Comprehensive Design																																					
Building Technology																																					
2273 Materials & Methods I																																					
3283 Materials & Methods II																																					
3453 Environmental Systems																																					
3463 Sustainable Building																																					
3293 Structural Systems I																																					
4433 Structural Systems II																																					
5593 Structural Systems III																																					
History and Theory																																					
2233 History I																																					
2243 History II																																					
5513 Research Seminar																																					
Visual Representation																																					
1233 Visual Communications																																					
1273 Multimedia Computing																																					
2223 Computer Aided Design																																					
4443 CAD Construction Docs																																					
Professional																																					
5506 Internship																																					
5593 Professional Practice																																					

PRAIRIE VIEW A&M UNIVERSITY
SCHOOL OF ARCHITECTURE
M. ARCH NAAB MATRIX

Part Two (II) Section 2 Curricular Framework

II.2 Curricular Framework

II.2.1 Regional Accreditation



**SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES**

1866 Southern Lane • Decatur, Georgia 30023-0897
Telephone 404/679-4300 • Fax 404/679-1538
www.sacscoc.org

January 7, 2011

Dr. George C. Wright
President
Prairie View A&M University
P. O. Box 519; Mail Stop 1001
Prairie View, TX 77446

Dear Dr. Wright:

The following action regarding your institution was taken at the December 2010 meeting of the Board of Trustees of SACS Commission on Colleges:

The Commission on Colleges reaffirmed accreditation with a request for a First Monitoring Report due **April 15, 2011**, addressing the visiting committee's recommendation applicable to the following referenced standard of the *Principles*:

CS 3.7.1 (Faculty Competence) Recommendation 1

The institution has not documented that faculty supervising student teaching assistants hold the appropriate certifications or credentials to carry out this responsibility. As a follow-up, Prairie View A&M officials are asked to document the qualifications of both supervising faculty as well as each of the student teaching assistants.

Please submit to your Commission staff member a **one-page** executive summary of your institution's Quality Enhancement Plan. The summary is due **February 15, 2011**, 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.

Your institution's next reaffirmation will take place in **2020** unless otherwise notified. 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 11 months in advance by the President of the Commission regarding its specific due date.

Guidelines for the monitoring report are enclosed. Because it is essential that institutions follow these guidelines, **please make certain that those responsible for preparing the report receive the document. If there are any 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.



Dr. George C. Wright
January 7, 2011
Page Two

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 institution has been placed on Probation within the two-year period, extension of accreditation beyond the two-year period for good cause is dependent on the amount of time the institution has already been on Probation. An institution may be on Probation for not more than two years. If the Commission does not determine good cause or if the institution does not come into compliance within two years while on Probation, 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.

Sincerely,

Belle S. Wheelan, Ph.D.
President

BSW:cp

Enclosures

cc: Dr. Rudolph S. Jackson

II.2.2 Professional Degrees And Curriculum

Degree Offered:

Master of Architecture (MArch)

Pre-requisite Degree:

Bachelor of Science (BS)

Master of Architecture

36 semester credit hours

Professional Studies - 30 semester credit hours

Electives - 6 semester credit hours

Bachelor of Science

132 semester credit hours

General (non-architecture) Studies - 45 semester Credit Hour Minimum

Required courses with other than architecture content - 33 semester credit hours

Elective courses with other than architectural content - 12-18 semester credit hours

Professional Studies

Courses with architectural content required of all students - 81 semester credit hours

Elective courses with architectural content – 0-6 Semester credit hours maximum

Minors and Concentrations

Students may select from 23 minors offered within the University. With 18 semester credit hours of electives within the BS degree, most minors can be accomplished using those hours.

Example:

Construction Science Minor Requirements 18 SCH

A minor in Construction Science can be obtained by completing 18 credit hours.

CONS 4603, 4633, 4753, ARCH 3013 and two of the following: CONS 4413, 4423, 4433, 4443, 4453.

Students also make use of the double major in architecture and construction science which requires completion of an additional 30 semester credit hours while completing the BS in architecture for a total of 162 semester hours.

Semester Credit Hours Required By Semester – BS Degree

Freshman Year – Fall = 15 sch Spring = 18 sch

Sophomore Year – Fall = 18 sch Spring = 18 sch

Junior Year – Fall = 15 sch Spring = 18 sch

Senior Year – Fall = 15 sch Spring = 15 sch

Semester Credit Hours Required By Semester – March Degree

Summer = 6 sch Fall = 15 sch Spring = 15 sch

Required Professional Content Courses – BS Degree - 81 Semester Credit Hours

ARCH 1233. Visual Communications. (1-4) Credit 3 semester hours
ARCH 1253. Architecture Design I. (1-4) Credit 3 semester hours
ARCH 1266. Architecture Design II. (2-8) Credit 6 semester hours
ARCH 1273. Introduction to Multimedia Computing. (3-0) Credit 3 semester hours
ARCH 2223. Computer Aided Design. (23-02) Credit 3 semester hours
ARCH 2233. History and Theory of Architecture I. (3-0) Credit 3 semester hours
ARCH 2243. History and Theory of Architecture II. (3-0) Credit 3 semester hours
ARCH 2256. Architecture Design III. (2-8) Credit 6 semester hours
ARCH 2266. Architecture Design IV. (2-8) Credit 6 semester hours
ARCH 2273. Materials and Methods I. (3-0) Credit 3 semester hours
ARCH 3256. Architecture Design V. (2-8) Credit 6 semester hours
ARCH 3266. Architecture Design VI. (2-8) Credit 6 semester hours
ARCH 3283. Materials and Methods II. (3-0) Credit 3 semester hours
ARCH 3293. Structural Systems I. (3-0) Credit 3 semester hours
ARCH 3453. Environmental Systems I. (3-0) Credit 3 semester hours
ARCH 3463. Environmental Systems II. (3-0) Credit 3 semester hours
ARCH 4433. Structural Systems II. (3-0) Credit 3 semester hours
ARCH 4443. CAD Construction Documents and Codes. (3-0) Credit 3 semester hours
ARCH 4456. Architecture Design VII. (2-8) Credit 6 semester hours
ARCH 4476. Architecture Design VIII. (2-8) Credit 6 semester hours

Required Professional Content Courses – MArch Degree – 30 Semester Credit Hours

ARCH 5483. Structural Systems III. (3-0) Credit 3 semester hours
ARCH 5506. Internship. (0-0) Credit 6 semester hours
ARCH 5513. Research Seminar. (3-0) 3 semester credit hours
ARCH 5566. Architecture Design IX. (2-8) 6 semester credit hours
ARCH 5579. Comprehensive Project Studio. (3-12) 9 semester credit hours

Required General Education Courses – 45 Semester Credit Hours (33 hours required as part of the core curriculum plus 12 hours of non-architecture electives)

ENGL 1123. Freshman Composition I. (3-0) Credit 3 semester hours
ENGL 1143. Technical Writing. (3-0) Credit 3 semester hours
SPCH 1003. Fundamentals of Speech Communication. (3-0) Credit 3 semester hours
MATH 1123. Trigonometry. (3-0) Credit 3 semester hours
PHSC 1123. Physical Science I. (3-0) Credit 3 semester hours
PHSC 2123. Physical Science II. (3-0) Credit 3 semester hours
HIST 1313. U.S. to 1876. (3-0) Credit 3 semester hours
HIST 1323. The U.S. 1876 to the Present. (3-0) Credit 3 semester hours
POSC 1113. American Government I. (3-0) Credit 3 semester hours

POSC 1123. American Government II. (3-0) Credit 3 semester hours

Behavioral Science Elective. Credit 3 semester hours

Non-architecture electives. Credit 12 semester hours

Off-Campus Programs – None

II.2.3. Curriculum Review and Development

Curriculum review and development is a continuous process within the architecture program driven by the weekly or bi-weekly meetings of the design faculty and others under the direction of the Director of Design and Director of Architecture. This body is made up of all the full-time faculty and is driven by the continuous review of the outcomes of the design studio sequence as it reflects on the content of both the design studios and the technical courses. Of the regular participants in the meetings, half are registered architects including the leadership of the group. Curriculum change may be initiated in a number of ways: through the design review committee, by individual request and by the administration. Recommendations are reviewed by the committee and changes submitted to the Dean. Most changes tend to be adjustments within the existing course fabric of the program and need no further action. Significant changes (course additions or deletions or major changes in course structure or prerequisites) are submitted to the University Academic Council for approval, approval by the Office of Academic Affairs and approval by the State Commission of Higher Education before being implemented and listed in the University catalog.

The curriculum review process is directly connected to the self-assessment of the program as described in Section I.1.5 in that the continuing semester ending review of design studio output supplemented by interim jury reviews provides continuous input which directly fuels recommendations for change.

Part Two (II) Section 3 Evaluation Of Preparatory/ Pre-Professional Education

II.3 Evaluation Of Preparatory/Pre-Professional Education

Evaluation of transfer credits begins at the University level where the Office of Admissions reviews and evaluates all transcripts for transfer and equivalence. Transfer is determined based upon the accreditation of the issuing institution, while equivalency of non-architecture course is determined by the College, School or Department that offers the equivalent course. A record of equivalencies is maintained at the University level to avoid repetition of this task. A grade of "C" or better is required to transfer credit.

The School of Architecture uses the University's evaluation to determine the appropriate use of all transfer courses that are to be applied to the Bachelor of Science degree. Transfer credits are evaluated by the program advisors for all students entering the architecture program. Typically, the senior faculty assume this responsibility with support from appropriate level staff and other faculty when evaluating both studio and non-studio coursework in architecture. Credits for design studios are based upon a review of the student's portfolio, while non-studio courses are subject to a review of catalog description if necessary. The evaluation of architecture courses is done with the objectives of the Prairie View A&M University course and the NAAB Performance Criteria assigned to the course. Non-architecture courses are generally accepted based upon the University admissions review and assignment of credit.

Part Two (II) Section 4 Public Information

II.4 Public Information

II.4.1 Statement On Naab Accredited Degrees

The School's website along with the University catalog contain the exact language from the NAAB regarding accredited degree programs.

<http://www.pvamu.edu/pages/5023.asp>

<http://www.pantherconnect.com/catalog/cat09/>

<http://pantherconnect.com/catalog/docs/09/Undergrad/PDF/sections/architecture.pdf>

II.4.2 Access To Naab Conditions And Procedures

The School of Architecture provides access to following documents:

The 2009 NAAB Conditions for Accreditation

The NAAB Procedures for Accreditation

<http://www.pvamu.edu/pages/5023.asp>

II.4.3 Access To Career Development Information

Access to career development information is available through the School's website.

<http://www.pvamu.edu/pages/5023.asp>

II.4.4 Public Access To APR's And VTR's

All annual reports and visiting team reports are available in the library and will be made available through the school's website.

II.4.5 ARE Pass Rates

	PRE Design	General Structures	Lateral Forces	Mechanical & Electrical Systems	Materials and Methods	Construction Documents & Services	Site Planning	Building Planning	Building Technology
	# - Pass Rate	# - Pass Rate	# - Pass Rate	# - Pass Rate	# - Pass Rate	# - Pass Rate	# - Pass Rate	# - Pass Rate	# - Pass Rate
2005	2 - 0.00	4 - 0.25	3 - 0.33	0 - 0.00	3 - 0.00	5 - 0.20	6 - 0.17	5 - 0.40	5 - 0.20
2006	0 - 0.00	0 - 0.00	1 - 0.00	0 - 0.00	0 - 0.00	0 - 0.00	5 - 0.20	1 - 1.00	4 - 0.50
2007	4 - 0.00	3 - 0.67	1 - 0.00	1 - 1.00	10 - 0.20	3 - 0.00	2 - 0.00	3 - 0.00	3 - 0.00
	Programming, Planning & Practice	Site Planning & Design	Building Design & Construction systems	Schematic Design	Structural Systems	Building Systems	Construction Documents & Services		
	# - Pass Rate	# - Pass Rate	# - Pass Rate	# - Pass Rate	# - Pass Rate	# - Pass Rate	# - Pass Rate		
2008	2 - 50.00	0 - 0.00	1 - 0.00	2 - 50.00	0 - 0.00	0 - 0.00	3 - 0.00		
2009	3 - 0.00	4 - 50.00	2 - 50.00	3 - 33.00	2 - 0.00	2 - 0.00	10 - 10.00		

PART THREE (III) PROGRESS SINCE LAST VISIT

Part Three (III) Section 1 Summary Of Responses To The Team Findings

III.1 Summary Of Responses To The Team Findings

In 2009 The School of Architecture submitted a Focus Evaluation Report which is provided below. Included in this report are the Responses to the Conditions Not Met from the 2006 visit as well as the Responses to the Causes of Concern. This report is followed by a response from the NAAB dated November 2, 2009 showing all conditions were met.

Prairie View A&M University
School of Architecture

Focus Evaluation Report

*Master of Architecture (B.S. in Architecture [130 undergraduate credit hours]
plus 36 graduate credit hours)*

May 31, 2009



PVAMU Architecture Students Won the **“People’s Choice Award”** at the *Gulf Coast Green Symposium* in Houston

Prairie View’s team -- Gary Fondel, Douglas Morton, and Jeremy Yeldell -- recently won the *“People’s Choice Award”* for their design entry, “Waller Crossing and Beyond,” at the 2009 Student Competition for the Gulf Coast Green Conference held in Houston, Texas on April 16 -17th. *Gulf Coast Green 2009 Symposium* is the leading green building conference targeted to design and construction professionals within the Gulf Coast region, organized by the AIA Houston Committee on the Environment. It was attended by 400 architects, engineers and construction professionals from across Texas. These professionals voted for PVAMU students as their team of choice.

May 31, 2009

Prairie View A&M University School of Architecture Focus Evaluation Annual Report 2009

This Focus Evaluation Report will respond to conditions and concerns contained in the 2006 Visiting Team Report (VTR). In this submittal we will address two specific aspects: 1. Conditions Not Met; and 2. Causes of Concern.

1. Conditions Not Met

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]

PVAMU SOA appears to engage in numerous endeavors geared to assessing the program's advancement towards achieving accreditation. However, the number of contradictory pieces of information and the lack of thorough documentation provided to the team result in this condition's being "not met."

SOA is to be commended for the thorough self-assessment document included in the *Architecture Program Report* (APR). Strengths, challenges, and plans of action were identified and documented in the following categories: Faculty and Staff, Students, Facilities, Resources, Research, Service, Technology, Administration, Teaching and Curriculum, Leadership, Access, Accountability, Academic Freedom, Student Organizations, Diversity, and the Profession. However, there is no strategic plan included with the documentation that identifies strategies and time lines for accomplishing the goals.

The APR makes reference to two specific assessment documents—a strategic plan and a quality enhancement plan—yet neither is included in the APR. The APR also refers to numerous self-assessment activities such as community meetings, student course evaluation forms, faculty evaluation forms, alumni/ae surveys, and surveys from employers regarding student internships, yet no examples of these documents are included. While the committee has no doubt that these areas are being assessed in some way, it would benefit the program to include examples of these documents so the accrediting team can better understand what is being assessed and the strategies identified and/or implemented for correcting areas of concerns.

Overall, the accrediting team had difficulty locating information in the Team Room and had to ask for too much additional information in order to better understand areas of concern. As a result, too many pieces of contradictory information came to the attention of the team. For example, page 1-10 of the APR indicates research as a strength of the program, yet page 1-14 states that not much research takes place; page 3-74 states that the library has no slide collection, yet when gathering additional information about the library, the team was told

there was a slide collection with 21,000 slides; pages 1-10 and 3-99 refer to the fact that SOA brings in more money than it spends, yet financial instability is an ongoing theme throughout the document.

The team was further concerned regarding this issue since SOA responded to a condition “not met” during the 2000 accrediting visit by saying that a particular condition was not met because the SOA “did not display the work appropriately to answer the question.” It is incumbent upon the SOA to present the accreditation material in a clear, concise, and accurate manner, and the accrediting team felt SOA fell short in this area.

At the time of the NAAB review in 2006, the SOA had in place a QEP and a Strategic Plan. We understand that the failure to include these documents in the APR and team room was our responsibility. As we approach the mid-point of our term of accreditation we would note the following items:

Assessment Committee: The SOA established an ‘Assessment Committee’ to address matters related to academic evaluation. This committee is chaired by Dr. Bruce F. Bockhorn, AIA, who is also a member of the university’s Assessment Committee that is preparing the university for SACS. Dr. Bockhorn has been trained at the university level and attended conferences that were recommended by the university’s Center for Teaching Excellence. There are representatives from the architecture, construction science, community development and art programs serving on the committee. Professor Barry Norwood is a member of the university’s SACS Institution Effectiveness Committee. The School conducts a one-day planning retreat at the beginning of each semester and a one day assessment retreat at the end of each academic year.

At the faculty and staff ‘kick-off’ meetings for the fall and spring semesters, our professors (full-time and adjunct) are briefed on current assessment topics related to our areas of instruction. For this past academic year we focused on meeting the university’s SACS mission of ‘closing the loop.’ The SOA Assessment Committee developed a standard ‘end of the semester’ form that assisted each professor in checking their work in meeting course objectives (see following paragraph) and relating their instruction to the 34 NAAB criteria. In addition, this committee started a list of ‘learning objectives’ for each course offered by the SOA. This document is currently in distribution to the SOA faculty for review and comment as it will be a major focus of our Fall 2009 faculty retreat in August.

Student Surveys: Each graduating class since the NAAB visitation in 2004 has been surveyed. This data (2006-2009) is to be analyzed during the summer term and reviewed with the faculty as part of our ‘kick-off’ to the fall semester 2009. Specifically, the survey identifies the 34 NAAB conditions and seeks input from the students as they complete their course of study. Our objective in collecting this data is to identify strengths and weaknesses from the perspectives of our graduates. Our Assessment Committee is in the process of developing a questionnaire to distribute to SOA graduates this fall as we prepare to celebrate our 10th anniversary as a separate academic unit. We hope that as our graduates return for our celebrations during the week of homecoming, we can combine their survey responses with focus group interviews.

Quality Enhancement Planning and Strategic Plan: As part of the SACS preparation the SOA has just prepared a new QEP and Strategic Plan. These documents have been submitted to the university administration for review and approval. As a part of both documents, the SOA is charged with timeline implementation of instruction and course offerings.

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]

The 2005–07 Undergraduate Catalog contains the correct wording. The 2005–07 Graduate Catalog contains outdated and incorrect wording. Inconsistent/incorrect wording is also contained in APR pages 3-14 (correct) and 3-17 (incorrect). Hence this condition is “not met.”

This matter has been corrected with the catalogs issued since the 2006 NAAB visitation. As the university has gone to an electronic version of the catalog, changes are incorporated every semester rather than every other year when the catalogs were printed in hard copy. Additionally, the catalog submissions (updates, changes, etc.) are monitored directly by one of our administrative assistants. Under her direction all entries must receive the review and approval of the director for the respective academic program.

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]

Library materials are centrally located in the John B. Coleman Library as there are no collections housed in remote sites around the PVAMU campus. The Coleman Library is located across the street from SOA and provides students an opportunity to leave the studio and interact with other students and use other campus facilities. Some students enjoy walking to the library and find the environment appropriate for study, research, and reflection. However, some students admit they would use the library more if it were located in the building.

SOA currently has a small space designated for an in-house resource/reference library and anticipates expanding this collection of materials once the College of Business moves out of the building. (The space originally designated for the library is currently occupied by the College of Business's Marketing Department.) To date, the SOA collection contains 159 VHS tapes, 23 DVDs, 12 CDs, and 21,000 slides. The SOA library is currently not accessible on a regular basis but plans are underway to staff it with student workers. These students will help relocate slides still located in the previous facility and will organize and digitize them.

SOA appears to have an excellent working relationship with the staff of the Coleman Library. All first-year students, new students, and faculty are required to attend one information literacy session. Faculty, staff, and students recommend titles for purchase and thus help shape the architecture collection. Eleven thousand (3 percent) of the library's total holdings (356,562) relate to architecture and 8,000 of these have NA⁶ titles. For FY 2005, \$35,485 (6 percent) of the total library budget was designated for architecture books and \$193,972 (33 percent) was designated for architecture databases and electronic resources.

The Coleman Library purchases architecture materials with money from the National Endowment for the Humanities (NEH) Fund, the Office of Civil Rights (OCR) Architecture Fund, and the Library Access Fund. The OCR fund ceased in FY 2004 but the NEH and Library Access Funds continue to cover materials costs. In addition, students are assessed a \$10 library usage fee per credit hour to help defray costs for the more expensive materials.

Because of the dislocation of the planned library space by the College of Business and the pending, but not-yet-implemented replacement resource/reference library, the team evaluates this condition as "not met."

As noted in the last annual report, there was no architectural library planned during the design of the building; only a resource/reference library was included. The reason is that the university's Coleman Library is located across the street from SOA. Even the Team noted that. *"The Coleman Library is located across the street from SOA and provides students an opportunity to leave the studio and interact with other students and use other campus facilities."*

During the last two academic years, the SOA employed a graduate student in architecture to manage the **in-house reference library**. This student opened and ran the facility in our building for approximately 4-5 hours each day. This afforded our students greater access to journals, reference books, several architectural books and building materials. It also provided a place to study in a quiet atmosphere or to *conduct research*.

Below is an update report from the University Librarian Dr. Rosie L. Albritton about the Architecture Library Holdings for the last three years.

John B. Coleman Library
Architecture Library Holdings: Three-Year Update
(March 2006-May 2009)

In the Spring Semester 2006, the John B. Coleman Library reported holdings of 356,594 volumes, including 11,405 volumes, 3% of the total collection, related to the study of architecture. Over the past 3.5 fiscal years, the Library has added over 21,000 volumes (21,080) for a total of 377,674 volumes in the total collection. The architecture collection is now 3.4% of the library holdings, for a total of 12,776, volumes. Over 1,300 volumes were added to the architecture collection, as of May 28, 2009. The current library holdings and the architecture collection represent a growth rate of 6% (5.91%), from March 2006 to May 2009, as indicated below:

<i>FY</i>	<i>Total Holdings</i>	<i>Vols Added</i>	<i>Architecture Holdings</i>	<i>Vols Added</i>
FY06	356,594	5,010	11,405	133
FY07	361,604	5,707	11,538	377
FY08	367,311	5,163	11,915	312
FY09	372,474	5,200	12,227	549
Totals	377,674		12,776	

The library subscribes to 85 online *electronic databases* that provide the following number of "Full-text-online" journals: *139 under architecture (67 of the titles are architecture journals) and 157 under Visual Arts, related to the study of Art, Architecture and Applied Arts.* Remote access from off-campus is provided to all students and faculty for searching and retrieving information from these databases. The library also subscribes to *over 70 "print" journals* related to the study of architecture, community/urban development and construction science, and *15 of these titles are architecture journals.*

The Prairie View A&M University library collection "exceeds" the minimum requirement of 5,000 different Library of Congress NA titles, technical and support volumes, and provides a balanced architecture collection as required by the Art Libraries Society of North America, and the Association of Architecture School Librarians. The library collection continues to provide a "wide variety" of print, visual, and electronic media, which is adequate in "size, scope, content, currency, and availability," for a professional degree program in architecture.

The architecture collection is developed to support the undergraduate and graduate study offered in the Prairie View architecture degree programs. The collection supports the curriculum and research needs of students, as well as the instructional and research needs of the faculty. Evaluation and assessment of all library collections is an ongoing and varied process.

Submitted by:
Dr. Rosie L. Albritton

Director of Library Services & Professor of Educational Media & Technology
May 28, 2009

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]

“Where there’s a will, there’s a way.” This is the underlying theme of architecture education nationwide, not just at PVAMU, and it is particularly evident when financial resources are limited but the need to create the best conditions for teaching and learning are not. In short, PVAMU SOA is doing an extraordinary job within the limited resources it has.

But the challenges remain. Anticipated increases in enrollment, the maintenance and operation of the new facility, and expanded academic programs will all require both ongoing financial resources as well as committed funding over time. While the benefits of the one-time investment in the striking new facility are not to be overlooked, the success of the program will depend upon its continued funding, at least a noteworthy portion of which will expire in August 2007.

This subject is further discussed in Section I, Summary of Team Findings, 4. Causes of Concern, and is the single issue around which revolve many potentially affected aspects of the program at PVAMU SOA.

Please see information about financial resources under Causes for Concern.

13.25 Construction Cost Control

Understanding of *the fundamentals of building cost, life-cycle cost, and construction estimating*

Met Not Met
[] [X]

While there is evidence to suggest that the issue is peripherally addressed in several courses that contribute to an understanding, the APR course matrix identifies only a single course, Arch 4443, CAD Construction Documents, as “satisfying the criterion.” However, the course syllabus for Arch 4443 states that the related material only “contributes” to the understanding. Hence by SOA’s own assessment there is no course in the total curriculum to which primary responsibility is assigned to satisfy the criterion. Thus, the team evaluates this criterion as “not met.”

Since the visit, the architectural curriculum has been reviewed and strengthened to address this matter. For example:

- **ARCH 4443 Construction Documents and Codes:** A separate lecture segment has been created on 'proformas.' This lecture deals with hard and soft cost elements of the project budget so that the students are aware of implications to project viability with regards to construction elements and budgets. Another lecture segment has been created dealing with 'bidding procedures.' This session is focused on developing the students' understanding of how costs are obtained on a project. It is particularly germane given the rapidly changing methods of project delivery (Construction Management and Design/Build).
- **ARCH 3013 Estimating:** While this is a required course for all Construction Science majors, we now have over 45 students completing a double major in architecture and construction science. This course is a mandatory class for the double major students.
- **Architecture Design Studios (4th Year):** During the 2008-2009 academic year, the SOA incorporated budget information (preparation and analysis) in ARCH 4456 and 4466. The classes were taught by Camillo Parra, AIA. Mr. Parra, besides being named as the 'Young Architect of the Year' by the Texas Society of Architects and honored by the AIA at its 2009 national convention, owns his own development firm. His ability to communicate the importance of budgets and cost control was a prominent element of these courses.

2. Causes of Concern

In addition to the above conditions marked "not met," two overarching concerns exist for the future health and vitality of the program:

1. Overall financial support and its sustainability into the future; and
2. The school leadership-faculty culture, which currently does not exhibit the most robust collegiality and collaboration.

While the financial dilemma may be thought of as being typical for institutions nationwide and not unique to the situation at PVAMU, inadequate program-wide funding continues to be the greatest source of uncertainty at the PVAMU SOA. The unprecedented commitment to capital improvements, which resulted in the new SOA building and a portion of the funds allocated to programs and their support, will essentially expire in August 2007. Program initiatives undertaken in the near past already have been subjected to funding cuts, and their robust continuation is dependent upon alternative funding sources. Although financial resources are addressed directly in Condition 10, the potential impact of these funding uncertainties ripples throughout related conditions and criteria touching in whole or in part on the following areas:

- Faculty salary levels
- Adequate faculty numbers
- Administrative staffing levels
- On-site architecture library resources
- Scholarship levels
- Opportunities for field trips
- Opportunities for international study

- Comprehensive lecture series
- Equipping/outfitting of the building.

During the past three academic terms the architecture faculty members have made efforts to expand opportunities for both off campus trips as well as study abroad offerings. Off campus trips have included sites in Houston, Dallas/Ft. Worth, Austin, San Antonio, Waller, and Brenham, Texas.

In the fall of 2008, the SOA established a Study Abroad Committee. This unit is headed by Dr. Akel Kahera and comprises faculty members from each academic program. They drafted and put in place necessary documents for faculty to propose programs and for students to use in registering for the programs that are offered.

In the summer of 2007, 12 students studied in Italy under the guidance of Associate Professor Barry Norwood. During the 2008-2009 academic year, there were 3 proposals to study abroad or in the continental United States. The Study Abroad Committee evaluated all submittals before recommending the proposed study and this year 10 students are completing a tour of New York City where they visited 3 prominent architectural offices as part of their class.

With regards to lecture series, since the 2006 visit, the TIPHC (Texas Institute for the Preservation of History and Culture) received \$500,000 funding from the Brown Foundation (Houston, TX). With these funds the TIHC:

1. Produced three PBS Education documentaries;
2. Started a major refereed publication;
3. Produced classroom posters for teaching Texas History and distributed them to over 3,000 middle and junior high schools in the state;
4. Held a conference on Diversity;
5. Established 8 research Internships for graduate students and undergrad students;
6. Held four public exhibits in our building's Gallery; and
7. Arranged and hosted the following lectures:

Public Lectures Sponsored by TIPHC/ SoA 2007

1. Melvin Mitchell FAIA: *The Crisis of the African-American Architect: Conflicting Cultures of Architecture and (Black) Power* (April 4th 2007)
2. Professor Dr. Terry Birdwhistell, "Preserving Our Past One Story at A Time: The Promise and Challenge of Oral History." Associate Dean of Special Collections and Digital Programs Division University of Kentucky, (2/7/2007)
3. Dr. Jackson University of Michigan, Ann Arbor "Islam in Black America: From Slavery to Hip-Hop." (2/21/2007)
4. Dr. Finnie Coleman: "Diaspora, Diversity, Dissent and Development." Director Africana Studies Program, Associate Professor at University of New Mexico Albuquerque, New Mexico (April 18th , 2007)
5. Prof. Colbert. "Two Prisons in Texas: An Architectural Analysis" (September 26th)(Professor of Architecture, University of Houston)
6. Prof David Woodcock, "Discovery through Documentation "Texas A&M, College of Architecture. (October 24th)

Public Lectures Sponsored by TIPHC/ SoA 2008

1. Professor Ralph B. Johnson, University of Florida – *“Un-masking Fort Mose: Architectural Preservation and Historic Reflections”*
2. Curtis J. Moody, FAIA, NCARB, Moody -Nolan, Inc. – *“Leading a Design Firm: The Success Story of an African American Architect and Designer”*
3. Dr. Sharon Sutton, FAIA – *“Architects of Color as Civic Leaders”* University of Washington
4. Kwendeche AIA – *“From Humnoke to Ubud and Back”*
5. Prof. Maceo Dailey- University of Texas, El Paso Professor Maceo Dailey, University of Texas, El Paso – *“Juneteenth, Jubilation and Journeyproud: Black Texans Exit Captivity and Enter Community, 1875-1900”*
6. Elizabeth Rictour, *“Design Process and Meaning in Architecture”* Rictour Architects Corpus Cristi Texas.(November 19th)
7. Profesor William Cannady, Rice University.(November 2008)

Public Lectures Sponsored by TIPHC/ SoA 2009 (Spring)

1. Donna Carter, Architect Carter Associates Austin Texas *Twenty five Years of Practice: Bridging Architecture, Preservation and Planning* (March 5th 2009)

With the growth in enrollment to over 400 students, we had to make revisions to our building to accommodate the need for additional computer labs. We converted a room intended for four adjunct professors into an open lab for student access, with 20 new units plus additional plotters. We also installed a bank of four computers outside the main computer teaching classroom that is accessible to the students 24 hours a day, 7 days a week. In the main computer teaching lab, we added and updated our units, including software for Revit and B.I.M. In our graduate program, we added an elective course in B.I.M., and this class had a very positive impact on the students’ work. We have established an undergraduate course in B.I.M. for the Fall semester 2009.

SCHOOL OF ARCHITECTURE EQUIPMENT AND SOFTWARE PURCHASING COST DURING 2006-2009 was \$300,405. A detailed list is lengthy and can be submitted to the NAAB Team if needed.

SCHOOL OF ARCHITECTURE FACULTY TECHNICAL TRAINING LIST DURING 2006-2009
(Paid for by the School)

Training	Name of Trainee	Place	Date
Revit Architecture	Yunsik Song	Total CAD	05, 2006
	John Okello	Total CAD	06, 2007
	Arsenio Rodrigues	Total CAD	11, 2007
	Bill Batson	Total CAD	11, 2007
	Rudy Eguia	Total CAD	11, 2007
	Jeremy Curtis	Total CAD	03, 2008
	Bill Price	Total CAD	05, 2008

Generative Components	Yunsik Song	PVAMU	11, 2008
	Carlos Nome	PVAMU	11, 2008
Rhinoceros 3D	Yunsik Song	LaredoCollege	04, 2009
WebCity	Yunsik Song	PVAMU	03, 2009
	Rudy Eguia	PVAMU	05, 2009
BIM Workshop	Ikhlas Sabouni	University of Houston	04, 2009
	Barry Norwood	University of Houston	04, 2009
	Yunsik Song	University of Houston	04, 2009
	Bill Batson	University of Houston	04, 2009
	John Okello	University of Houston	04, 2009
AutoCAD 2010	Yunsik Song	Reliant Center	06, 2009
	John Okello	Reliant Center	06, 2009
	Bill Batson	Reliant Center	06, 2009
	Rudy Eguia	Reliant Center	06, 2009
	Jeremy Curtis	Reliant Center	06, 2009

In our model shop additional equipment was installed to support the design studios. A major commitment was made with the addition of a laser cutter that our students began using during 2008.

SCHOOL OF ARCHITECTURE SHOP EQUIPMENTS, TOOLS AND SUPPLIES EXCEEDED \$46,000 DURING 2006-2009. A detailed list is lengthy and can be submitted to the NAAB Team if needed.

Scholarships from the School of Architecture

Fiscal Year 06-07

School of Architecture Scholarships	\$	41,521.00
Texas Architecture Foundation	\$	1,000.00
Rice	\$	200.00
Spaw Glass	\$	2,000.00
Austin Commercial, LP	\$	200.00
TAMUS Pathway Student Res. Symp	\$	200.00
Browne Penland & McGregor Stephens	\$	500.00
Norman L. Richardson	\$	200.00
GHBA	\$	2,500.00
Texas Wildlife	\$	200.00

Fiscal Year 07-08

Greater Houston Builders	\$	2,500.00
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School of Architecture Scholarships	\$ 35,382.00
Ben McMillan	\$ 200.00
Dallas County Community College	\$ 200.00
City of Prairie View	\$ 25,000.00
Texas Architecture Foundation	\$ 3,050.00

Fiscal Year 08-09

Nile, Inc		\$ 2,000.00
Turner Construction	Materials for Woodshop	\$ 5,000.00
Euclid Studio	4th year Design Studio	\$ 1,000.00
Kirsey, Inc	5th year Studio	\$ 250.00
TD Industries		\$ 200.00
Skanska USA Building, Inc.		\$ 200.00
DCCCD		\$ 200.00
HOK, Inc		\$ 200.00
AB Henson & Associates, Inc.		\$ 500.00
Greater Houston Builders		\$ 2,500.00
School of Architecture Scholarships		\$ 20,600.00
Total		\$ 147,503.00

In addition to the scholarships listed above, the students receive thousands of dollars in scholarships and financial aid from the University.

University Merit Raises for faculty in the School of Architecture for FY07-FY10

FY07 Merit / Promotion	\$10,609
FY08 Merit / Promotion	\$32,688
FY09 Merit / Promotion	\$31,922
FY10 Merit / Promotion	\$33,851 (Approved)

Total **\$109,050**

In 2007-2008, four full-time faculty and two adjunct faculty members were added to the Architecture program. In 2008-2009, another four full-time and two adjunct faculty members were hired for the Architecture Program.

In the last three years, faculty members attended several local, regional, national, and international conferences, conventions and symposia (AIA, ACSA, CSI, TSA, Gulf Coast Green, etc.), and presented and exhibited nationally and internationally. The school supported the faculty by providing registration and travel expenses. This was made possible by the addition to the School's budget of \$150,000 in operating and maintenance funds.

Among the faculty in the School of Architecture are the National AIA Young Architect of the year for 2009 and the President of the AIA Houston Chapter for 2009. Several faculty members serve on local, regional, and national professional committees and boards.

The School will soon begin searching for an Endowed Professor in Historic Preservation. This position is to be funded by a grant that the School received from the Brown Foundation of Houston in the amount of \$500,000, which was matched by university funds of another \$500,000 for a total of \$1,000,000.00.

This single funding issue has such an overarching impact that the health and vitality of the entire program are potentially at risk despite the program's generous and exciting physical accommodation in the new building. While administration at all levels vouches for the committed continuation of the funding of the program and its related initiatives (indeed, PVAMU identifies SOA as one of four programs campus-wide "...targeted for preeminence"), the real world vagaries of 1) the political legislative process in securing and sustaining public funding and 2) the ability to raise complementing private funds remain the pressing issues. In short, steps must be undertaken to ensure that the program and its content achieve and retain the same level of excellence as the new facility that now houses the SOA at PVAMU.

Concerning the SOA administrative-faculty culture, there is evidence to suggest that the leadership style of certain senior faculty is not universally embraced. It cannot be overlooked, however, that as leader of the SOA, the dean bears responsibility for the situation and needs to develop a plan to correct it. This overall characteristic ripples throughout the program with adverse impacts to the following:

- Faculty collegiality
- Mentoring
- Trust/collaboration
- Tenure/job security
- Role modeling

The conditions and criteria not met and the foregoing two issues define the areas of emphasis and focus for the next visiting team evaluation.

In order to help the Focus Evaluation Team to understand the circumstances at the School when decisions were being made regarding the new faculty hires in September 2006, we would like to contextualize the circumstances under which we were operating.

1. In August, 2005, we were moving to the new building.
2. A surge of enrollment of new students.
3. The budget for the number of faculty to be hired was not approved by the University Administration until August.
4. We were required to comply with the university's hiring policy. This requirement forced us to recruit and hire faculty on a short notice.

Given these four factors, the School found itself needing to hire faculty in an expedited manner to cover the classes we were offering for the fall. Through the diligence of the Administration, we were able to make new hires to meet our needs for the academic year with the large enrollment of students.

When we interviewed the faculty, they were given notice verbally and in their contract that their positions were for time certain period, i.e. one semester or one academic year. This was also impacted by students' retention in the fall and spring semester, in the first and second year numbers.

Regarding the issue of junior faculty not feeling comfortable with their job security, in the causes for concern section of the Report, we would like to cite the following:

The circumstances the School found itself in as noted above, could naturally produce a feeling of uncertainty on the part of the newly hired faculty. This issue has been addressed through the placement of tenure-track positions and through a well planned and established hiring process approved by the University EEO to identify and hire credentialed and talented faculty. Since then we have hired experienced junior faculty who are committed to the School's success through collaboration, engagement and mentoring. Currently, we have five faculty members who are on tenure track. One of them applied for an early tenure evaluation and was approved and it will be announced shortly.

Any evolving academic program will have its challenges with faculty, program, and activities but at the end of the day, the measure continues to be the success of the students. The bottom line is that the students learning, performance, leadership, and employability as noted in the VTR by the Team are at its best. This cannot be achieved with watered down collegiality.

Since the 2006 VTR report was obtained, the SOA has taken a keen interest in addressing these issues.

As part of the 2008-2009 academic year, the SOA administration set a theme for the faculty and staff: "Accountability + Responsibility + Collegiality". The definitions shared were:

Accountability: Each person is accountable for fulfilling their duties and is responsible for the results of his/her efforts.

Responsibility: Each person is responsible for meeting applicable performance standards.

Collegiality: Each person is expected to contribute to the vitality and growth of their fellow SOA team members.

Each of these elements was a core issue during the course of the year. In monthly faculty meetings called by the dean for discussion and collaboration, to weekly meetings of the senior SOA management, the objective was and remains to improve.

With the addition of several new and fairly young faculty members with different expertise, each was assigned to significant positions on SOA committees. Their input and exposure to other faculty members were part of an 'indirect' approach to mentoring. They were also observed informally during their instruction by other faculty members in order to gain additional feedback outside the formal annual performance review.

To assist in teaching effectiveness and professional training of the faculty, all faculty members attended two online seminars on *Teaching Troubled Students: Campus Policy and Threat Assessment* and *Classroom Management 101: Working with Difficult Students*. In addition several faculty members attended other training in and outside the University to enhance and support their professional development.

During the 2008-2009 academic year, the SOA established a '**Tenure Committee**' comprising representatives from all programs (architecture, construction science, community development, and art). Representatives included tenured professors, those on tenure track, and those interested in pursuing tenure. As a result of their work, a Tenure Policy for the SOA was drafted, vetted by the entire faculty, and approved in a meeting held in the Spring semester 2009. The policy incorporates the directives of the Texas A&M University System and PrairieViewA&MUniversity, and has specific requirements tailored for each discipline. This policy was reviewed with the Office of Academic Affairs at the recent faculty session to prepare for SACS on May 19, 2009. This year, one faculty member just received tenure as an Associate Professor and four others are on tenure track.

Several junior and senior faculty members were asked to comment about collegiality in the School of Architecture and below are a few examples of their responses.

From: Carlos Nome [carlos.nome@gmail.com]
Sent: Friday, May 22, 2009 1:24 PM
To: Sabouni, Ikhlas
Subject: First year :: SoA :: PVAMU

Dean Sabouni,

I would like to thank you for the opportunity of being a part of the faculty of the School of Architecture at Prairie View A&M University. My experience here has been unique as it allowed rich exchanges with students and fellow faculty members. The atmosphere was always friendly and I felt welcome by my colleagues and students from day one.

Among design faculty I had the opportunity to see at all levels very engaged individuals that truly want to make a difference in architectural education. Faculty from the construction science department have offered open support for the students in all technical aspects of design and there are strong signals that indicate the desire to formally integrate these efforts in the design studio. In the arts department I found support for graphic design, and an open venue for enhancing student presentations. From the conversations with community development faculty I can foresee integrated design studio exercises that would well respond to the school's mission. Finally the support for the staff and yourself has been fundamental in allowing me the freedom to develop teaching strategies that show students that Prairie View strives for excellence in the field of Architecture.

For all of this I am deeply grateful and hope to have the opportunity to continue working in this great academic environment.

Sincerely,

--

Carlos Alejandro Nome, Ph.D.
281-854-5986

May 26, 2009

Re: Letter of appreciation regarding teaching experience at the School of Architecture at PVAMU.

Dear Dr. Sabouni:

It is my sincere pleasure to submit this letter of appreciation regarding my teaching experience at the School of Architecture at Prairie View A&M University. It has been almost two years since I first began teaching at the School of Architecture, and I have come to cherish and enjoy every moment of it. Of special mention, is the collegiality and professional relationship that exists between faculty members at the School. On numerous occasions, several of the junior and senior faculty members have assisted me with my pedagogical chores – by participating in design reviews, providing project feedback, engaging in constructive discussions to improve teaching strategies, and by making me aware of numerous University resources. I am especially thankful for all the support and encouragement that has been provided by, among other faculty, Dr. Bruce Bockhorn, Prof. William Batson, Prof. Song Yunsik, Dr. Akel Kahera, Prof. John Okello, Prof. William Price, Prof. Heidi Eagleton, Dr. Hilal Ozcan, Dr. Clarence Talley, Prof. Anne Johnson, Prof. Tracey Moore, Prof. Barry Norwood, Prof. Peter Wood, Prof. Marshall Brown and yourself. This list is by no means all inclusive. In my eight years of teaching experience, the School of Architecture at PVAMU has perhaps been one of the few schools that has treated me like family, and I am immensely grateful for that. The School – its students, faculty, and staff – has contributed immensely to my personal and professional growth, and I look forward to several years of productive teaching, research, and service at PVAMU.

Sincerely,

Arsenio Rodrigues, Ph.D.
Assistant Professor

From: Jim McGregor [Jmcgregor@bpmarch.com]
Sent: Thursday, May 28, 2009 4:08 PM
To: Sabouni,Ikhlal; Norwood,Barry
Subject: Faculty and Profession collegiality 2009

Dean Sabouni:

After assisting in several final juries and participating in the Brenham Animal Shelter third year studio this spring, I wanted to applaud the way the PVAMU architecture faculty works together and how they work with the profession in the Houston and Greater Houston area. I have personally witnessed the willingness of the faculty to work with each other and allow cross pollination between studios, year levels, and faculty members to get the very best for the students in your program. As an adjunct faculty consultant, I have never been turned down when I have asked for assistance from a design professional in the Houston architecture arena to speak, to jury, or to assist the program in any way. I believe it is a true testament to the “*academic culture*” that the school’s leadership has fostered. The result of this environment is seen in the successes that the students are having as they enter the profession.

Congratulations on a successful year and many more to come!

Sincerely,

Jim McGregor



James L. McGregor, AIA, LEED AP

Principal

Browne Penland McGregor Architects

From: Daniel Hernandez [danielhernandez53@hotmail.com]

Sent: Wednesday, May 20, 2009 2:15 PM

To: Sabouni, Ikhlas

Subject: RE: PVAMU Spring 2009 Faculty & Staff Summit - School Agenda for May 19, 2009

This correspondence is related to the collegiality that is evident in the School of Architecture. The faculty enjoy an open and safe environment for dialogue that creates opportunities for sharing diverse ideas, new initiatives for collaboration and social capital development among the group. The School holds retreats at the beginning and at the end of the academic year to formally address issues and continue the dialogue. I have been the facilitator at some of these retreats and strategic planning sessions. The sessions prove to be valuable in setting goals, reviewing our mission and adjusting our vision, along with identifying strategies and target dates. This process provides new faculty an opportunity to learn the school culture and become contributors to the program. Our diversity of disciplines and faculty members are great assets to the school and students. Given the collaborative spirit and interdisciplinary approach, the School is grounded on being not only creatively different, but making truly a difference in the field of teaching, research and service.

Daniel Hernandez, J.D.

From: heagleton@gmail.com [mailto:heagleton@gmail.com] **On Behalf Of** Heidi Eagleton

Sent: Wednesday, May 27, 2009 12:29 PM

To: Sabouni,Ikhlal

Subject: Collegiality

Dear Dean Sabouni,

I have been an adjunct professor at Prairie View teaching fourth year design studio for the past two years and have found that there is an atmosphere of respect and common purpose among members of the administration, faculty, and students. The emphasis on individual achievement and growth is matched by a spirit of cooperation, collaboration, and appreciation of diverse ideas and opinions. I have never been reluctant to express my views or to explore new teaching methodologies. Rather, I have been supported and encouraged to do so.

Heidi Dellafera Eagleton

Royse/Eagleton Architects

Open Design & Development, Inc. (The ODD Group)

Dean Sabouni,

While teaching at PVAMU I have had the pleasure of participating in six meetings, held on various Thursdays, during the months of February and March of the year 2009. During these meetings I met with one to six faculty members and discussed a range of topics. The most common topics of interest were curriculum, pedagogy, and andragogy.

Attending persons ranged in rank from junior to senior faculty. Such a collection afforded all the chance to hear about the history of the school as well as engage in questions about where the school needs to go.

I find the faculty and the atmosphere of the school most conducive to discussion and look forward to more meetings with my peers and fellow colleagues.

Sincerely,

Bill Price

Visiting Associate Professor

PS.

I have attached emails related to the weekly meetings.

From: Camilo Parra [mailto:cparra@parradesigngroup.com]
Sent: Monday, June 01, 2009 3:12 PM
To: Sabouni,Ikhlal
Subject: school impressions

Hi Ikhlal,

When I first arrived at Prairie View three years ago I was struck by how welcoming the students, faculty, and staff were. This was my first teaching experience and I had heard how the academic environment at universities can be very cut throat from friends who are college teachers. But I have not felt this way at Prairie View.

I was first given a tour of the building from senior faculty members who introduced me to the other faculty members. I quickly made friends with my colleagues who gave me advice on teaching and general administrative matters.

I believe there is a strong sense of respect among everyone at Prairie View. The students are courteous during reviews and it is customary for the class to applaud after every individual review. It is common for faculty members to mentor students from other classes. And my colleagues visit my reviews as I visit theirs.

There is also a strong sense of camaraderie among the faculty members of all the departments within the School of Architecture: architecture, construction science, community development, and art. We often get together for informal curriculum discussions, and birthday celebrations. The dean holds monthly faculty meetings, and there is an assessment and planning retreat as well as a school party each semester.

It has been a pleasure teaching at Prairie View because of the support from my students, colleagues, staff, and dean.

Sincerely,

Camilo Parra, AIA

The information submitted under each of these categories is representative of our current situation at the mid-term of our six year term of accreditation. Additional information in each area can be supplied if requested by NAAB Evaluation Team.

NAAB Response to the Focus Evaluation Report

National Architectural Accrediting Board, Inc.

November 2, 2009

Dr. George C. Wright, President
Office of the President
Prairie View A&M University
PO Box 519
Prairie View, TX 77446-0519



1735 New York Avenue, NW
Washington, DC 20005
www.naab.org
tel: 202.753.9600
fax: 202.753.1822
email: info@naab.org

Dear President Wright:

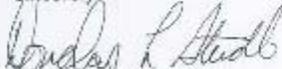
After reviewing the *Focused Evaluation Program Report* submitted by the Prairie View A&M University School of Architecture as part of the focused evaluation of its Master of Architecture program, in conjunction with the *Focused Evaluation Team Report*, the National Architectural Accrediting Board (NAAB) has found that the changes made or planned by the program to remove the identified deficiencies are satisfactory.

The program will not be required to report on these deficiencies as part of its Annual Report (AR) to the NAAB; however, the program should continue to include a response to any other deficiencies listed in the most recent *Visiting Team Report* and report on any modifications made in the program that may affect its adherence to the conditions for accreditation.

The next comprehensive visit for the Prairie View A&M University Master of Architecture program is scheduled for 2012 and will be subject to the *2009 Conditions for Accreditation*.

If you have any questions regarding this matter, please contact the NAAB office.

Sincerely,


Douglas L. Steidl, FAIA
President

cc: Ikhlas Sabouri, Ph.D., Dean ✓
Thomas Fowler, IV, AIA, NCARB, Lead Reviewer
Peter Steffan, FAIA, Secondary Reviewer

Enc.

NAME OF INSTITUTION: PRAIRIE VIEW A&M UNIVERSITY

Focused Evaluation Executive Summary

ACADEMIC UNIT: SCHOOL OF ARCHITECTURE

DEGREE PROGRAM(S): MASTER OF ARCHITECTURE

YEAR OF MOST RECENT VISIT: 2006

TERM OF ACCREDITATION: 6 YRS W/FE 3

SCOPE OF FOCUSED EVALUATION:
CONDITION 2: PROGRAM SELF-ASSESSMENT
CONDITION 3: PUBLIC INFORMATION
CONDITION 9: INFORMATION RESOURCES
CONDITION 10: FINANCIAL RESOURCES

TEAM RECOMMENDATION: CONDUCT SCHEDULED VISIT IN 2011

FE REVIEW TEAM

Tom Fowler, IV, AIA, NCARB	Lead Reviewer, Representing the Academy
Peter Steffian, FAIA	Reviewer, Representing the Profession

Prairie View A&M University
School of Architecture

Focused Evaluation Report

Master of Architecture
(B.S. in architecture-130 undergraduate credit hours plus 36 graduate credit hours)

The National Architectural Accrediting Board
October 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.

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I. Summary of Team Findings

1. Team Comments

The Focus Evaluation Visiting Team appreciated how well prepared the program was for this focus evaluation. The program has made excellent progress since the 2006 visit in addressing the Conditions Not Met and the Causes of Concern as evidenced in the program's annual report and focus evaluation report. The quick and comprehensive responses of Dr. Ikhlas Sabouni, Dean of the program to requests for supplemental information were very much appreciated by the focus evaluation team.

Responses to Causes for Concern in the 2007 VTR

See the narrative under each Condition.

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.

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]	[]

2009 Focused Evaluation Team Assessment:

This Condition is Well Met. The program has developed an excellent comprehensive strategic plan update for the Fiscal Years 2009-2013 called "Quality Without Compromise". This plan ties the vision and mission of the program to the University's core values and provides an assessment framework for evaluating how well the program is doing over this projected period of time.

A university level assessment committee has been formed in 2008-2009 with seven architecture faculty with members from construction science, community development, student services and with three students from architecture, construction science and community development are also involved.

An update on the activities of the program's self-assessment plan, are as follows:

University Committees: Dr. Bockhorn, Chair of the School of Architecture Assessment Committee has been serving on the Prairie View A&M University SACS Accreditation/Assessment Committee since being appointed by the Provost in 2007. He, along with Professor Barry Norwood, both were appointed by the Provost to the university's Institutional Effectiveness Council (IEC). Both Professors Norwood and Bockhorn have attended the regular meetings of the SACS and IEC and reported their findings and information to the entire faculty in meetings held at the SOA.

Course Assessment: Dr. Bockhorn used short presentations at faculty meetings to explain the basis for assessment. He followed that with classroom observations. The committee also developed an "End of Course Summary" form to provide instructors a standard means in which to report their assessment findings.

NAAB Matrix: As has been the case for the past five years, during the fall meeting of the School Of Architecture (SOA) faculty the Dean requested that all instructors teaching in the architecture program review the 2008 NAAB Matrix. This was completed in the course of September-October. The use of the NAAB matrix has been incorporated into the SOA Syllabus template per semester.

Over the course of the year, the design faculty reviewed and discussed the matrix in sessions sponsored by Professor Bill Price. At the beginning of the 2009-2010 Academic Year the dean briefed the faculty on the new NAAB conditions. These new Conditions have been incorporated into a new SOA Matrix and the syllabus template.

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Learning Objectives: As a result of a progress report to the university's SACS Core Team in March 2009, the Chair held a meeting with George Eustace, Industry Relations Coordinator at Texas A&M University, regarding learning objectives. Based upon the discussion and the assistance from Mr. Eustace, the Committee developed an initial 'Course Learning Objectives' file. This document has is being used to check two aspects: 1. Are all syllabi using the correct learning objectives for their course?; and 2. Are all professors teaching similar courses, using a common approach to their learning objectives? This form is under revision this semester as the faculty is tasked to have a coordinated listing completed by the end of the Fall Semester 2009.

In addition, Professor William Cannady, FAIA, is serving this academic year as the Coordinator for Design in the School. Professor Cannady, a long-time instructor of note at Rice University and an award winning practitioners in Houston, will be responsible this year to coordinate the design studios in our school and will provide an assessment report at the end.

Internships: As part of the same meeting with Mr. Eustace the Chair also shared the updated assessment procedures used by the TAMU College of Architecture to determine the assessment of internships. The Chair elected to run a test of the process in the Summer Term 2009 with students completing internships.

For the past three years the Internship Coordinator, has contacted each firm that employed a SOA student as an intern. These contacts have been both by telephone and by actual office visits where the offices were readily accessible and within university travel guidelines. These meetings and conversations were held in both pre-employment and post-employment conditions.

Currently the program is developing a file that will allow the SOA to start tracking the experiences offered by the employer versus that reported by the student in their 'skill and knowledge' file. This will offer us the ability to compare and contrast the results from the employee and the employer perspective. The Chair is also developing a survey to formally document the internships with each employer.

Exit Surveys of Graduating Seniors: Since 2001 the SOA has required that all graduating seniors in architecture complete an 'exit survey.' The survey was primarily based upon the 34 conditions of the NAAB. The survey also has five (5) opened ended questions that the graduate is asked to respond to. The SOA compiled the data obtained through the exit surveys from 2005 through the Spring Commencement of 2009. The raw data assembled is to be reviewed and analyzed by the committee during the Fall Semester 2009. *[Note: Dr. Arsenio Rodriguez, Dan Bankhead, AIA, and Dr. Jeff Bolander, PE, are appointed to this sub-committee.]*

Quality Enhancement Plan (QEP) and Strategic Plan: The SOA had targeted a review and update to their 2004-2005 QEP and Strategic Plan as part of the 2008-2009 Academic Year. Dr. Bockhom and the Assessment Committee solicited input from stakeholders (students, faculty and staff). The draft was submitted for review by the office of the Dean. Following this submittal in the Fall Semester 2009 the documents were submitted to the university's SACS Accreditation/Assessment Committee for review and approval. At the time of this report, the university has submitted the Compliance Certification Report to SACS (September 10, 2010).

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] []

2009 Focused Evaluation Team Assessment:

This Condition is Met.

NAAB's correct public information language was found under the accreditation link (<http://www.pvamu.edu/pages/5083.asp>, site accessed October 1, 2009) and in the submitted PDFs of the online 2009-2010 Architecture Graduate Catalogue, on page 120 and 121 and the Undergraduate catalogue found on page 175.

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] []

2009 Focused Evaluation Team Assessment:

This Condition is Met. The program response (see the three points below) address the last visiting teams concern of the "dislocation of the planned library space by the College of Business and the pending, but not-yet-implemented replacement resource/reference library, the team evaluates this condition as "not met".

1. Housing faculty members of the College of Business in the architecture building has no effect on the reference library. What this move caused was a dislocation of the Community Urban and Rural Enhancement Studies (CURES) space and two other seminar rooms. The reference library is located on the second floor across from the area used as offices for several faculty members from the College of Business. As reported by the Program, this seemed to be a miss understanding and it would have been cleared up if the NAAB Team asked the observer about this particular issue. Michael Rotondi, FAIA, the designer of the building, was serving as the observer with the last NAAB Visiting Team. According to the Program, this item was corrected in the Program's first response to the VTR. And, at the time of the design of the building, the decision was made not to have a full library in the new building for the Program, since the University's main library is right across the street from this facility.

2. The SOA has been working with the university library over the course of the Spring Semester 2009 and the Summer Term 2009 to move books related to instruction from the library to the SOA reference library. Approximately five hundred books were transferred to our SOA library during June 2009.

3. The directors of the programs are utilizing the services of the library to inform the incoming

freshman students of the workings and services that are available. Topics that are covered are: Building a search strategy, Locate full-text, Newspapers, magazine vs. Journals (Primary vs. secondary sources), How to use the Library Catalog Handouts (at Instructor's discretion): Library General Information, Library Use Policy, How to Find Books / Online Articles in Coleman Library, and APA Style Guide.

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]	[]

2009 Focused Evaluation Team Assessment:

This Condition is Met. The annual report addressed many of the concerns of the last visiting team. The response of the Program to the additional information requested by the FE team adequately addressed the remaining concerns. Here are the responses:

Adequate Faculty Salary Levels and Faculty Numbers -
According to supplemental information submitted, the total faculty salaries line item increased 48% from the last visit. This reflects an increase in the total number of both part-time and full-time faculty. During the last visit there were 15 total faculty compared to the current number of 22. As best as the Focus Evaluation Team can tell, the faculty numbers seem adequate for the program based on the information provided. For the next visit understanding the load of the faculty as it relates to the curriculum would help in the further assessment of this area.

Administrative Staffing Numbers -
The Program has reconfigured the administrative staff and increased its size to be a more effective structure for the program.

The administrative staff changes have been as follows:

During the last visit, the staff was:

- Assistant to the Dean
- Academic Computer Technician
- Administrative Assistant
- Senior Secretary

The current configuration of the staff is:

- Director of Student Services
- Multi Media Coordinator
- Model Shop Coordinator
- Administrative Assistant
- Administrative Secretary
- Senior Business Specialist (being advertised)

On-Site Architecture Library Resources -

This was listed under financial resources by the last visiting team, but has been addressed under Condition #9 – Information Resources response.

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Scholarship Levels –

The Program provides thousands of dollars of scholarships as listed in the focus evaluation report of the Program. These scholarships are annually allocated in the operating budget of the Program and they are awarded every semester.

A new scholarship since the last NAAB visit is the Nathelyen A. Kennedy Endowed Scholarship of \$100,000 was established in 2007. It awards \$2,500 per semester for two students.

The amount of money provided for scholarships has grown substantially since the last visit as follows:

2007 Scholarship amount:	\$1,020,718.53
2008 Scholarship amount:	\$1,202,787.75
2009 Scholarship amount:	\$1,338,100.00

Information submitted in the annual report for field trips, opportunities for international study and comprehensive lecture series was adequate, but Program did provide an updated list of lectures and other related activities since the last NAAB visit.

Lectures from 2007-2009:

In addition to the listed lectures below, the students attended lectures at Texas A&M University.

With regards to lecture series, since the 2006 visit, the TIPHC (Texas Institute for the Preservation of History and Culture) received \$500,000 funding from the Brown Foundation (Houston, TX). With these funds the TIHC:

1. Produced three PBS Education documentaries;
2. Started a major refereed publication;
3. Produced classroom posters for teaching Texas History and distributed them to over 3,000 middle and junior high schools in the state;
4. Held a conference on Diversity;
5. Established 8 research Internships for graduate students and undergrad students;
6. Held four public exhibits in our building's Gallery; and
7. Arranged and hosted the following lectures:

Public Lectures Sponsored by TIPHC/ SOA 2007

1. Melvin Mitchell FAIA: "The Crisis of the African-American Architect: Conflicting Cultures of Architecture and (Black) Power" (April 4th 2007)
2. Professor Dr. Terry Birdwhistell, "Preserving Our Past One Story at A Time: The Promise and Challenge of Oral History." Associate Dean of Special Collections and Digital Programs Division University of Kentucky. (2/7/2007)
3. Dr. Jackson University of Michigan, Ann Arbor "Islam in Black America: From Slavery to Hip-Hop." (2/21/2007)
4. Dr. Finnie Coleman: "Diaspora, Diversity, Dissent and Development." Director Africana Studies Program, Associate Professor at University of New Mexico Albuquerque, New Mexico (April 18th, 2007)
5. Prof. Colbert. "Two Prisons in Texas: An Architectural Analysis" (September 26th) (Professor of Architecture, University of Houston)
6. Prof David Woodcock, "Discovery through Documentation" Texas A&M, College of Architecture. (October 24th)

Public Lectures Sponsored by TIPHC/ SoA 2008:

1. Professor Ralph B. Johnson, University of Florida – "Un-masking Fort Mose: Architectural Preservation and Historic Reflections"

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2. Curtis J. Moody, FAIA, NCARB, Moody -Nolan, Inc. – "Leading a Design Firm: The Success Story of an African American Architect and Designer"
3. Dr. Sharon Sutton, FAIA – "Architects of Color as Civic Leaders" University of Washington
4. Kwendeche AIA – "From Humnoke to Ubud and Back"
5. Professor Maceo Dailey- University of Texas, El Paso – "Juneteenth, Jubilation and Journey proud: Black Texans Exit Captivity and Enter Community, 1875-1900"
6. Elizabeth Richter, FAIA - "Design Process and Meaning in Architecture" Richter Architects, Corpus Christi Texas.(November 19th)
7. Professor William Cannady, FAIA – "Fifty Years of Architectural Projects" – Architect and Rice University.(November 2008)

Public Lectures Sponsored by TIPHC/ SoA (Spring only) 2009:

1. Donna Carter, AIA, Carter Associates Austin Texas Twenty five Years of Practice: Bridging Architecture, Preservation and Planning (March 5th 2009)
2. Sheryl Tucker-DeVasquez, AIA, - "Light & Water - Works of Louis Barrigan" (April 15th)
3. Dr. Mardelle Shepley, Professor and Director of the Center of Health System and Design at Texas A&M University College of Architecture - "Healthcare Environments for Children and their Families"

Equipment/Outfitting of the Building -

As reported by the Program, almost all of the equipment listed in the focus evaluation report was purchased after the last NAAB visit in Spring 2008 for the model shop and the computer lab located in the new building that had just been moved into fall 2005. These rooms are fully equipped and the Program had to add two additional rooms for more computers in response to the increased student demand for equipment. All the projectors in the classrooms, the auditorium and the conference rooms were purchased and installed after the last visit, in addition to four large plasma screens that have added in the School and also the capability for having video conferences in the main conference room has been provided.

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III. Appendices

Appendix A: The Visiting Team

Lead Reviewer, Representing the Academy
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Collaborative Integrative-Interdisciplinary Digital-Design Studio
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Secondary Reviewer, Representing the Profession
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Appendix B: The Visit Agenda

Tuesday 9.01 – Wednesday 9.08

Tom and Peter reviewed the VTR and the program's annual report and focus evaluation report in response to the not met Conditions of the last accreditation visit. A list of questions and a request for additional information were assembled and emailed to the program.

Wednesday 9.08

A letter was sent to program's Dean requesting supplemental information.

Thursday 9.17

The final responses were received to requests for supplemental information.

Friday 9.18 – Friday 9.25

FE Report prepared

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IV. Report Signatures

Respectfully submitted,



Thomas Fowler IV, AIA, NCARB

Representing the Academy



Peter Steffian, FAIA

Representing the Profession

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Part Three (III) Section 2 Summary Of Responses To Changes In The Naab Conditions

III.2 Summary Of Responses To Changes In NAAB Conditions

The program had already met many of the NAAB condition changes by the last focus evaluation report. Total credit hours for the B.S./M.Arch degrees now equal 168 with the addition of 2 credit hours in the undergraduate program. The 45 hours of non-architecture content courses are readily handled by the required core courses and directed electives.

The School of Architecture has focused a great deal of effort into creating a culture of learning that extends beyond just the design studio. A great deal of effort was invested in creating a Studio Culture Policy whose brevity would allow it to extend beyond studio and beyond just the four to five years in school. The School also sponsors activities each semester to support a positive learning culture including Arch in the Park in the Fall to introduce freshman to the rest of the student body and an annual Awards Banquet in the Spring to honor outstanding achievement and to celebrate the graduating students.

An in depth faculty evaluation found that many of the changes in the Student Performance Criteria were already in the curriculum and required only realignment within the matrix. For instance the School has had a comprehensive design course since 2004. The curriculum was notably updated by the addition of a Sustainable Building course—3463 and Building Information Modeling course at both the graduate and undergraduate level.

PART FOUR (IV) SUPPLEMENTAL INFORMATION

IV.1 Course Descriptions

IV.1.1 Required Courses

The following courses are required in the School of Architecture:

ARCH 1233	Visual Communications
ARCH 1253	Architecture Design I
ARCH 1266	Architecture Design II
ARCH 1273	Introduction to Multimedia Computing
ARCH 2223	Computer Aided Design
ARCH 2233	History and Theory of Architecture I
ARCH 2243	History and Theory of Architecture II
ARCH 2256	Architecture Design III
ARCH 2266	Architecture Design IV
ARCH 2273	Materials and Methods I
ARCH 3256	Architecture Design V
ARCH 3266	Architecture Design VI
ARCH 3283	Materials and Methods II
ARCH 3293	Structural Systems I
ARCH 3453	Environmental Systems
ARCH 3463	Sustainable Building
ARCH 4433	Structural Systems II
ARCH 4443	CAD Construction Documents and Codes
ARCH 4456	Architecture Design VII
ARCH 4476	Architecture Design VIII
ARCH 5483	Structural Systems III
ARCH 5506	Internship
ARCH 5513	Research Seminar
ARCH 5566	Architecture Design IX
ARCH 5579	Comprehensive Project Studio
ARCH 5593	Professional Practice

IV.1.2 Course Descriptions

Number and Title of Course:

ARCH 1233, Visual Communications, 3 semester hours

Course Description:

Multimedia techniques in graphics emphasizing orthographic projections, perspective, shade and shadow, and freehand drawing.

Course Goals and Objectives:

To understand the ideas and purposes of communication and their relationship to the design process.

To introduce the student to various graphic techniques.

To understand the importance of freehand drawing using proper line weights, geometric forms, shade and shadows.

To demonstrate ability to transform design ideas and concepts in sketch form.

Student Performance Criteria:

A.3 Ability – Visual Communications Skills

Topical Outline:

Drawing and watercolor techniques (70%)

Graphic, oral and digital presentation. (30%)

Prerequisites:

None

Textbooks/Learning Resources:

Architectural Graphics, Ching

Offered:

Fall, Spring and Summer Semesters

Faculty Assigned:

William Batson (F/T)

John Okello (F/T)

Ross Wienert (F/T)

Peter Wood (F/T)

Number and Title of Course:

ARCH 1253, Architecture Design I, 3 semester hours

Course Description:

Study of the basic elements of design in both two and three dimensions

Course Description:

Introduction to architecture and the design professions. A study of the interrelationships between society, culture and the environment. Course provides facts, opinions, and instructor's personal observations.

Course Goals and Objectives:

The primary objective is to provide an overview of the major developments of architecture, art and design in the 20th Century and to make observations on how these events relate to society in general.

The intent is to provide an understanding of the various relationships that exist in society, the forces which caused changes in our environment and the major participants.

The secondary objective is to develop a design vocabulary that allows one to analyze, discuss and become a more critical observer of the built environment. It is also intended that a thorough comprehension of this vocabulary and an understanding of the significant examples of design will form the foundation for the transition from theory to the design studio courses.

Student Performance Criteria:

A.8 - Understanding Ordering Systems Skills

Topical Outline:

Transformation (15%)

9-Square Grid (20%)

2-D, 3-D Defining Space (30%)

Space and the Human Element (35%)

Prerequisites:

None

Textbooks/Learning Resources:

Architecture: Form, Space and Order, Ching

Offered:

Fall, Spring and Summer Semesters

Faculty Assigned:

William Batson (F/T)

John Okello (F/T)

Ross Wienert (F/T)

Peter Wood (F/T)

Number and Title of Course:

ARCH 1266, Architecture Design II, 6 semester credit hours

Catalog Description:

Basic principles of architectural design and communication including organization, spatial sequence, relationships and problem solving using simple interior and exterior problems

Course Goals and Objectives:

To develop an elementary appreciation of the user and the physical environment and the concerns of the designer, architect and planner.

To prepare the student with sufficient graphic, technical and programming skills to permit the interpretation of ideas and concepts as preparation for the second year architecture curriculum.

To develop an understanding of different structural systems.

Emphasis is placed on developing and understanding two- and three-dimensional formal and spatial relationships in abstract design and understanding basic structural concepts. Develop the ability to study and document space and resultant forms. To recognize and analyze a given architectural problem, and to define the essence of architectural design problems and establish user needs.

Student Performance Criteria:

A.6 Ability – Fundamental Design Skills

A.7 Ability – Use of Precedents

C.1 Ability - Collaboration

Topical Outline:

Precedent/Case Study (60%)

Living space (40%)

Prerequisites:

ARCH 1253 with a grade of C or better

Textbooks/Learning Resources:

Architecture: Form, Space and Order - Ching

Offered:

Fall, Spring and Summer Semesters

Faculty Assigned:

William Batson (F/T)

John Okello (F/T)

Ross Wienert (F/T)

Number and Title of Course:

ARCH 1273, Introduction to Multimedia Computing, 3 semester hours

Catalog Description:

Development of computer literacy with emphasis on document preparation and basic computer graphics.

Course Goals and Objectives:

The ability to understand the use of technological resources and their limitations in communication, solving problems, and acquiring information.

Student Performance Criteria:

None

Topical Outline:

(10%) Microsoft Word: Implemented to help with minor writing composition and document prep.

(40%) Adobe Photoshop: Teaches color handling, composition, creativity and presentation.

(20%) Adobe Illustrator: Document conversion, preparation, formatting, & presentation.

(10%) Emailing: Document preparation, accountability, communication and delivery.

(5%) AutoCAD: 3-Dimensional graphic building.

(5%) 3D Studio Max: 3-Dimensional graphic mapping and rendering.

Prerequisites:

None

Textbooks/Learning Resources:

N/A

Offered:

Fall and Spring Semesters

Faculty Assigned:

Jeremy Curtis (F/T)

Number and title of Course:

ARCH 2223, Computer Aided Design, 3 semester hours

Catalog Description:

Introduction to the range and potential of computer aided design and electronic media in problem solving and conceptual design.

Pedagogic Objectives:

The ability to understand the possibilities and limitations of the computer in an increasingly electronic-based field. A simple overview of computers covering the history and development and the basics needed to provide a framework for the continual learning required as technology advances.

Student Performance Criteria:

A.4 Ability – Technical Documentation

Topical Outline:

AutoCAD Fundamentals (15%)

Basic drawing and printing (20%)

Text and tables (15%)

Editing (15%)

Dimensioning and tolerancing (15%)

Additional applications (10%)

Layouts (10%)

Prerequisites:

None

Textbooks/Learning Resources:

The textbook in use is: AutoCAD and its Applications-COMPREHENSIVE 2011. Also, the students can download the CAD 2011 program from the web-site for free for 14 months.

Offered:

Fall and Spring Semesters

Faculty Assigned:

William Batson (F/T)

Jeremy Curtis (F/T)

Rudy Eguia (Adjunct)

James Halliburton (Adjunct)

Number and Title of Course:

ARCH 2233 - History and Theory of Architecture I, 3 semester hours

Course Description:

Survey of the development of architecture from ancient times through the Renaissance.

Course Goals and Objectives:

The student is exposed to historic movements in architecture. Upon completion, the student should understand and be able to easily recognize and analyze individual styles and characteristics of different movements and to develop an appreciation for their aesthetic values, and to constantly evaluate his or her own approach to design by using and evaluating historical architecture.

Student Performance Criteria:

A1 Ability – Communication Skills

A9 Understanding – Historical Traditions and Global Culture

A10 Understanding – Cultural Diversity

Topical Outline:

25% The Americas: North America, Central America & South America

40% Europe

15% Africa: Egypt, Sudan Ethiopia, & Zimbabwe

20% Asia: India, China, Korea, and Japan, Central Asia & South East Asia

Prerequisites:

None

Textbooks/Learning Resources:

A Global History of Architecture, Ching, Jarzombek, Prahash

Offered:

Fall only, annually

Faculty Assigned:

William Batson (F/T)

Number and title of Course:

ARCH 2243, History and Theory of Architecture II, 3 semester hours

Course Description:

Survey of the development of architecture from the Renaissance to modern times.

Course Goals and Objectives:

To develop in the student the ability to recognize and analyze the individual styles and characteristics of the different movements and styles. To expose the student to the evolution of ideas of spatial organization, material usage, and structural systems for the period being studies. To encourage students to evaluate and measure their approach to a design solution against that which has preceded it in history.

Student Performance Criteria:

A.1 Ability – Communication Skills

A.9 Understanding – Historical Traditions and Global Culture

Topical Outline:

20% The Americas: North America, Central America & South America

45% Europe

10% Africa: Egypt, Sudan Ethiopia, & Zimbabwe

25% Asia: India, China, Korea, and Japan, Central Asia & South East

Prerequisites:

None

Textbooks/Learning Resources:

A Global History of Architecture, Ching, Jarzombek, Prahash

Offered:

Spring only; annually

Faculty Assigned:

William Batson (F/T)

Number and Title of Course:

ARCH 2256, Architecture Design III, 6 semester hours

Course Description:

Problem solving and presentation of basic principles, concepts and ideas as applied to simple architectural problems.

Course Goals and Objectives:

To introduce students to elementary architectural concepts of space, function and structure. Students will investigate how simple materials, processes and constraints can generate complex systems.

Outcomes: Develop the ability to: analyze a small program; define a problem; organize functional relationship diagrams; 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; gather, assess, record, apply and comparatively evaluate relevant information within architectural coursework and design processes; design a small building through improved representational skills in drawing and model-making.

Student Performance Criteria:

A.3 Ability – Visual Communication Skills

A.8 Understanding – Ordering Systems Skills

Topical Outline:

Design Project 1 (10%)

Design Project 2 (30%)

Design Project 3 (30%)

Miscellaneous – Professionalism & Portfolio (30%)

Prerequisites:

ARCH 1266 with a grade of C or better

Textbooks/Learning Resources:

Architecture: Form, Space And Order, and Design Drawing; Ching

Offered:

Fall only, annually

Instructor:

William Batson (F/T)

Arsenio Rodrigues (F/T)

Sheryl Tucker-de Vasquez (F/T)

Peter Wood (F/T)

Number and Title of Course:

ARCH 2266, Architecture Design IV, 6 semester hours

Course Description:

Basic architectural design projects with an emphasis on site development, function, form and the design process.

Course Goals and Objectives:

To continue the exploration of basic architectural concepts of space, function and structure. To synthesize studio and classroom experience from the previous three semesters and apply to the design of a small-scale program. Site and context.

Develop the ability to: analyze a program; define a problem; analyze site and context; prepare functional relationship diagrams; study and employ methods for evaluating and selecting a successful design; and to develop representation and communication skills.

Student Performance Criteria:

A.2 Ability – Design Thinking Skills

A.6 Ability – Fundamental Design Skills

Topical Outline:

Design Project 1 (25%)

Design Project 2 (50%)

Miscellaneous – Professionalism & Portfolio (25%)

Prerequisites:

ARCH 2256 with a grade of C or better

Textbooks/Learning Resources:

Architecture: Form, Space and Order; Ching

Design Drawing; Ching

When Offered:

Spring only, annually

Faculty Assigned:

William Batson (F/T)

Arsenio Rodrigues (F/T)

Peter Wood (F/T)

Number and Title of Course:

ARCH 2273, Materials and Methods I, 3 semester hours

Course Description:

Introduction to the properties and uses of natural and manufactured building materials and the effect of the nature of materials upon design.

Course Goals and Objectives:

To study the fundamental physical and chemical characteristics of materials. To understand the properties and behavior of materials as they affect contemporary building construction practice and the changes that might occur in this rapidly evolving field. To study basic structural concepts through qualitative description of various structural systems and their interaction with building materials. To understand the constraints imposed by building codes and accessibility standards on the use of materials in architecture.

Student Performance Criteria:

A.5 Ability – Investigative Skills

A.11 Understanding – Applied Research

Topical Outline:

Wood Foundations and Framing (25%)

Wood Exterior and Interior (20%)

Brick Masonry (15%)

Stone and Concrete Masonry (15%)

Masonry Wall Construction (25%)

Prerequisites:

None

Textbooks and Learning Resources:

Fundamentals of Building Construction Materials and Methods, 5TH ed.; Allen

Offered:

Fall only, annually

Faculty Assigned:

Barry Norwood (F/T)

Number and Title of Course:

ARCH 3256, Architecture Design V, 6 semester hours

Course Description:

Building design as it relates to structure, circulation, context and support systems.

Course Goals and Objectives:

Identify, describe and apply elements and principles of architectural design. Describe the scope of the architectural design profession. Describe the architectural design problem solving process. Design of an intermediate-scale program, site and context. Describe the process of site planning. Understand the principles of residential design, programming, development, and construction. Execute and present design project assignments before independent jurors. To better understand structural importance and applications in design. To be able to express concepts, design ideas and aesthetic concerns. To understand and structure the elements of architectural utilities. To further develop poetic imagination in architecture. To explore exterior and interior space relationships. To understand the importance of history and urban context.

Student Performance Criteria:

A.11 Understanding – Applied Research

C.3 Understanding – Client Role in Architecture

Topical Outline:

History reading and writing assignments (10%)

Site Analysis (10%)

Small Project 1- Design underground space (10%)

Small Project 2- Design entry, transition, and platform in elevator shaft (10%)

Final Project- Museum:

- i. Program Analysis (10%)
- ii. Site Plan (10%)
- iii. Study Models (10%)
- iv. Floor Plans (10%)
- v. Sections (10%)
- vi. Elevations (10%)

Prerequisites:

ARCH 2266 with a C or better

Textbooks/Learning Resources:

Invisible Cities; Calvino

Site Planning; Lynch

Offered:

Fall only, annually

Faculty Assigned:

Camilo Parra (F/T)

Number and Title of Course:

ARCH 3266, Architecture Design VI, 6 semester hours

Course Description:

Analysis and design of structures of advanced complexity with emphasis on interrelationships of building systems.

Course Goals and Objectives:

Identify, describe and apply elements and principles of architectural design. Describe the scope of the architectural design profession. Describe the architectural design problem solving process. Design of an intermediate-scale program, site and context. Describe the process of site planning. Understand the principles of residential design, programming, development, and construction. Execute and present design project assignments before independent jurors. To understand the importance of structure and its influence on the building façade. To understand and solve the complications of a restrained site. To understand the importance of context and how it affects design. To be aware of how regional, climatic and site characteristics influence solutions. To understand, analyze and select basic structural, construction and environmental systems. To be aware of how architects exercised judgment in similar circumstances.

Student Performance Criteria:

- A.2 Ability – Design Thinking Skills
- A.7 Ability – Use of Precedents
- B.7 Understanding – Financial Considerations
- C.2 Understanding – Human Behavior

Topical Outline:

Housing History, Structure, Theory, and Financial Considerations: lectures, reading, and writing assignments (15%)
Site Analysis (10%)
Small Project 1- Study of infill house (10%)
Small Project 2- Design of infill house (15%)
Final Project- Housing: Site Plan (10%), Study Models (10%), Floor Plans (10%), Sections (10%), Elevations (10%)

Prerequisites:

ARCH 3256 with a grade of C or better.

Textbooks/Learning Resources:

6000 Years of Housing; Schoenhauer
Fundamentals of Residential Construction; Alle & Thallon
The Barefoot Architect: A Handbook for Green Building; van Lengen

Offered:

Spring only, annually

Faculty Assigned:

Camilo Parra (F/T)
Ross Wienert (F/T)

Number and Title of Course:

ARCH 3283, Materials and Methods II, 3 semester hours

Course Description:

Emphasis on systems of building structures and on the interrelationships among the components of the systems, the assembly processes and project control.

Course Goals and Objectives:

To study the fundamental physical and chemical characteristics of materials.

To understand the properties and behavior of materials as they affect contemporary building construction practice and the changes that might occur in this rapidly evolving field.

To study basic structural concepts through qualitative description of various structural systems and their interaction with building materials.

To understand the constraints imposed by building codes and accessibility standards on the use of materials in architecture.

Student Performance Criteria:

B.10 – Understanding – Building Envelope Systems

B.12 – Building Materials and Assemblies

Topical Outline:

Steel Frame Construction (10%)

Concrete Construction (20%)

Roofing, Glass and Glazing, Windows, Doors (10%)

Exterior Wall Systems (20%)

Interior Systems (40%)

Prerequisites:

None

Textbooks/Learning Resources:

Fundamentals of Building Construction Materials and Methods, 5TH ed.; Allen

Offered:

Spring only, annually

Faculty Assigned:

Barry Norwood (F/T)

Number and Title of Course:

ARCH 3293, Structural Systems I, 3 semester hours

Course Description:

A study of theory of various structural concepts. Emphasis placed on statics and strength of materials.

Course Goals and Objectives:

To provide the student with the fundamentals required to adequately pursue advanced course work in the design and analysis of structural steel and reinforced concrete.

Student Performance Criteria:

None

Topical Outline:

Statics, Forces and Force Actions (15%)

Types of Beams and Columns (10%)

Trusses (5%)

Graphical Analysis (10%)

Analysis of Beams (15%)

Retaining Walls (5%)

Reinforced Concrete Beams and Foundation (10%)

Design Project (30%)

Prerequisites:

MATH 1123, Trigonometry

Textbooks/Learning Resources:

Simplified Mechanics and Strength, 6th ed.; Ambrose

Offered:

Fall and Spring

Faculty Assigned:

Marshall Brown (F/T)

Number and Title of Course:

ARCH 3453, Environmental Systems (Also Environmental Systems I), 3 semester hours

Course Description:

Fundamentals of environmental systems for buildings: lighting, electrical, heating, ventilating, air conditioning, plumbing and life safety.

Course Goals and Objectives:

To acquaint the student with methods for selection and design of various systems and their integration with building structure.

To give student sufficient knowledge of the principles and the operation of various building components and design for human comfort.

To make students aware of alternative energy sources and energy consumption in the U.S.

Student Performance Criteria:

B.8 Understanding – Environmental Systems

B.11 – Understanding – Building Service Systems

Topical Outline:

Lighting (20%)

Electrical (30%)

HVAC (30%)

Plumbing (10%)

Life Safety (10%)

Prerequisites:

None

Textbooks/Learning Resources:

Design of Mechanical and Electrical Systems in Buildings; Trost

Offered:

Fall and Spring

Faculty Assigned:

Jeffery Bolander (P/T)

Number and Title of Course:

ARCH 3463, Sustainable Building (formerly Environmental Systems II), 3 semester hours

Course Description:

Issues facing the design and construction industries in creating and maintaining high-performance green buildings. Sustainable building projects will be analyzed, green building rating systems of USGBC's LEED system and the DOE's Energy Star program will be studied and research and presentation of benchmark sustainable case study projects will be accomplished.

Course Goals and Objectives:

Students will demonstrate knowledge of key sustainable design and construction concepts, show competence in the use of high-performance building system tools, and analyze international green projects.

Student Performance Criteria:

B.3 Ability – Sustainability

B.8 Understanding – Environmental Systems

Topical Outline:

Current Topics (20%)

LEED (10%)

Energy Star (10%)

Energy Modeling (10%)

Biomimicry (10%)

Carbon Footprint (10%)

Case Studies (30%)

Prerequisites:

None

Textbook/Learning Resources:

No Textbook required

Recommended Resources:

“An Inconvenient Truth” Al Gore

USGBC's LEED Guidelines

Offered:

Fall and Spring

Faculty Assigned:

James L. McGregor, AIA, LEED AP (P/T)

Number and Title of Course:

ARCH 4433, Structural Systems II, 3 semester hours

Course Description:

A study of theory, behavior and design of structural systems in steel and timber.

Course Goals and Objectives:

To provide the student with an understanding of the behavior of structural steel members when subjected to a load. At the completion of the course, the student should have an understanding of the effect that this type of structure imposes on architectural design.

Student Performance Criteria:

B.9 Understanding – Structural Systems

Topical Outline:

Steel Design, products, fabricated shapes, stress and strain, rust, fireproofing and cost – (20%)

Beams – (15%)

Columns – (15%)

Trusses – (15%)

Connections – (10%)

Reinforced Concrete Design – (15%)

Design Projects – (10%)

Prerequisites:

ARCH 3293 with a grade of C or better

Textbooks/Learning Resources:

Simplified Design of Steel; Ambrose

Offered:

Fall and Spring

Faculty Assigned:

Marshall Brown (F/T)

Number and Title of Course:

ARCH 4443, CAD Construction Documents and Codes, 3 semester hours

Course Description:

The organization, development and preparation of a complete set of working drawings using computer aided design.

Course Goals and Objectives:

The primary emphasis is to help understand the architect's role in preparing construction documents and specifications and understanding their importance to general contractors. The student should improve their understanding of the technical aspects involved with project documentation. To learn the critical knowledge related to the important role of architectural construction documents and codes in transforming design concepts into real projects. To understand the composition of construction documents issued to the general contractor. Understand the sequencing of architectural construction documents as issued to the general contractor. To prepare a basic set of architectural construction documents for a project with emphasis on plans, elevations and sections. To develop and to demonstrate the ability to manage a project and oneself, to be a team player and a team leader. To develop and demonstrate the ability to solve problems. To develop and demonstrate the ability to effectively communicate with the project team. To prepare for future job opportunities after graduation.

Student Performance Criteria:

A.1 Ability – Communications; A.4 Ability – Technical Documentation; B.2 Ability – Accessibility; B.5 Understanding – Life Safety; B.7 Understanding – Financial Considerations; B.10 Understanding - Building Envelope Systems; B.12 Understanding – Building Materials and Assemblies; C.4 Understanding – Project Management; C.5 Understanding – Practice Management; C.6 Understanding – Leadership; C.7 Understanding – Legal Responsibilities C.8 Understanding – Ethics and Professional Judgment

Topical Outline:

Project Team (10%); Project Phases – Delivery, Bidding, Construction Administration (20%); The Drawings – Plans, Accessibility, Dimensions and Controls, Elevations, Sections and Details (30%); Coordination (5%); Codes (10%); Building Measurement and Proformas (10%); Documentation (10%); The Profession, Internships, Employment (5%)

Prerequisites:

ARCH 2223

Textbooks/Learning Resources:

The Professional Practice of Architectural Working Drawings, 3rd ed.; Wakita & Linde

Offered:

Fall, Spring and Summer

Faculty Assigned:

Dan Bankhead (P/T)

Bruce Bockhorn (F/T)

Number and title of Course:

ARCH 4456, Architecture Design VII, 6 semester hours

Course Description:

Exploration of urban design and the human and environmental impact of individual designs in the built environment.

Course Goals and Objectives:

ARCH 4456 will focus on basic principles of architectural design and communication including organization, spatial sequence, relationships and problem solving using simple interior and exterior problems. In addition to these basic design issues, the primary emphasis is on site investigation and appropriate, creative design response to discovered site issues. There will be a strong emphasis on creativity, environmental awareness and the development of the individual's design intent. To develop multimedia and technical drawing skills. To develop an understanding of basic design principles (form and function) and their interaction. To develop an understanding of structural systems. To develop an understanding of the design process. To develop an understanding of site analysis, building program, climatic factors and building orientation. To develop communicative skills in expressing design ideas effectively and professionally.

Student Performance Criteria:

A.10 Understanding – Cultural Diversity; B.1 Ability – Pre-Design; B.4 Ability – Site Design; B.5 Understanding – Life Safety; C.2 Understanding – Human Behavior

Topical Outline:

Project 1 Site Analysis – 10%

Project 2 Site/Schematic Design – 25% (Site Planning, Basic Programmatic Organization)

Project 3 Design Development – 15% (Plans, Building/Site Sections, Elevations)

Project 4 Final Presentation – 25% (Plans, Building/Site Sections, Elevations)

(Multi-Media Presentation including Conceptual Statement, Drawings, 1/16" Building Model)

Attendance/Weekly Grades Course Notebook – 25%

Prerequisites:

ARCH 3266 with a grade of C or better.

Textbooks/Articles/Learning Resources:

"Piecing Together Place: The Gees Bend Quilts," de Vazquez; "From Object to Fields," Alan; "On Site: Architectural Preoccupations," Burns; "Towards New Horizons," Ando; Anchoring, Holl; Building Construction Illustrated, Ching; Architect's Studio Companion, Allen and Iano

Offered:

Fall only, annually

Faculty Assigned:

Sheryl Tucker de Vasquez (F/T)

Number and Title of Course:

ARCH 4476, Architecture Design VIII, 6 semester hours

Course Description:

Advanced problems in architecture and planning.

Course Goals and Objectives:

ARCH 4476 focuses on basic principles of architectural design and communication including organization, spatial sequence, relationships and problem solving using simple interior and exterior problems. In addition to these basic design issues, the primary emphasis will be on site investigation and appropriate, creative design response to discovered site issues. There will be a strong emphasis on creativity, environmental awareness and the development of the individual's design intent including:

- multimedia and technical drawing skills.
- an understanding of basic design principles (form and function) and their interaction.
- an understanding of structural systems.
- an understanding of the design process.
- an understanding of site analysis, building program, climatic factors and building orientation.
- communicative skills in expressing design ideas effectively and professionally.

Student Performance Criteria:

A.5 Ability – Investigative Skills; B.2 Ability – Accessibility; B.6 Ability – Comprehensive Design
B.9 Understanding – Structural Systems; B.12 Understanding – Building Materials and Assemblies; C.9 Understanding – Community and Social Responsibilities

Topical Outline:

Project 1 Model/Site Mapping/Precedent Studies - 5%
Project 2 Schematic Model - 10% (Site Planning, Basic Programmatic Orientation)
Project 3 Schematic Design Review - 10% (Plans, Building/Site Sections, Elevations)
Project 4 Mid-term Review - 15%
Project 5 Pen-Ultimate Review - 20% (Design Development - Typical Wall Section, Structure, Egress/Life Safety Issues)
Project 6: Final Review - 20% (Multi-Media Presentation including Conceptual Statement, Drawings, 1/4" Wall Section Model, 1/16" Building Model)
Attendance/ Weekly Pin-Ups – 20%

Prerequisites:

ARCH 4456 with a grade of C or better.

Textbooks/Learning Resources:

Design for the Homeless, Davis; Building Construction Illustrated, Ching; Architect's Studio Companion, Allen and Iano

Offered:

Spring only, annually

Faculty Assigned: Sheryl Tucker de Vasquez

Number and Title of Course:

ARCH 5483, Structural Systems III, 3 semester hours

Course Description:

Structural design and analysis of building systems in steel and reinforced concrete; long spans, lateral forces, connections, code requirements, and economics of structural systems.

Course Goals and Objectives:

To provide the student with an understanding of the behavior of reinforced concrete members when subjected to load.

At the completion of the course, the student should have an understanding of the effect that this type of structure imposes on architectural design.

Student Performance Criteria:

None

Topical Outline:

Earthquake forces – 20%

Wind/Lateral forces – 20%

Reinforced Concrete design – 15%

Beam and Slab systems – 10%

Foundations and Walls – 15%

Long Span structures – 10%

Long Span trusses – 10%

Prerequisites:

ARCH 4433

Textbooks/Learning Resources:

Building Structures Illustrated, 6TH ed.; Ching & Wiley

Simplified Design of Reinforced Concrete, 5TH ed.; Ambrose & Wiley

Offered:

Fall only, annually

Faculty Assigned:

Marshall Brown (F/T)

Number and Title of Course:

ARCH 5506, Internship, 6 semester hours

Course Description:

Approved summer internship in an architecture office, the building construction industry or a planning or public service agency or a foreign study program. Appropriate documentation of the experience will be required.

Student Performance Criteria:

C.6 Understanding - Leadership

Topical Outline:

Internship

Prerequisites:

None

Textbook/Learning Resources:

None

Offered:

Summer, Fall, Spring

Faculty Assigned:

Barry Norwood (F/T)

Number and Title of Course:

ARCH 5513, Research Seminar, 3 semester hours

Course Description:

Research and programming for the Comprehensive Project studio.

Course Goals and Objectives:

ARCH 5513 will focus on developing Research Skills in preparation for the following semester's Comprehensive Design Studio. The primary emphasis is to help students understand programming analysis. The goal of the course is to allow you to focus on the design solution in the following studio after having fully prepared thorough research of your building type, site selection and analysis for the following semester. At the end of this course, the student will:
Have chosen a building type for their comprehensive design project DESIGN X. Have outlined the programmatic requirements needed to identify required square footages and volume requirements for the building type that was chosen for their comprehensive design project DESIGN X. Have performed a site and context analysis on the site that will host the building type that was chosen for their comprehensive design project DESIGN X. Have chosen benchmark projects that operate as precedents for their comprehensive design project DESIGN X. Have gained an overview of sustainable and technical requirements for their comprehensive design project DESIGN X.

Student Performance Criteria:

B.1 Ability – Pre-Design

Topical Outline:

Programming – 30%

Site and Context Analysis – 20%

Benchmark and precedent review – 15%

Technical and sustainability requirements – 35%

Prerequisites:

None

Textbooks/Learning Resources:

Problem Seeking: An Architectural Programming Primer; Pena

International Building Code 20xx; International Code Council

The Thinking Hand; Existential and Embodied Wisdom in Architecture; Pallasma

Eyes of the Skin: Architecture and the Senses; Pallasma

Offered:

Fall only, annually

Faculty Assigned:

James McGregor (P/T)

Bill Price (F/T)

Number and Title of Course:

ARCH 5566, Architecture Design IX, 6 semester hours

Course Description:

Advanced design studio with emphasis on comprehensive architectural design projects.

Course Goals and Objectives:

This Studio course consists of architectural problems chosen to focus on specific issues of conceptual to comprehensive architectural design. This Studio integrates all prior coursework into design solutions for medium and large-scale projects. The objective is to continue the development of student design skills with emphasis on large scale and complexity. Be able 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. Be able to use appropriate representational media, such as traditional graphic and digital technology skills (illustrator, photoshop, indesign, sketchup and podium) to convey essential formal elements at each stage of the programming and design process. Be able to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes. Be able to understand 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. Be able to understand the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.

Student Performance Criteria:

B.10 Understanding – Building Envelope Systems

C.1 Ability – Collaboration

Prerequisites:

None

Textbook/Learning Resources:

Assigned as appropriate to design problem(s).

Offered:

Fall only, annually

Faculty Assigned:

Bill Price (F/T)

Number and Title of Course:

ARCH 5579, Comprehensive Project Studio, 9 semester hours

Course Description:

A comprehensive design project based on research and programming accomplished in ARCH 5513.

Course Goals and Objectives:

Be able to read, write, speak and listen effectively and 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. Be able 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. Be able to gather, access, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes. Be able to understand 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, socio-economic, public health, and cultural factors. Be able to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities. Be able 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. Be able to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design. Be able to apply the basic principles of life-safety systems with an emphasis on egress. Be able to understand the principles of environmental systems design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, day lighting and artificial illumination, and acoustics, including the use of appropriate performance assessment tools. Be able to understand the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems. Be able to understand 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. Be able to understand 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.

Student Performance Criteria:

A.4 Ability – Technical Documentation, A.5 Ability – Investigative Skills, A.9 Understanding – Historical Traditions and Global Culture, A.10 Understanding – Cultural Diversity, A.11 Understanding – Applied Research, B.1 Ability – Pre-Design

B.2 Ability – Accessibility, B.3 Ability – Sustainability, B.4 Ability – Site Design, B.5 Ability – Life Safety, B.6 Ability – Comprehensive Design, B.8 Understanding – Environmental Systems, B.9 Understanding – Structural Systems, B.10 Understanding – Building Envelope Systems, B.12 Understanding – Building Materials and Assemblies

Prerequisites: ARCH 5513, ARCH 5566

Textbooks/Learning Resources:

The Architect's Studio Companion: Rules of Thumb for Preliminary Design; Allen & Iano

Building Codes Illustrated; Ching & Winkel

International Building Code 20xx; International Code Council

<http://www.access-board.gov>

www.buildinggreen.com

Offered: Spring only, annually

Faculty Assigned:

Sheryl Tucker de Vasquez (F/T)

Bill Price (F/T)

Number and Title of Course:

ARCH 5593, Professional Practice, 3 semester hours

Course Description:

The ethical, legal and administrative responsibilities of the architect. Relationships between the architect, the client, and the contractor involved in comprehensive architectural services and emerging techniques of practice.

Course Goals and Objectives:

Upon completion of this course, students will have gained knowledge of the workings of the architects' professional office, the many roles played within that office; the types of firms that practice architecture; the opportunities for involvement outside the traditional roles of architects; the roles and responsibilities of architects in society; and a thorough awareness of the ethical issues involved in the formulation of professional judgments in architecture and design.

Student Performance Criteria:

- C.3 Understanding – Client Role in Architecture
- C.4 Understanding – Project Management
- C.5 Understanding – Practice Management
- C.6 Understanding – Leadership
- C.7 Understanding – Legal Responsibilities
- C.8 Understanding – Ethics and Professional Judgment

Topical Outline:

- The Profession – 25%
- Practice – 15%
- The Project – 45%
- Contracts – 15%

Prerequisites:

None

Textbooks/Learning Resources:

The Architecture Student's Handbook of Professional Practice; AIA

Offered:

Spring only, annually

Faculty Assigned:

Dan Bankhead (P/T)

IV.2 Faculty Resumes

Name: Daniel W. Bankhead

Course Taught:

ARCH 4443 – CAD Construction Documents

ARCH 5593 – Professional Practice

Educational Credentials:

Rice University, Bachelor of Arts (Architecture and Fine Arts) 1980

University of San Francisco, Graduate Studies (Art History) 1981

Rice University, Bachelor of Architecture (1982)

Teaching Experience:

Prairie View A&M University, Assistant Studio Instructor – 2002-2003

Prairie View A&M University, Adjunct Assistant Professor – 2003 to present

Professional Experience:

Skidmore Owings & Merrill, Summer Intern, 1980

Hellmuth Obata & Kassabaum, Intern Architect, 1980-81

John S. Chase, FAIA, Architect, Managing Director, 1981-1999

Bailey Architects, Associate, 1999-2004

Rey de La Reza Architects, Associate Principal, 2004-2010

Houston Independent School District, General Manager Construction Services – 2010 to present

Licenses/Registration:

Architecture, Texas, 1984-present

Interior Design, Texas, 1996-2002

Selected Publications and Recent Research:

“AIArchitect: Face of the AIA, Doer’s Profile” AIA.org, 2009

“How AIA Members Navigate Through a Difficult Economy” YouTube, AIA National Channel

“The Largest Food Bank in the World Won’t Be Built from Scratch” Houston’s Real Estate Landscape, September 2010

“Take It to the Bank: Houston Food Bank Expanding to Become the Largest in the U.S.” Culture Map, Houston 2010

Professional

President, American Institute of Architects Houston (2009)

Memberships:

Architecture Center Houston Foundation

Houston Construction Specifications Institute

Texas Society of Architects

National Organization of Minority Architects (NOMA)

ACE Mentor Program – Board of Directors

Construction Industry Council of Houston

Name: William J. Batson Jr.

Courses Taught:

ARCH 1233 – Visual Communications
ARCH 1253 – Architecture Design I
ARCH 2243 – Architecture Design II
ARCH 2256 – Architecture Design III
ARCH 2266 – Architecture Design IV
ARCH 4476 – Architecture Design VIII
ARCH 2233 – History and Theory of Architecture I
ARCH 2243 – History and Theory of Architecture II
ARCH 2223 – Computer Aided Design
ARCH 3563 – Site and Urban Design
ARCH 4613 – Landscape Architecture

Educational Credentials:

The Ohio State University, BA, 1982, B.S. Architecture, 1991; M.S. Architecture, 1995

Teaching Experience:

ITT Technical Institute, Instructor, 1996-98
Kentucky Institute for International Studies, Athens, Rome, Italy, Summer Study Programs, 2001,-03,-04, Instructor—Drawing I, Beginning Water Color.
Changsha Middle School, Changsha, China, Instructor, English, 2001, 2004
University of Kentucky, Adjunct Professor, 2004-2006
Bluegrass Community and Technical College, Tenured Associate Professor, 1998-2007
Shandong Jiaotong University, China, English Instructor, Summer 2011
Prairie View A&M University, Associate Professor, 2007-present

Professional Experience:

Karlsberger Company, Architects, Inc., Columbus, Ohio, 1988-89
Columbus Neighborhood Design Center, 1989-90
KADPro, Inc., Columbus, Ohio, 1990-94
HKI Architects, Inc., Columbus, Ohio, 1994-96

Selected Publications and Recent Research:

“The Future of the City and Suburbia: Chaos or Community”, presented August 2008, Helsinki, Finland.
“The Digital Media and the Commodification of Cultural Heritage”, presented November 2008, Petra University, Amman, Jordan.
“Reconstructing the 2nd Century Greco-Roman Bath at Isthmia, Greece”, presented December 2009, Athens, Greece.
“The Hand and the Vector: Graphic Communication”, presented April 2011, Lincoln, Nebraska.
Five Views From the Hill, one of the five featured artist/exhibitors in the publication, January, 2011.

Professional Memberships:

A.I.A. Associate Member; ACSA Faculty Representative; Rice Design Alliance; WASH, Watercolor Society-Houston, member and participant in exhibits.

Name: Bockhorn, Bruce F., PhD, AIA

Courses Taught:

ARCH 3013, Construction Estimating
ARCH 4443, CAD Construction Documents

Educational Credentials:

Bachelor of Environmental Design, Texas A&M University - 1974
Master of Business Administration, Houston Baptist University - 1980
Doctor of Philosophy, Architecture, Texas A&M University - 2002

Teaching Experience:

Associate Professor/Director Construction Science: Fall 2008-Present
IDP Coordinator: Spring 2007-Present
Associate Professor and Interim Coordinator for Architecture, 2005-2007
Adjunct Associate Professor, School of Architecture, Prairie View A&M University, 2002-2004
Juror, College of Architecture, Texas A&M University, 1998 to present
Guest Lecturer, University of California at Los Angeles, 1994-1996

Professional Experience

Ben Boettcher and Associates, Architects, Inc., 1998-2004
LaSalle Partners, 1985-1998
W.Z.M.H. Group, Inc., 1980-1985
Bernard Johnson, Inc., 1976-1980
United States Army Corps of Engineers, 1974-1976

Licenses/Registration:

Architect	State of Texas	#9292
Interior Designer	State of Texas	#1531

Selected Publications and Recent Research:

“Issues in Selecting Architecture as a College Major: Increasing the Number of Practitioners Through Expanded Participation by Females and Minorities” – Dissertation
National Housing Endowment: Housing Education Leadership Program (H.E.L.P.); \$100,000 grant in association with Texas A&M University Construction Science program; 2009-2010

Professional Memberships:

American Institute of Architects (AIA)	Member
Texas Society of Architects (TSA)	Member (Brazos Valley Chapter)
American Council of Construction Education (ACCE)	Member

Name: Bolander, Jeffery N., P.E.

Courses Taught:

ARCH 3453: Environmental Systems

Educational Credentials:

Bachelor of Science, Mechanical Engineering, Texas A&M University, 1982

Masters of Mechanical Engineering, Texas A&M University, 1984

Doctor of Engineering, Texas A&M University, 1988

Teaching Experience:

Adjunct Assistant Professor, School of Architecture, Prairie View A&M University, 2003 to present

Professional Experience:

Shah Smith & Associates, Inc., Senior Principal

Licenses/Registration:

Licensed Professional Engineer, Texas

Selected Publications and Recent Research:

“A Cogeneration System Analysis for the University of Houston Campus”, Energy Engineering, Volume 85, No. 5, 1988

“An Analysis of a Cogeneration System at TWU”, November 1986

Professional Memberships:

National Society of Professional Engineers

Texas Society of Professional Engineers

American Society of Heating, Refrigerating and Air-Conditioning Engineers

American Society of Mechanical Engineers

Name: Brown, Marshall V., Jr., P.E.

Courses Taught

ARCH 3293, Structural Systems I
ARCH 4433, Structural Systems II
ARCH 5483, Structural Systems III

Educational Credentials:

Bachelor of Science in Architectural Engineering, Prairie View A&M University, 1960
Special Study
 Structural Engineering, University of California, Los Angeles, 1962
 McDonnell Douglas Management Seminars, UCLA
Master of Architecture, Texas A&M University, 1978

Teaching Experience:

Professor of Architecture, 1973 to present; School of Architecture, Prairie View A&M University

Professional Experience:

Mackintosh Architects, Hollywood, CA., Senior Designer, 1974
Senior Engineer, Project Manager, Architectural Designer, McDonnell Douglas Corp., Space Division, 1962-1972
Paul Williams & Associates Architects, Los Angeles, CA, 1961-1962
H.A. Lott Construction Co., Houston, TX, 1960-1961

Licenses/Registration:

Registered Engineer, State of Texas

Selected Publications and Recent Research:

Contributor, Biographical Directory of African American Architects 1865 to 1945
Design and Development of Mars Premier Research Base NASA Project
An Energy Efficient Designed Recreation Center
Energy Saving Opportunities for Mount Olive Baptist Church
Energy Audit of Housing for the Elderly

Professional Memberships:

NOMA
Tau Sigma Delta
Tau Beta Pi National Honor Society

Name: Jeremy L. Curtis

Courses Taught:

ARCH 1273 – Introduction to Multimedia Computing

ARCH 2223 – Computer Aided Design

Educational Credentials:

B.Arch. Architecture, Prairie View A&M University, Prairie View, Texas, 2001

Teaching Experience:

Instructor, Prairie View A&M University

Professional Experience:

PGAL Architects - 2002-2004

Self-employed, Arkitektion, LLC, 2003 to present

Microsoft Office Suite

AutoCAD Architecture 2012

Revit Architecture 2008 (16-Hour Course Training)

3D Studio Max

Adobe Photoshop CS5

Adobe Illustrator CS5

Adobe Acrobat X

Name: Rudy Paul Eguia, M.B.A.

Courses Taught:

ARCH 2223 - Computer Aided Design
CONS 4443 - Highway/Heavy Construction Management
CONS 3533 - Managing Construction Operations

Educational Credentials:

A.A.S., Architectural/Engineering, St. Philip's College, San Antonio, TX, 1980
B.S., Construction Management, Texas Southern University, Houston, TX, 1996
M.B.A., Management, LeTourneau University, Houston, Texas, 2003
M.S.E., Civil Engineering, post-graduate studies, Prairie View A&M University, 2007
M.CD, Community Development, post-graduate studies, Prairie View A&M University, 2011
Ph.D., Urban and Regional Science, Texas A&M University, College Station, TX, (In process)

Teaching Experience:

Professor, Lone Star College, 2004-present
Adjunct Assistant Professor, Prairie View A&M University, 2007-present
Teaching Assistant, Texas A&M University, 2010

Professional Experience:

Texas Department of Transportation, Project Manager, Houston, Texas, 1990 -- 2004
S & B Infrastructure, Project Manager/Design Manager, Houston, Texas, 2004 – 2005
Sain Engineering, Assistant Project Manager, Birmingham, Alabama, 2006 - 2006

Licenses/Registration:

none

Selected Publications and Recent Research:

none

Professional Memberships:

Project Management Institute (PMI)

Name: James Haliburton, AIA, NCARB, LEED AP

Courses Taught:

ARCH 2223 – Computer Aided Design
ARCH 4743 – Building Information Modeling
ARCH 5743 – Building Information Modeling

Education Credentials:

B.E.D. Texas A&M University, College Station, Texas 2000
MArch Texas A&M University, College Station, Texas 2004
Ph.D. Texas A&M University, College Station, Texas Expected Graduation 2011

Teaching Experience:

Teaching Assistant, Texas A&M University, 2002-2007
Visiting Assistant Professor, Prairie View A&M University, 2009 to present

Professional Experience:

Project Architect: Jim Singleton Architects, Bryan, Texas, 2005-present

Licenses/Registration:

Registered Architect, State of Texas
NCARB
LEED Accredited

Selected Publications and Recent Research:

Clayton, Mark J.; Ozener Ozan; Haliburton, James; Farias Francisco (2010) [Towards Studio 21: Experiments in Design Education Using BIM](http://cumincad.scix.net/cgi-bin/works/Show?sigradi2010_43Oezener), SIGraDi 2010_Proceedings of the 14th Congress of the Iberoamerican Society of Digital Graphics, pp. Bogotá, Colombia, November 17-19, 2010, pp. 43-46 http://cumincad.scix.net/cgi-bin/works/Show?sigradi2010_43Oezener,

Ozan Oender; Jeong, Woonseong; Haliburton, James; Clayton, Mark J. (2010) [Utilizing 4D BIM Models in the Early Stages of Design](http://cumincad.scix.net/cgi-bin/works/Show?ecaade2010_058), FUTURE CITIES [28th eCAADe Conference Proceedings / ISBN 978-0-9541183-9-6] ETH Zurich (Switzerland) 15-18 September 2010, pp.89-96 http://cumincad.scix.net/cgi-bin/works/Show?ecaade2010_058

Oezener, Ozan Oender; Farias, Francisco; Haliburton, James; Clayton, Mark J. (2010) [Illuminating the Design: Incorporation of natural lighting analyses in the design studio using BIM](http://cumincad.scix.net/cgi-bin/works/Show?ecaade2010_056), FUTURE CITIES [28th eCAADe Conference Proceedings / ISBN 978-0-9541183-9-6] ETH Zurich (Switzerland) 15-18 September 2010, pp.493-498 http://cumincad.scix.net/cgi-bin/works/Show?ecaade2010_056

Haliburton, J. & Kinnard, J. (2009, October). *BIM Power for Small Firms: Leveraging Processes and Technologies for the Small Firm*. Presentation given at the 70th annual Texas Society of Architects Convention in Houston, TX

Akel I. Kahera Ph.D.

Associate Professor of Architecture & Community Development.

EDUCATION

Ph.D. (with Honors) Princeton University, Princeton, NJ, 1997

M. Arch., Massachusetts Institute of Technology, Cambridge, MA, 1987

B.Arch., School of Architecture, Pratt Institute, Brooklyn NY, 1977

TEACHING EXPERIENCE & ADMINISTRATIVE POSITIONS

- **2006:** Present: Director of the Texas Institute for The Preservation of History & Culture
- **2009-2011:** Interim Director of the Program in Community Development
- **2003-2005:** Assistant Professor, College of Architecture, Texas Tech University
- **1997-2003:** Assistant Professor, The University of Texas at Austin; Secondary appointments: Urban Studies, Architecture, History & Middle Eastern Studies.

Graduate Courses taught in Community Development 2009-2011

- Code 5093. Collaborative studio in community development.
- Code 5033. Projects and case studies applying community development theory.
- Code 5343. Research applying community development theory.
- Code 5063. Practicum I
- Code 5043. Practicum II
- Code 5613. Land use and Development studio.

SELECTED PUBLICATIONS/ BOOKS

- *Deconstructing the American Mosque: Space, Gender & Aesthetics*, University of Texas Press, Austin, TX, 2002.
- Kahera, Akel. with Craig Anz & Latif Abdulmalik *Design Criteria for Mosques & Islamic Centers: Art, Architecture & Worship*, The Architectural Press, Oxford, UK, 2009.
- *Reading the Islamic City: Discursive Practices & Legal Judgment*, Rowan & Littlefield/ Lexington Press, Maryland, (forthcoming 12/2011).

Referred Journal articles

- "If you fly too close to the sun: Postmodernism, Pantheism and the Promethean Myth", *Journal of History & Culture*, 1:2, (2009) 39-52
- "To Live or Die in New Orleans", *Journal of Architectural Education* 60:1 20-21 (2006)
- "(Re) Thinking Primitivism, Cubism and the Agency of the Mask: Three forms of Improvisation." *Improvisation ACSA SW Regional Proceedings*. 267-74, (2006)
- "Towards An 'Integrated' Design Pedagogy: Architectural Displacements & The Location Of Culture Beyond The Bauhaus Tradition," *Tradition*, 20th ACSA Design Conference Proceedings. 109-14, (2006)

PROFESSIONAL & INTERNATIONAL EXPERIENCE

- **2002:** Consultant, *Austin Redevelopment Authority* Consultant
- **1998:** Consultant, *Prince Sultan Charity Foundation* Consultant, Riyadh KSA
- **1990-93:** Project Manager/Senior Architect, *Ministry of Defense*, Riyadh, KSA
- **1988-90:** Project Manager/ Senior Architect *Enppi Corporation*, Cairo Egypt
- **1987-88:** Senior Urban Designer; *Boston Housing Authority*
- **1979-85:** Project Manager / Senior Architect, *Zuhair Fayez & Associates Architects*, Jeddah Saudi Arabia

Name: James L. McGregor, JR., AIA, LEED AP

Courses Taught:

ARCH 3463 – Sustainable Building
ARCH 5513 – Research Seminar

Educational Credentials:

BARCH. Architecture, Auburn University, Auburn, Alabama, 1974
MARCH Architecture, Rice University, Houston, Texas, 1979

Teaching Experience:

Instructor, Auburn University, 1977
Visiting Assistant Professor, Prairie View A&M University, 2005 – Present
Studio Guest Critic - University of Houston, Rice University, High School for Visual and Performing Arts

Professional Experience:

Vice President, Design Director, CRS Architects, Inc., 1979-1992
Design Principal, WHR Architects, Inc. 1992-1995
Browne McGregor Architects Inc. 1995-present

Licenses/Registration:

Colorado, Texas, NCARB, LEED AP

Selected Publications and Recent Research:

Texas Architect, 3M Austin, Photovoltaic & Fresnel Lens Systems Review
Healthcare Design Magazine, Architectural Showcase, Pearland Pediatrics, Green Healthcare

Professional Sustainable Projects:

3M South West Headquarters, Austin, TX, Top Ten Sustainable COTE, Design
UT Health Science Center, School of Nursing, Programing and Planning
Pearland Pediatrics, Gulf Coast Green, LEED Certified, Design
Tomball MOB, LEED Silver, Design
University System, Kuwait City, Kuwait, Sustainability Consultant

Professional Memberships:

AIA, USGBC, COTE, RDA, Habitat For Humanity Fort Bend and Houston

Name: Tracey L. Moore

Courses Taught:

Fall 2009: ARTS1113 Design I; ARTS1203 Introduction to the Visual Arts

Spring 2010: ARTS1203 Introduction to the Visual Arts, ARTS1213 Digital Studio Art;
ARTS2283 African-American Art

Fall 2009: ARTS1113 Design I; ARTS1203 Introduction to the Visual Arts; ARTS2283 African-American
Art

Spring 2011: ARTS1203 Introduction to the Visual Arts, ARTS1213 Digital Studio Art;
ARTS2283 African-American Art

Educational Credentials:

M.F.A. Studio Art: Graphic Communications, University of Houston, Houston, TX 2003
B.A. Advertising Art, Prairie View A&M University, Prairie View, TX 1998

Teaching Experience:

Visiting Assistant Professor, 2004 – Present
Prairie View A&M University

Instructor, 2003 – 2004
Art Institute of Houston
Courses: Digital Imaging I, Digital Imaging II, Digital Illustration I, Digital Illustration II,
Layout I, Layout II, Graduating Student Mentor

Adjunct Professor, 2003–2006
LSC - North Harris College
Courses: Design I; Design Communication I

Professional Experience:

Freelance Design Experience: Classic Dance Ensemble, present; Charles Gilpin Players, 2010; iREAD
QEP program 2009-present; TIPHC, 2005-present; Benjamin Banneker Association, 2002 –2003; Friends
of Women Studies – University of Houston, 2002
Graphic Designer: AdPlex Ad Production Services, Houston, TX 1999 – 2002
Composing Room Assistant, The Beaumont Enterprise, Beaumont, TX 1998 – 1999

Selected Publications and Recent Research:

Perceptions of Whiteness, exhibition, The Beach Institute, Savannah, GA. 2011.
The Sketchbook Project 2011, traveling exhibition, ArtHouse Coop, 2011
The Scavenger Project 2, exhibition and publication, Brooklyn Art Library, Brooklyn, NY, 2010.
Four Views from the Hill, exhibition, North Harris College, Houston, TX 2010

Name: Barry H. Norwood.

Courses Taught:

ARCH 2273 – Materials and Methods I

ARCH 3283 – Materials and Methods II

Educational Credentials:

Bachelor of Architecture, Gerald D. Hines College of Architecture, University of Houston, 1982

Master of Architecture, Gerald D. Hines College of Architecture, University of Houston, 1983

Teaching Experience:

Visiting Assistant Professor, Prairie View School of Architecture, 1999-2002

Associate Professor, Prairie View School of Architecture, 2002 to present

Professional Experience:

Norwood Associates, Inc. 1988 to present

Selected Publications and Recent Research:

Restoration, Historic Preservation and Planning/Building Projects

Freedmen's Town - Houston

Barbara Jordan's Childhood Home - Houston

Mary Allen Seminary, Crockett, Texas

James Dickey Museum – Taylor, Teas

Buffalo Soldier Fort - Victoria, Texas

Marlin Community Center - Marlin, Texas

Museum of African American Art and History – Crockett, Texas

Gentle Shepherd Bible Church – Katy, Texas

City of Prairie View City Hall – Prairie View, Texas

Bayou Clean Up/Beautification Project – Prairie View, Texas

Memberships:

Construction Specifications Institute

Houston Chapter CSI

The Masonry Society

Name: John A. Okello

Courses Taught:

ARCH 1233- Visual Communications

ARCH 1253 – Architecture Design I

ARCH 1266 – Architecture Design II

Educational Credentials:

Bachelor of Architecture, Prairie View A&M University, 1997

Master in Community Development, Prairie View A&M University, 2007

Teaching Experience:

Assistant Professor, Prairie View A&M University, 2005 to present

Professional Experience:

WHR Architects, Inc., 1998-2003

Selected Publications and Recent Research:

ICU 2010: ICU Design for the Future, WHR, 2000, Illustrations

Innovation and Planning for Healthcare, WHR, 1999, Illustrations

Name: Camilo Parra, A.I.A.

Courses Taught:

ARCH 3256 – Architecture Design V
ARCH 3266 – Architecture Design VI

Educational Credentials:

B.A. Latin American Studies, University of Chicago, Chicago, Illinois, 1991
M.Arch. Architecture, University of Texas at Austin, Austin, Texas 1994

Teaching Experience:

Adjunct Assistant Professor, Prairie View A&M University, 2006 – Present

Professional Experience:

Parra Design Group, Ltd., Founding Principal, Houston, Texas, 1998-present

Licenses/Registration:

State of Texas Registered Architect

Selected Publications and Recent Research:

“Top of the Crop: A Conversation with High Achievers.” Panelist at Texas Society of Architects Annual Convention in San Antonio, Texas, 2010

“Architect-Contractor Collaboration to Deliver the Design Promise.” Speaker at the American Institute of Architects Convention in Miami, Florida, 2010

“Impresiones de Houston.” Cite 82: The Architecture and Design Review of Houston, 7. 2010

“Legalizing Walking: Houston’s New Transit Corridor Ordinance.” Cite 79: The Architecture and Design Review of Houston, 8. 2009

“Young Architect Award Presentation.” Speaker at the American Institute of Architects Annual Convention in San Francisco, California, 2009

“Design/Build: Practicum and Praxis” Speaker at the Rice Design Alliance Symposium, Houston, Texas, 2006

“Developing Townhouses.” Speaker at the Texas Society of Architects Annual Convention in Houston, Texas, 2004

Creative Work Cited in: Mankad, Raj “Touring the Townhouse Boom.” Cite 83: The Architecture and Design Review of Houston, 29-31. 2010

Creative Work Cited in: Moonan, Wendy (August, 2002) “Against All Odds.” Architectural Digest, 122-129.

Creative Work Cited in: Moorhead, Gerald (May/June 2001) “Three In a Row.” Texas Architect, 34-37.

Professional Memberships:

American Institute of Architects
Associated General Contractors of America
Houston Hispanic Chamber of Commerce
Houston Minority Business Supplier Development Council
Rice Design Alliance
United States Green Building Council

Name: William Price

Course Taught:

ARCH 5513 – Research Seminar
ARCH 5556 – Architecture Design IX
ARCH 5579 – Comprehensive Design

Educational Credentials:

Bachelor of Architecture, Virginia Polytechnic Institute and State University, 1991
Master of Architecture, Virginia Polytechnic Institute and State University, 1994

Teaching Experience:

Assistant Professor, Virginia Polytechnic Institute and State University, 1999-2000
Assistant Professor, University of Houston, 2000-2008
Visiting Associate Professor, Prairie View A&M University, 2008 - present

Professional Experience:

Rudy Hunziker, Architect, Tesserette, Switzerland, 1995
Head of Research and Development, OMA – Office For Metropolitan Architecture, Rem
Koolhaas, Architect, Rotterdam, Netherlands, 1996-2000
President, Bill Price, Inc., Houston, TX, 2001 to present

Selected Publications and Recent Research:

Price, Bill (2009) “Bill Price” 10x10 3 – Phaidon Press, curated by Ai Wei Wei 296-299
Asian Art Festival, Inner Mongolia, Convergence 142, Exhibit, Ordos, Inner Mongolia. 2009
Ordos 100. The Inevitable Cultural Negotiations When Building a City. Exhibit, Basel,
Switzerland. 2009
Price, Bill (2008) “Translucent Concrete Pavilion” Design is Air, 160-161

Name: Arsenio Rodrigues, PhD, LEED AP

Courses Taught:

ARCH 2256 – Architecture Design III
ARCH 2266 – Architecture Design IV

Educational Credentials:

B.Arch. Architecture, Goa University, Goa, India 2000
M.Arch. Architecture, Texas A&M University, College Station, Texas 2003
Ph.D. Architecture, Texas A&M University, College Station, Texas 2008

Teaching Experience:

Teaching Assistant, Texas A&M University, 2001-2007
Assistant Professor, Prairie View A&M University, 2007 to present

Professional Experience:

Ken Gaylord Architects, Hendersonville, North Carolina, 06/2003 – 06/2004
Resources International, Inc., Goa, India, 02/2001 – 07/2001
Ashley Mascarenhas Architects, Goa, India, 08/2000 – 12/2000
Dean D'Cruz Architects, Goa, India, 12/1999 – 05/2000

Licenses/Registration:

Leadership in Energy and Environmental Design Accreditation (LEED AP), 2009
Council of Architecture, India, Registered Architect, 2007
Health Systems and Design Certification, 2003

Selected Publications and Recent Research:

Rodrigues A. (2011) "Design Guidelines for Sacred Place-making: The Embodiment of Qualifying Principles and Informing Characteristics at Temples and Shrines of Kyoto and Nara." *7th Savannah Symposium: The Spirituality of Place*, February 17 – 19, 2011, Savannah College of Art and Design, Savannah, GA.

Rodrigues A, Batson W. (2011) "The Hand and the Vector: Graphic Communication." *27th National Conference on the Beginning Design Student: Beginning of/In the End*, April 01 – 02, 2011, Lincoln, NE.

Rodrigues, A. (2010) "Conceptualizing a Place Assessment Model: A Study of the Presence and Quality of Place-making Patterns in Sacred and Secular Buildings Using Questionnaire Data." *Architectural Research Centers Consortium – European Association for Architectural Education 2010 International Conference on Architectural Research: The Place of Research – The Research of Place*, 23 – 26 June, 2010, Washington, DC.

Rodrigues, A. (2010) "Developing the Pattern Matrix as a Guide for Creating the Extraordinary in Place: A Study of Phenomenological Differences in Design Principles between the Sacred and Secular in Architecture Using Focus Group Discussion Data." *Design Principles and Practices: An International Journal* 4(1) 85-122.

Rodrigues, A. (2009) "Human Activity and Symbolic Structures: A Qualitative Study of People's Experiences and Activities at Bonfire Memorial." *Journal of History and Culture* 1(2) 67- 88.

Rodrigues A. (2009) "Symbolic Structures and the Meaning of Place: A Phenomenological Exploration of the Deeper Meaning of Bonfire Memorial." *Working Group on Religion, Ethics and Nature (WGREN) Conference, Recreate – Replace – Restore: Exploring the Intersections between Meanings and Environments*, April 17 – 19, 2009, Ohio Northern University, Ada, OH.

Rodrigues A. (2009) "A Study of Differences in the Physical Embodiment of Place-making Patterns between the Sacred and Secular in Architecture using Graphical Data." *2nd International Conference on Contemporary Religious Architecture*, November 12 – 14, 2009, Ourense, Spain.

Name: Dr. Ikhlas Sabouni, ACSA & PVAMU Distinguished Professor, TAMUS Regents' Professor,

Courses Taught

ARCH 5423 – Urban Planning
ARCH 5506 - Internship

Educational Credentials:

B. Arch, 1979, Damascus University, Syria
M. Arch, 1981, Rice University School of Architecture
Doctorate in Architecture, 1987, Rice University, School of Architecture
Senior Management Program, 2002, Harvard, Kennedy School of Government
Governor's Executive Development Program, 1998, UT, L.B. Johnson School of Public Affairs
Several Management and Professional Development Programs & Workshops

Teaching & Administrative Experience:

Dean/Professor, School of Architecture, PVAMU, Prairie View, Texas, 1998-Present
Special Assistance to the President on Community & Urban Development PVAMU, 1996-2002
Coordinator for University Facilities Design and Planning – 1999-2004
Director of Laptop University – Pilot Program – Phases I thru III, 1999-2003
Community and Urban Development Coordinator – 2002-2004
Associate Dean/Director, College of Engineering & Architecture, PVAMU, 1994-1998
Professor of Architecture, College of Engineering & Architecture, PVAMU, 1998 to present
Associate Professor, College of Engineering & Architecture, PVAMU, 1994-1998
Assistant Professor, College of Engineering & Architecture, PVAMU, 1989-1994

Professional Experience:

Consultant for numerous projects, Outside the Lines, Inc., Sugar Land, Texas –1994 -Present
Consultant for educational & residential projects, AutoArch, Houston, Texas – 1998-Present
Consultant, Automated Architectural International (AAI), Houston, Texas – 1987- 1994
Staff Associate, Rice Center, Houston, Texas - 1981-1984
Intern, Rice Center, Houston, Texas - 1981

Selected Publications and Research:

Generated over \$5 million in research and developmental grants

Professional Memberships and Service:

American Institute of Architects, Texas Society of Architects
Houston Chapter, AIA
Association of Collegiate Schools of Architecture
Rice Design Alliance

NAAB:

Chaired and participated as member of several successful NAAB Visiting Teams
Attended the NAAB Team Chair Workshops in Chicago, Houston and Washington

NCARB:

Participated in the Southern NCARB Board Member/Educator Conference in Charlotte, NC 2007
Participated in the Southern Conference of the NCARB in Austin, TX 2003

ACSA:

Co-Chairing the ACSA new Fall Conference in Houston – Fall 2011

Serving as a Board Member (Secretary) on the initial College of Distinguished Professors - 2011
Served as a Juror for selecting the ACSA Distinguished Professors (ACSADP) for 2009
Chaired the ACSA Southwest Regional Conference in Houston - Fall 1993
Served as the ACSA Faculty Councilor representing Prairie View A&M University for many years
Served on the ACSA College of Distinguished Professors (CDP) founding committee
Served on the ACSA DP Founding Committee with Marvin Malecha and Lance Brown in preparing the first bylaws for the College of ACSA Distinguished Professors 2008-2010
Served on the TSA Board of Directors as Educator Director – 2008 to 2010
Serving on the ACSA Women's Leadership Council – 2006 to Present
Served as a Jurors on the ACSA Distinguished Professor Award - 2009

TSA:

Served as a Chair, TSA Life/Work Issues Task Force - 2008
Served as Chair, TSA Diversity Initiative Task Force - 2009
Served as a Jurors for the TSA 25 Years Award, 2009
Served as a Trustee for the Texas Architecture Foundation for four years 2005-2009
Currently serving on the TSA/TAF/Schools Consortium on Sustainability since 2007

AIA National:

Participated in the AIA Diversity Plenary in Saint Louis, 2008
Served as a Jurors for the first AIA Diversity Recognition Program, 2009
Participated in the AIA /CEO Large Firm Roundtable Dean's Meeting, 2009

AIA Houston:

Presently serving as AIA Houston Board Member
Served as a Jurors on two AIA Houston Young Architect Award – 2000 & 2001
Chaired Higher Education Task Force Committee at AIA Houston - 2000
Co-chaired Urban Design Committee with AIA Houston - 1999

Selected Accomplishments at Prairie View A&M University

Participated in preparing four Architecture Program Reports for the Architecture Program at PVAMU
Led the Department of Architecture through four successful NAAB Accreditations Visits
Led the efforts in getting a new building for the School of Architecture, which was completed in 2005
Succeeded in having a star architect design the new building, resulting in visibility of school, publication and design awards for the building
Supervised PVAMU Campus Master plan, planning and design efforts for six new buildings 1999-2004
Involved architecture students and faculty in all phases of planning, design and construction by attending presentations and discussions by professionals including nationally acclaimed architects
Initiated and led the "Laptop Pilot Program" initiative in the University as early as 1999
Used laptop funding to
Led the transformation of a very small unaccredited Department of Architecture to a well-recognized autonomous accredited School of Architecture
Succeeded in increased the School's enrollment four-fold in the last several years
Increased the diversity of the students body in the School fulfilling the Texas Closing the Gap Initiatives
Initiated new programs in Construction Science and Community Development
Established the Community Urban & Rural Enhancement Center (CURES) & the Texas Institute for the Preservation of History & Culture (TIPHC)
Led students with faculty members in several successful statewide design competitions
Led the faculty in the re-development of curriculum and adding new courses
Re-organized and enhanced the design studio's performance by hiring expert design Professors from Rice University and University of Arlington to coordinate and lead design efforts in the School
Succeeded in increasing the School's budget eight-fold and started two scholarship endowments

Name: Yunsik Song

Courses Taught:

ARCH 4733 – Advanced CAD

Educational Credentials:

B.S. Material Engineering, Hanyang University - 1983

B.S. Architectural Engineering, Hanyang University - 1987

M.Arch, Illinois Institute of Technology - 1992

Also attended - University of Michigan - 1993-94

Texas A&M University - 1994 to 2000

Teaching Experience:

Teaching Assistant, Department of Architecture, Texas A&M University - 2000

Visiting Assistant Professor, School of Architecture, Prairie View A&M University - 2001 – present

Adjunct Instructor, LoneStar College, Cyfair -2008 - Present

Professional Experience:

Designer and Drafter, Samchang Co., Inc., Seoul, Korea - 1987-88

Intern Design, Schlaeger and Taniguchi Associates, Chicago, 1991 - 1992

Designer and CAD Drafter, Anderson and Oh Associates, Chicago, 1992 - 1993

Selected Publications and Recent Research:

"The Strategic Implications of e-Commerce for the Design and Construction Industry"; Co-authors: Robert Johnson, Mark Clayton, Ge Xia, Jeonghan Woo, Yunsik Song; Engineering, Construction and Architectural Management Journal 9/3

"Anticipating Reuse: Documenting Buildings for Operations Using Web Technology"; Co-authors: Mark Clayton, Robert Johnson, Yunsik Song; Automation in Construction Journal; January 2002

"Documenting Design Rationale Using Web Technology"; Proceedings of the CAADRIA Annual Conference, Singapore, May 2000

Professional Memberships:

Association for Computer Aided Design in Architecture

Association for Computer Aided Design Research in Asia

Association of Collegiate Schools of Architecture

Name: Sheryl Tucker de Vazquez

Courses Taught:

ARCH 2256 – Architecture Design III
ARCH 4456 – Architecture Design VII
ARCH 4476 – Architecture Design VIII
ARCH 5579 – Comprehensive Design

Educational Credentials:

Bachelor of Science in Architecture, Georgia Institute of Technology, 1984
Masters of Architecture, University of Texas at Austin, 1988
Postgraduate Fellowship in Architecture, University of California at Berkeley, 1990

Teaching Experience:

Teaching Assistant, University of Texas at Austin, 1988
Postgraduate Teaching Fellow, Visiting Lecturer, University of California at Berkeley, 1991-92
Assistant Professor, University of Houston, 1993-1998
Assistant Professor, Tulane University, 1998-2005
Visiting Assistant Professor, Prairie View A& M University, 2009 to present

Professional Experience:

Project Designer, Stevens and Wilkinson, Atlanta Georgia, 1989-1982
Project Designer, Ellerbe Becket, Washington DC, 1987 - 1988
Intern Architect, Clark, Tribble, Harris and Li, Washington DC, 1987

Registration:

Registered Architect, State of Texas License no. 16016

Selected Publications and Recent Research:

"Piecing Together Place: The Gees Bend Quilts" in Akel Kahara, ed., *Journal of History and Culture*, Volume 3, Number 1 (Texas Preservation of History and Culture) Summer 2010
"Light is Like Water, Barragan and the Question of Magic," Center, Volume 15: Divinity, Creativity, Complexity, p. 168 (The University of Texas Center for Architecture and Design) 2010
"Dressed Windows," in David Brown and William Williams, eds. Row: Trajectories Through the Shotgun House (Architecture at Rice, Houston: Rice University Press/Distributed Art Publishers) 2004

Grants/Awards:

Latin American Studies Department, **Tulane University** for: 'Light is Like Water, Barragan and the Question of Magic,' 2003
J.P. Herndon Thompson Traveling Fellowship, **Tulane School of Architecture**, used to support research on: 'Magical Realism in the work of Luis – Barragan,' 2001
Robert R. Taylor Grant for Faculty Development, **American Collegiate Schools of Architecture** for: 'Poetic Dislocation in the Work of Luis Barragan,' 2001
Graham Foundation for the Fine Arts and Architecture, for: 'Magical Realism in the Work of Luis Barragan,' 2000

Name: Ross Wienert

Course Taught:

ARCH 1233 – Visual Communications

ARCH 1253 – Architecture Design I

ARCH 1266 – Architecture Design II

ARCH 3266 – Architecture Design VI

Educational Credentials:

Bachelor of Science in Architecture, University of Michigan - Taubman College of Architecture and Urban Planning - Ann Arbor, MI, 2003

Master of Architecture, University of Texas - School of Architecture - Austin, TX, 2009

Teaching Experience:

Teaching Assistant, Summer Academy Instructor, University of Texas School of Architecture, 2007-2009

Visiting Assistant Professor, Prairie View A&M University, 2009 to present

Professional Experience:

Architectural Intern/Designer, Nieto Sobejano Arquitectos - Madrid, Spain, 2008

Architectural Intern, *Palleroni Leite Design Partnership* - Austin, TX, 2008

Intern, Corgan Associates Architects - Dallas, TX, 2005-2006

Intern, Jones Baker Design - Dallas, TX, 2003-2006

Selected Publications and Recent Research:

Professional Memberships:

Rice Design Alliance

Name: Peter J. Wood

Courses Taught:

ARCH 1233 - Visual Communications

ARCH 1253 - Architecture Design I

ARCH 2256 – Architecture Design III

ARCH 2266 – Architecture Design IV

Educational Credentials:

Bachelor of Arts, 1965; Yale College, New Haven, Conn.

Master of Architecture, 1971; Yale School of Architecture, New Haven, Conn.

Also attended: University of Houston (56 hours in Ed.D. program in Higher Education Administration); Texas Christian University (27 hours in Public Administration); Defense Language Institute West Coast (Russian)

Teaching Experience:

Assistant Professor and Assistant to the Dean, School of Architecture, University of Texas at Arlington, 1971-1975

Associate Professor, College of Architecture and Program Development Specialist, Continuing Education; University of Nebraska at Lincoln, 1978-1980

Dean, College of Architecture, University of Houston (1989-1992), Associate Dean (1983-89), Assistant Dean (1980-83) Associate Professor (1980-93)

Professor of Architecture; School of Architecture, Prairie View A&M University, January 1998 to present

Professional Experience:

Intern, Charles A. Wood, Jr. Architect, Ridgefield, N.J., 1959-1963

Intern, Gerber & Pancanni Architects, Newark, N.J., 1963

Director, Professional Development, The American Institute of Architects, Washington, D.C., 1975-1978

Professional memberships

Associate Member, American Institute of Architects

Rice Design Alliance

Congress for New Urbanism

**Prairie View A&M University
School of Architecture**

Visiting Team Report

**Master of Architecture (B.S. in architecture
[130 undergraduate credit hours]
plus 36 graduate credit hours)**

FINAL DRAFT

**The National Architectural Accrediting Board
5 April 2006**

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.

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I. Summary of Team Findings

1. Visiting Team Comments

The NAAB team extends its appreciation to Prairie View A&M University (PVAMU); President George C. Wright; Provost and Senior Vice President for Academic and Student Affairs E. Joahanne Thomas-Smith; the School of Architecture (SOA); Dean Ikhlas Sabouni; and Director Bruce Bockhorn for their accommodation and hospitality.

The team finds the following conditions and characteristics related to the SOA's accredited 5½-year Master of Architecture (M. Arch.) program at PVAMU. The program appears energetically led, well taught, and supported by the administration and the university at large. The following specific team comments are separated into three broad but interrelated categories of investigation and analyses—the people, the program, and the facility.

The People

Administration

- The SOA enjoys a high level of institutional support as represented by the offices of the president and provost with the program designated as one of four targeted campus-wide for preeminence.
- There exists noteworthy visibility of the program and its leadership in institution-wide governance and planning activities.
- SOA leadership has not engendered the full trust and collaboration of junior faculty.
- SOA administrative support remains understaffed.

Faculty

- The dedication and passion of the faculty as teachers and their commitment to the students is a great asset.
- Faculty size has substantially increased since 2002 in response to increased enrollment.
- Notwithstanding the foregoing, the faculty seems to lack a commitment to each other that erodes collegiality and mentoring interaction.
- SOA's absence of a policy for promoting tenure-track faculty affects the sense of job security and long-term commitment, particularly with younger faculty.
- The program is handicapped by the continued absence of a full-time academician with a background in architectural history and design theory.

Students

- As do many first-generation familial collegians, students place a high value on the educational opportunity offered by the program.
- Most of the student body is engaged, articulate, and informed.
- Work ethic challenges affect the real progress of some students.
- The positive correlation among enrollment policies, orientation, and retention of students is essential to the longer term stability of the school.
- Student participation in AIAS and other similar organizations is marginal, but flourishes in a student chapter of the Construction Specifications Institute (CSI).
- Students enjoy a collegial and “family”-based relationship with each other and faculty.
- Student enrollment has approximately doubled since the 2000 team visit.

The Program

Core Program

- The curriculum is holistic in the broad context of the knowledge, skills, and values an architect needs to have to inform the creative process.
- The design exercises interweave ways of seeing, knowing, and making, with increased complexity each subsequent semester.
- Models and, to a lesser extent, drawings are used as tools for the creative process.
- Although not yet fully implemented, the “slide” (digital and analog) library is a valuable program asset for faculty lecturers and student research.
- The yet-to-be-implemented library/reading room in the new facility will potentially enhance the study habits of the students and the informal creative dialog between faculty and students.

Enrichment Characteristics

- The geographic location of the campus erodes opportunities for a robust lecture series and frequency of field trips.
- The program has no formal international studies enrichment component.
- Regional opportunities for community service projects are regularly included in the configuration of course programming.

The Facility

Built Facility

- The inspirational and highly acclaimed new 105,000-ft² (32,004-m²) facility places this aspect of the program equal to that of the best school of architecture in the nation. (Press coverage includes articles in the *Architectural Record*, January 2006, pp. 102–07 and *Texas Architect*, January/February 2006, pp. 30–37.)
- A shared “great space” is an integrating focal point for the facility, programs, and occupants.
- The building engenders a culture of cooperation and is used as an instrument of teaching and learning.
- Adequate studio area exists for an enrollment expansion of the program to approximately double its current size.
- The occupancy of some of the program area noted above (existing and that available for program expansion) is currently occupied by the College of Business and must be recognized by the administration to be temporary.

Equipment and Support

- The facility is currently less than fully equipped with regard to the model shop, plotter capabilities, and audiovisual projection hardware.
- Student access to the building on evenings and weekends is awkward and unresolved.
- A pedestrian pathway to/from student parking is unpaved and problematic in wet weather.

2. Progress Since the Previous Site Visit

Taken from the 2002 Focused Evaluation: The 2000 *Visiting Team Report* (VTR) marked Condition 6 (Human Resource Development) as “Not Met” and also marked nine Criteria under Condition 12 as “Not Met” (Criteria 7, 9, 10, 11, 12, 13, 15, 24, 34). The Team Report stated under “Causes of Concern”:

“Underlying the conditions not met are two basic issues:

“The marginal funding of the program....

“The small size of the program limits the number of faculty members.... The program’s plans for increased size should be pursued.”

The 2000 VTR also urged the addition of “A senior project, or capstone, or other way of distinguishing the conclusion of the professional degree....”

The Nomenclature Change document from the program reported remarkable progress on these underlying concerns of the 2000 VTR:

- a. Financial support for the activities of the school has increased sharply as a result of the receipt of actions by the Office of Civil Rights. The school reports an increase in budget from roughly \$550,000 in 2001–02 to roughly \$2.5 million in 2002–03. These funds have been used to provide new programs within the school, (a B.S. in Construction Science and a master’s program in Community Development) which should broaden the understanding of architecture and provide additional opportunities for students.
- b. The school has eight new faculty members with appropriate degrees, several of whom are assigned to criteria in the 2000 VTR that were marked “not met.”
- c. The student enrollment has grown from 112 studio students in 1997 to 162 in 2002.

These changes clearly address the two underlying concerns of the 2000 VTR. The extent to which they will be reflected in the details of the conditions and criteria not met will be an issue for the next NAAB comprehensive evaluation, which will occur after sufficient time has elapsed to allow the effects of the changes to become manifest.

The program did directly address the suggestion made in the 2000 VTR, of a culminating project. The Nomenclature Change proposal also noted changes in design and course emphasis and student evaluation to meet criticisms in the 2000 VTR.

2006 Team Comments

The above conditions marked “not met” in the 2000 VTR and the 2002 Focused Evaluation have all been addressed in substantial part and, except as noted in 5. Causes of Concern, are no longer problematic as individual specific issues. However, challenges remain in the overall configuration of SOA’s leadership-faculty culture and internal interactions.

SOA now includes a comprehensive capstone project as the culmination of the professional degree program.

3. Conditions Well Met

- 5 Studio Culture
- 8 Physical Resources
- 13.21 Building Envelope Systems

4. Conditions Not Met

- 2 Program Self-Assessment Procedures

3	Public Information
9	Information Resources
10	Financial Resources
13.25	Construction Cost Control

5. Causes of Concern

In addition to the above conditions marked “not met,” two overarching concerns exist for the future health and vitality of the program:

1. Overall financial support and its sustainability into the future; and
2. The school leadership-faculty culture, which currently does not exhibit the most robust collegiality and collaboration.

While the financial dilemma may be thought of as being typical for institutions nationwide and not unique to the situation at PVAMU, inadequate program-wide funding continues to be the greatest source of uncertainty at the PVAMU SOA. The unprecedented commitment to capital improvements, which resulted in the new SOA building and a portion of the funds allocated to programs and their support, will essentially expire in August 2007. Program initiatives undertaken in the near past already have been subjected to funding cuts, and their robust continuation is dependent upon alternative funding sources. Although financial resources are addressed directly in Condition 10, the potential impact of these funding uncertainties ripples throughout related conditions and criteria touching in whole or in part on the following areas:

- Faculty salary levels
- Adequate faculty numbers
- Administrative staffing levels
- On-site architecture library resources
- Scholarship levels
- Opportunities for field trips
- Opportunities for international study
- Comprehensive lecture series
- Equipping/outfitting of the building.

This single funding issue has such an overarching impact that the health and vitality of the entire program are potentially at risk despite the program’s generous and exciting physical accommodation in the new building. While administration at all levels vouches for the committed continuation of the funding of the program and its related initiatives (indeed, PVAMU identifies SOA as one of four programs campus-wide “...targeted for preeminence”), the real world vagaries of 1) the political legislative process in securing and sustaining public funding and 2) the ability to raise complementing private funds remain the pressing issues. In short, steps must be undertaken to ensure that the program and its content achieve and retain the same level of excellence as the new facility that now houses the SOA at PVAMU.

Concerning the SOA administrative-faculty culture, there is evidence to suggest that the leadership style of certain senior faculty is not universally embraced. It cannot be overlooked, however, that as leader of the SOA, the dean bears responsibility for the situation and needs to develop a plan to correct it. This overall characteristic ripples throughout the program with adverse impacts to the following:

- Faculty collegiality
- Mentoring
- Trust/collaboration

- Tenure/job security
- Role modeling.

The conditions and criteria not met and the foregoing two issues define the areas of emphasis and focus for the next visiting team evaluation.

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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]	[]

Benefits from the Institution

PVAMU is the second oldest public institution of higher education in Texas and the only historically black university in the state to offer a degree in architecture. It has a rich tradition of service that aims to assist 1) students from diverse ethnic and socioeconomic backgrounds to realize their full potential, and 2) small and medium-sized communities and businesses in their growth and development. This tradition provides the underpinning for SOA's mission for students and faculty to be proactively involved with developing and nurturing problem-solving solutions that address the needs of society. By offering a diverse curriculum within a comprehensive studio and classroom environment, SOA helps the university achieve its mission by preparing a diverse student body for leadership roles as practitioners and developers in the areas of architecture, construction, and community design.

Contributions to the Institution

- In the fall of 2005, SOA relocated to a newly constructed building on campus. Through publications and awards, this state-of-the-art building designed by renowned architect Michael Rotondi has brought positive attention to the university.
- The dean is recognized for her commitment to helping the university initiate and implement recruiting efforts aimed at improving diversity in terms of Hispanic, Caucasian, and other underrepresented minorities.
- The Center for Urban and Rural Enhancement Services (CURES) and the Texas Institute for the Preservation of History and Culture (TIPHC) are important assets that support the mission of the university.

Academic and Professional Standards for Faculty and Students

- Faculty are dedicated, well qualified, and passionate about teaching. They are diverse in both gender and ethnicity, are licensed architects and active practitioners, and have graduate and/or undergraduate degrees from the following institutions: Notre Dame, University of Houston, Rice, Texas A&M, Prairie View A&M, Texas Christian, University of Texas at Arlington, Princeton,

Pratt, MIT, Tulane, and Arizona State Universities. They have won design competitions, have exhibited projects, and have been published in a variety of venues. They have been invited to lecture and participate in studio critiques, and are active in professional organizations and civic activities. Built works include educational facilities, transportation facilities, municipal buildings, churches, office and administrative complexes, and housing.

As noteworthy as these individual characteristics may be, the faculty as a group lacks a cultural collegiality, which is discussed in detail in I. Summary of Team Findings, 5. Causes of Concern.

- The student body continues to grow in terms of gender and ethnic diversity. Students applying to SOA must meet university admission requirements and are encouraged to submit examples of creative work. Student organizations such as the American Institute of Architecture Students (AIAS), the CSI, the National Organization of Minority Architecture Students (NOMAS), Women in Architecture, and Tau Sigma Delta play an important role in the socialization of students and help them develop skills in leadership and service. Students witness the creation of the university building environment vis-à-vis the design and construction of new buildings on campus, attend field trips developed to support design studio or classroom activities, and participate in design competitions.

Interaction with Other Programs on Campus

- Offices for the College of Business's Marketing Department temporarily occupy a portion of the second floor in the new SOA building.
- The Art Department, also located in SOA, teaches drawing to all students on campus.
- The following SOA courses are open to all students of the university: History and Theory of Architecture I and II, Architecture Design I, and Introduction to Multimedia Computing.

Contributions of Students, Faculty, and Administration to the Governance and Intellectual and Social Lives of the Institution

- In spite of limited resources, SOA is successful in accomplishing its mission through the innovation, creativity, and dedication of the administration, faculty, and staff.
- Students participate in university-wide activities such as fraternities, sororities, and the marching band, and serve in leadership positions in the student government.
- Faculty serve on, and chair, university committees and task forces.

Contributions of Institution to the Accredited Degree Program in Terms of Intellectual Resources and Personnel

- Increased student enrollment will require increased resources for faculty lines, technology, faculty development and enhancement, and student activities.

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]	[]

The school is devoted to meeting the student's best interests. Students are supported and encouraged to assume leadership roles within the school, university, and community. In particular, programs such as the CURES and the TIPHC offer students team- and task-based leadership opportunities. Within the university, several student organizations, such as the Dean's Council and the university student council provide students with further outlets for cultivating leadership skills.

A concerted effort to increase student diversity is in effect and is positively adding variety to the school. Transfer students and international students are accepted into the "family" atmosphere and are given the necessary resources to quickly assimilate into the school and campus. Although mostly existing only at the local level, more national and international enrichment activities, such as lectures, exhibits, and field trips, will further the realization of comprehensive diversity.

While the students are generally excited about the school's current physical accommodation and programmatic content, they expressed sentiments about changes that need to happen to ensure the quality of their educational experience. Specific student requests include the following:

- The security system should be modified/corrected to provide students with reliable and facile key-card access to the building. Considering that many of them commute significant distances guaranteed off-hour access to the building is needed.
- More elective classes are needed to expand enrichment opportunities beyond the required courses (e.g., photography and design build)
- Although parking proximity is acceptable, the current parking situation dictates that students frequently carry heavy loads to and from SOA through wet and unstable soil.
- A food source within the building is desired and will have the positive academic effect of promoting longer and more productive studio hours.

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]	[]

The state of Texas is one of only eight jurisdictions that allow candidates to take the Architect Registration Examination (ARE) before fully completing the Intern Development Program (IDP). Candidates are able to sit for the ARE after completing the requirements for only 1 year of IDP. Acceptance in the IDP during the fourth year could find candidates eligible to apply to take the ARE soon after their completion of the master's program. Therefore, it is imperative that students have sufficient knowledge of and sound preparation for the transition to internship and licensure.

The majority of students understand the importance of licensure and indicate they intend to seek the traditional professional path to registration. A renewed emphasis on IDP at the student level has been implemented through course study in professional practice, the designation of a new IDP coordinator, a new formalized relationship between the school and the National Council of Architectural Registration Boards (NCARB), guest lecturers on the subject, and financial assistance by the Houston AIA chapter in the form of \$1,000 that pays for student IDP application and registration fees. This support translates into a significant growth in the number of student IDP members, who total 25 at present. In addition, another 12 to 15 students attended the AIA chapter meeting in March and indicated an interest in joining if some form of assistance could be provided, but it is uncertain to what extent the financial assistance by the Houston AIA chapter will continue in an expanded and/or extended program.

Many students are involved in some form of internship program during school as a form of employment to meet financial commitments. SOA also offers a course elective, Arch4406, Architectural Internship, providing 6 credit hours. This makes obtaining IDP credit for this work unattainable since educational credit and IDP credit cannot be awarded for the same activity.

The school has undertaken an aggressive campaign to assist students in gaining employment. Periodic contacts are made to educate employers, immediate student supervisors, and office managers to support the students and recent graduates in their endeavors to complete the IDP and ARE requirements for licensure. Lecture presentations on career opportunities are held in the spring. An annual career fair was established in the spring of 2005, which resulted in the acceptance by all May, August, and December graduates of full-time offers with professional architecture or engineering firms.

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]	[]

The program demonstrates that its students are well prepared to enter the profession. A talented, multicultural faculty, with an ample proportion of practitioner-instructors, promotes a professionally grounded method of problem solving.

Activities in coursework and student chapters of professional associations provide practical exposure to design, managerial, contractual, and administrative issues and immerse the students in the roles and obligations of professional leadership. The involvement of the faculty in practice and community service sets favorable role-model expectations for the students in recognizing their obligations to the profession and the public. The addition of the required internship and the involvement of practitioners in upper-division studios have added to the professional connectedness of the students with the profession.

The community outreach program with Prairie View, Waller, and other nearby communities provides real project, hands-on experience for students in planning and architectural exercises, for which interaction with government officials and regulatory agencies are an integral part of the work. The research-, problem-solving–based curriculum emphasizes process and critical thinking skills applicable to a wide range of ethical and professional situations. Further evidence of the professional preparedness of students and recent graduates is the successful rate of job placement in architecture firms of prominence in Houston, Texas, and nationwide.

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]	[]

Architecture as practiced in the broader context of society is introduced in seminars (Research Seminar 5513 and Professional Practice 5593) and in Comprehensive Studio 5579. Together, they thoroughly address the practical and philosophical implications of the practice of architecture as an important shaper of society’s built environment. The emerging concepts of ethical land use and sustainability are promoted as fundamental aspects of thoughtful architecture responsible to the best interests of society.

The program continues its tradition of both faculty and students participating in the design review and development of campus projects and site planning. This provides not only a benefit to the university, but also allows the students to participate as stakeholders and interested community advocates. Many SOA students participate in community service projects through accredited courses or on a volunteer basis. This includes work with local schools, community groups, and other non-profit clients all of which provides much-needed capabilities to the organizations as well as hands-on experience for the students.

The diversity of the SOA community reflects the many ethnicities, experiences, values, and cultures inherent in the faculty/student body. It is an invaluable resource that stimulates and challenges all to an ever greater appreciation of the differences in a changing society. SOA, in cooperation with PVAMU, has continued its participation in a summer discovery program for high-school students, which offers a 2-week introduction to architecture through projects, lectures, discussions, computer usage, and field trips.

These activities in combination stimulate the thought, insight, and community involvement necessary to create responsible candidate architects for society.

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]

PVAMU SOA appears to engage in numerous endeavors geared to assessing the program's advancement towards achieving accreditation. However, the number of contradictory pieces of information and the lack of thorough documentation provided to the team result in this condition's being "not met."

SOA is to be commended for the thorough self-assessment document included in the *Architecture Program Report (APR)*. Strengths, challenges, and plans of action were identified and documented in the following categories: Faculty and Staff, Students, Facilities, Resources, Research, Service, Technology, Administration, Teaching and Curriculum, Leadership, Access, Accountability, Academic Freedom, Student Organizations, Diversity, and the Profession. However, there is no strategic plan included with the documentation that identifies strategies and time lines for accomplishing the goals.

The APR makes reference to two specific assessment documents—a strategic plan and a quality enhancement plan—yet neither is included in the APR. The APR also refers to numerous self-assessment activities such as community meetings, student course evaluation forms, faculty evaluation forms, alumni/ae surveys, and surveys from employers regarding student internships, yet no examples of these documents are included. While the committee has no doubt that these areas are being assessed in some way, it would benefit the program to include examples of these documents so the accrediting team can better understand what is being assessed and the strategies identified and/or implemented for correcting areas of concerns.

Overall, the accrediting team had difficulty locating information in the Team Room and had to ask for too much additional information in order to better understand areas of concern. As a result, too many pieces of contradictory information came to the attention of the team. For example, page 1-10 of the APR indicates research as a strength of the program, yet page 1-14 states that not much research takes place; page 3-74 states that the library has no slide collection, yet when gathering additional information about the library, the team was told there was a slide collection with 21,000 slides; pages 1-10 and 3-99 refer to the fact that SOA brings in more money than it spends, yet financial instability is an ongoing theme throughout the document.

The team was further concerned regarding this issue since SOA responded to a condition "not met" during the 2000 accrediting visit by saying that a particular condition was not met because

the SOA “did not display the work appropriately to answer the question.” It is incumbent upon the SOA to present the accreditation material in a clear, concise, and accurate manner, and the accrediting team felt SOA fell short in this area.

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]

The 2005–07 Undergraduate Catalog contains the correct wording. The 2005–07 Graduate Catalog contains outdated and incorrect wording. Inconsistent/incorrect wording is also contained in APR pages 3-14 (correct) and 3-17 (incorrect). Hence this condition is “not met.”

4. Social Equity

The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with 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 historically black institution, Prairie View A&M places great emphasis on social equity and diversity. The university and the School of Architecture both have a clear and concise policy of diversity that is well documented and accessible. However, it is becoming increasingly difficult to attract top-tier high-school graduates with the increased emphasis placed by other major universities within the state on the recruitment of minorities from the traditional candidate pool.

A new recruiting coordinator is in place to recruit students from within the Hispanic community and community colleges located within the traditional student pool that supplies PVAMU SOA. This recruiting coordinator is also responsible for assisting with the students and their families’ needs and concerns while attending the school. This ambitious program has resulted in a remarkable change in the diverse make-up of the school’s student and faculty populations.

In addition, the dean has implemented an Architectural Dean’s Council, composed of students from each studio, in which they can express concerns about the program. This forum gives the students a voice and allows them the opportunity to participate in program governance.

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]	[]

This condition is “well met.” The school embodies an optimistic spirit throughout the studios. Faculty and staff support students in an environment that adheres to the studio culture policy drafted and reviewed annually by the school and students. The facility provides opportunity for collaboration, and students are encouraged to voice opinions freely with fellow students and faculty. The demand on student’s time is understood and the schedule is arranged so that students are able to participate in activities outside the school.

As the program has evolved, the team noted a lack of mentorship, which is as instrumental to maintaining an even level of student interest and to motivating all students. The new facility’s “transparency” places older students in a visible and approachable position to mentor younger students as classes are formed and programs are initiated.

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
[X]	[]

The faculty size has expanded and its composition has been enriched since the 2000 visit. Thirteen full-time faculty, eight part-time faculty, and weekly assistance from Richard Ferrier, FAIA (an architecture faculty member at the University of Texas at Arlington) share the instructional load. This combination exhibits a rich mix in age, scholarly degrees, and practitioner experience. Although teaching loads are slightly above university standards, the faculty are committed to the program and can frequently be found assisting studio students well beyond posted class hours and late into the evening.

Missing from the faculty is a degreed academician in architectural history and design theory. While recognition must be given to appropriately staffing (full-/part-time) the model shop, library, and computer technology, filling this position is perhaps the number one priority for enhancing the academic offering at SOA.

The academic staff is recognized for their overall commitment and competence, but a fully collaborative relationship among school leadership, senior faculty, and junior faculty does not seem to have reached its full potential. The department is administratively understaffed to provide the necessary support to school leadership and faculty.

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]	[]

This condition is “met” largely because of the progress made since the 2000 visit, the 2002 Focused Evaluation, and the commitment made for continued progress. Significant room for improvement still exists in the opportunities provided for both faculty and student growth and development. While both tenured and junior faculty are extremely committed to the program, there is an absence of tenure-track designees, which seems to adversely affect the long-term employment commitment of junior faculty. In addition, junior faculty would benefit from a more rigorous mentoring program by senior faculty.

Although restricted by financial considerations, students are offered a mix of opportunities to enrich and advance their growth. Field trips, tours, exhibitions, committee participation, and the lecture series are among the activities available, and a meaningful proportion of the students are active in one or more.

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
[X]	[]

This condition is “well met.” In August 2005, the SOA occupied a new 105,000-ft² (32,004-m²) facility. Located at the entrance to the campus, the structure is a landmark facility offering maximum visibility and exposure for the school. This award-winning facility, designed by the renowned architect Michael Rotondi, FAIA, contains design studios, display galleries, individual full-time faculty offices, a professional library, a 135-seat presentation theater, seminar rooms, and administrative spaces.

Design studios are located around a central atrium that is the focal point of the school and helps to foster an open communication and dialog among all course levels. The central atrium can accommodate the entire school’s enrollment for presentations and seminars and can also be used for gatherings and other functions. Program expansion has been considered and the building will be capable of comfortably housing more than double the present enrollment.

At present, a small portion of the building is temporarily occupied by the College of Business’s Marketing Department. The model shop has yet to begin operation as it is not currently fully equipped and the Professional Library Resource room is not in operation. The facility will benefit from the completion of the audiovisual equipment installation and additional computer and technical support hardware. However, once these finishing appointments are in place, the physical resources will be equal to those of any school of architecture in the country.

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]

Library materials are centrally located in the John B. Coleman Library as there are no collections housed in remote sites around the PVAMU campus. The Coleman Library is located across the street from SOA and provides students an opportunity to leave the studio and interact with other students and use other campus facilities. Some students enjoy walking to the library and find the environment appropriate for study, research, and reflection. However, some students admit they would use the library more if it were located in the building.

SOA currently has a small space designated for an in-house resource/reference library and anticipates expanding this collection of materials once the College of Business moves out of the building. (The space originally designated for the library is currently occupied by the College of Business’s Marketing Department.) To date, the SOA collection contains 159 VHS tapes, 23 DVDs, 12 CDs, and 21,000 slides. The SOA library is currently not accessible on a regular basis but plans are underway to staff it with student workers. These students will help relocate slides still located in the previous facility and will organize and digitize them.

SOA appears to have an excellent working relationship with the staff of the Coleman Library. All first-year students, new students, and faculty are required to attend one information literacy session. Faculty, staff, and students recommend titles for purchase and thus help shape the architecture collection. Eleven thousand (3 percent) of the library’s total holdings (356,562) relate to architecture and 8,000 of these have NA titles. For FY 2005, \$35,485 (6 percent) of the total library budget was designated for architecture books and \$193,972 (33 percent) was designated for architecture databases and electronic resources.

The Coleman Library purchases architecture materials with money from the National Endowment for the Humanities (NEH) Fund, the Office of Civil Rights (OCR) Architecture Fund, and the Library Access Fund. The OCR fund ceased in FY 2004 but the NEH and Library Access Funds continue to cover materials costs. In addition, students are assessed a \$10 library usage fee per credit hour to help defray costs for the more expensive materials.

Because of the dislocation of the planned library space by the College of Business and the pending, but not-yet-implemented replacement resource/reference library, the team evaluates this condition as “not met.”

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]

* The Library of Congress classification for the historical and aesthetic aspects of architecture.

“Where there’s a will, there’s a way.” This is the underlying theme of architecture education nationwide, not just at PVAMU, and it is particularly evident when financial resources are limited but the need to create the best conditions for teaching and learning are not. In short, PVAMU SOA is doing an extraordinary job within the limited resources it has.

But the challenges remain. Anticipated increases in enrollment, the maintenance and operation of the new facility, and expanded academic programs will all require both ongoing financial resources as well as committed funding over time. While the benefits of the one-time investment in the striking new facility are not to be overlooked, the success of the program will depend upon its continued funding, at least a noteworthy portion of which will expire in August 2007.

This subject is further discussed in Section I, Summary of Team Findings, 4. Causes of Concern, and is the single issue around which revolve many potentially affected aspects of the program at PVAMU SOA.

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]	[]

The structure is clear and responsive to its constituency, notwithstanding being understaffed and underfunded. Although the dean clearly needs additional help in administering the school, coordinators of the various programs, assistants, and faculty are actively engaged in administrative work in their respective areas. Under the circumstances, all are performing acceptably, but with additional support perhaps the level of collegiality would improve and they would be more effective in fulfilling both curricular and extracurricular responsibilities.

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]	[]

Since the last accreditation visit in 2000, PVAMU SOA has changed its degree-granting program from a 5-year B. Arch. to a 5½-year M. Arch. and is currently in the process of changing its curriculum to meet the NAAB minimum requirements of 168 credit hours for an M. Arch. degree. According to the APR, SOA recognized that the required curriculum changes might not be in place in time for the 2006 visit. The request for changes in the curriculum was made in November

2005 and approved by the PVAMU Academic Council in February 2006, so the situation is in a state of transition. This situation, coupled with a “required reduction” of degree credit hours by the State of Texas legislature, is something the school has until 2015 to address. In order to ensure that the minimum requirement of 168 credit hours for the M. Arch. degree is met and not compromised by the state legislature’s required credit-hour reduction, the team urges detailed progress reporting on this issue in the NAAB-mandated annual reports.

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]	[]

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]	[]

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]	[]

In many instances during project development, faculty members give students the option of employing graphic skills or utilizing 3-D models to convey essential formal elements. While model-building capabilities are advanced and accomplished, the team evaluated graphic skills as weak and inconsistent. There exists little evidence of freehand drawings skills and a better balance should be struck between hand graphic capabilities and digital technology.

13.4 Research Skills

Ability to gather, assess, record, and apply relevant information in architectural coursework

Met	Not Met
[X]	[]

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]	[]

This is one of the program's strengths and is a recurring theme of the curriculum.

13.6 Fundamental Skills

Ability to use *basic architectural principles in the design of buildings, interior spaces, and sites*

Met	Not Met
[X]	[]

The pedagogical objective of all core studios is to focus on the development of knowledge, skills, and values, which is evident in both the syllabi and the projects.

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]	[]

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]	[]

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]	[]

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]	[]

13.11 Use of Precedents

Ability to *incorporate relevant precedents into architecture and urban design projects*

Met	Not Met
[X]	[]

The use of historical precedent as a way to broaden the context for understanding and informing architecture is a basic method of teaching/learning at PVAMU SOA. It introduces in a clear and concise way the underlying nature of a problem, its potentials, and the approaches to discovery of engaging solutions.

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]	[]

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]	[]

13.14 Accessibility

Ability to *design both site and building to accommodate individuals with varying physical abilities*

Met	Not Met
[X]	[]

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] []

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] []

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] []

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] []

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] []

13.20 Life-Safety

Understanding of the basic principles of life-safety systems with an emphasis on egress

Met Not Met
[X] []

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]	[]

Compelling evidence exists that the program addresses this issue comprehensively in several lecture sections and supports it in upper-level design studios. This criterion is well met.

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
[X]	[]

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]	[]

13.25 Construction Cost Control

Understanding of *the fundamentals of building cost, life-cycle cost, and construction estimating*

Met	Not Met
[]	[X]

While there is evidence to suggest that the issue is peripherally addressed in several courses that contribute to an understanding, the APR course matrix identifies only a single course, Arch 4443, CAD Construction Documents, as “satisfying the criterion.” However, the course syllabus for Arch 4443 states that the related material only “contributes” to the understanding. Hence by SOA’s own assessment there is no course in the total curriculum to which primary responsibility is assigned to satisfy the criterion. Thus, the team evaluates this criterion as “not met.”

13.26 Technical Documentation

Ability to make technically precise drawings and write outline specifications for a proposed design

Met	Not Met
[X]	[]

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]	[]

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]	[]

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]	[]

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]	[]

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]	[]

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]	[]

This criterion is met due to the variety of extra-curricular leadership opportunities provided by SOA. The team recognizes pedagogy as an all-encompassing, everyday experience where leadership challenges occur frequently. To specifically provide leadership opportunities, more group leadership activities should be incorporated into the core course curriculum.

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]	[]

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
[X]	[]

III. Appendices

Appendix A: Program Information

1. History and Description of the Institution

The following text is taken from the 2005 Prairie View A&M University Architecture Program Report.

Prairie View A&M University ("University" of "PVA&MU"), the second oldest public institution of higher education in Texas, originated with the Texas Constitution of 1876. On August 14, 1876, the Texas Legislature established the "Agricultural and Mechanical College of Texas for Colored Youths" and placed responsibility for its management with the Board of Directors of the Agricultural and Mechanical College located at College Station, Texas. The A&M College of Texas for Colored Youths opened at Prairie View, Texas on March 11, 1878.

The University's original curriculum was designated by the Texas Legislature in 1879 to be that of a "Normal School" for the preparation and training of teachers. This curriculum was expanded to include the arts and sciences, home economics, agriculture, mechanical arts, and nursing after the University was established as a branch of the Agricultural Experiment Station (Hatch Act, 1887) and as a Land Grant College (Morrill Act, 1890). Thus began the tradition of agricultural research and community service, which continues to this day.

In 1919, the four-year senior college program was begun and, in 1937, a division of graduate studies was added offering master's degrees in agricultural economics, rural education, agricultural education, school administration and supervision, and rural sociology.

In 1945, the name of the institution was changed from Prairie View Normal and Industrial College to Prairie View University, and the school was authorized to offer, "as need arises," all courses offered at the University of Texas. In 1947, the Texas Legislature changed the name to Prairie View A&M College of Texas and provided that "courses be offered in agriculture, the mechanics, arts, engineering, and the natural sciences connected therewith, together with any other courses authorized at Prairie View at the time of passage of this act, all of which shall be equivalent to those offered at the Agricultural and Mechanical College of Texas at College Station, Texas." On August 27, 1973, the name of the institution was changed to Prairie View A&M University, and its status as an independent unit of the Texas A&M University System was confirmed.

In 1981, the Texas Legislature acknowledged the University's rich tradition of service and identified various statewide needs which the University should address. Included in the list were the assistance of students of diverse ethnic and socioeconomic backgrounds to realize their full potential, and the assistance of small and medium-sized communities and businesses in their growth and development.

In 1983, the Texas Legislature proposed a constitutional amendment to restructure the Permanent University Fund to include Prairie View A&M University as a beneficiary of its proceeds. The Permanent University Fund is a perpetual endowment fund originally established in the Constitution of 1876 for the sole benefit of Texas A&M University and the University of Texas. The 1983 amendment also dedicated the University to enhancement as an "institution of the first class" under the governing board of the Texas A&M University System. The constitutional amendment was approved by the voters on November 6, 1984.

In January 1985, the Board of Regents of the Texas A&M University System responded to the 1984 Constitutional Amendment by stating its intention that Prairie View A&M University become "an institution nationally recognized in its areas of education and research." The Board also resolved that the University receive its share of the Available University Fund, as previously agreed to by Texas A&M University and the University of Texas.

In October 2000, the Governor of Texas signed the Priority Plan, an agreement with the United States Department of Education Office of Civil Rights to make Prairie View A&M University an educational asset accessible by all Texans. The Priority Plan mandates the creation of many new educational programs and facilities. It also requires removing language from the Institutional Mission Statement which might give the impression of excluding any Texan from attending Prairie View A&M University.

Dr. George C. Wright was named as the seventh president of Prairie View A&M University in July 2003. In December of 2004, the University granted its first Ph.D. (Juvenile Justice).

Description

Prairie View A&M University is a comprehensive public institution of higher education authorized as a land grant university under the Morrill Acts of 1862 and 1890. The University is part of the Texas A&M University System, which includes nine institutions of higher education. The main campus is located in Waller County approximately 40 miles northwest of Houston, Texas. The College of Nursing facility is located in the Texas Medical Center in Houston. Currently, there are 413 faculty teaching at the university.

The university offers a broad range of academic programs through the following major divisions:

- College of Agriculture and Human Sciences
- School of Architecture
- College of Arts and Sciences
- College of Business
- College of Education
- College of Engineering
- College of Juvenile Justice and Psychology
- College of Nursing
- The Graduate School
- Texas Undergraduate Medical Academy

The colleges/schools have a total of 28 departments/divisions offering baccalaureate degrees in 39 majors, 31 master's degrees and four doctoral degrees. The Ph.D. programs are offered in Education Leadership, electrical Engineering, Juvenile Justice and Criminal Adolescent Psychology.

Significant demographics for the University as of Fall 2004 are as follows:

Table No. 1.1 Student Body Population

Population	# of Students	Percentage
Undergraduates	6,128	73.39%
Graduate students	2,024	24.24%
Post baccalaureate	198	2.37%
Total:	8,350	100.00%

Table No. 1.2 Gender Ratio

Gender:	Percentage
Male Students	40.00%
Female Students	60.00%
Total:	100.00%

Table No. 1.3 Race/Ethnicity

Population	Percentage
Caucasian	5.00%
African-American	90.00%
Hispanic	3.00%
Asian or Pacific Islander, or American Indian	< 1%
International	2%
Total:	100.00%

Table No. 1.4 Home of Origin

Location	Percentage
In-state students	93.00%
Out-of-state students	5.00%
International students	2.00%
Total:	100.00%

Recently studies indicate that 42% of the students live on-campus in apartment style housing.

2. Institutional Mission

The following text is taken from the 2005 Prairie View A&M University Architecture Program Report.

Prairie View A&M University is dedicated to excellence in teaching, research and service. It is committed to achieving relevance in each component of its mission by addressing issues and proposing solutions through programs and services designed to respond to the needs and aspirations of individuals, families, organizations, agencies, schools, and communities-both rural and urban. Prairie View A&M University is a state-assisted institution by legislative designation, serving a diverse ethnic and socioeconomic population, and a land-grant institution by federal statute. Having been designated by the Texas Constitution as one of the three "institutions of the first class" (1984), the University is committed to preparing undergraduates in a range of careers including but not limited to engineering, computer science, natural sciences, architecture, business, technology, criminal justice, humanities, education, agricultural sciences, nursing, mathematics, and the social sciences. It is committed to advanced education through the master's degree in education, engineering, architecture, natural sciences, nursing, selected social sciences, agriculture, business, and human sciences. It is committed to expanding its advanced educational offerings to include multiple doctoral programs.

Though the University's service area has generally extended throughout Texas and the world, the University's target service area for offering undergraduate and graduate

programs of study includes the Texas Gulf Coast Region; the rapidly growing residential and commercial area known as the Northwest Houston Corridor; and urban Texas centers likely to benefit from Prairie View A&M University's specialized programs and initiatives in nursing, juvenile justice, architecture, education, and social work. The University's public service programs offered primarily through the Cooperative Extension Program target the State of Texas, both rural and urban counties. The University's research foci include extending knowledge in all disciplines offered and incorporating research-based experiences in both undergraduate and graduate students' academic development.

3. Program History

The following text is taken from the 2005 Prairie View A&M University Architecture Program Report.

Studies in architecture began at Prairie View in the 1920's with classes being offered in drafting and building construction. In the 1940's, two instructors in architecture were added to the staff and, in 1947, the Board of Regents approved a School of Engineering program. Included in this reorganization was the plan for the development of a Department of Architecture ("Department") that would offer a four-year degree in Architectural Engineering. At that same time, the engineering and architecture programs moved into new facilities with space allocated to the Department.

In 1970, the College of Engineering established an Ad Hoc Study Group on Curriculum in Architecture that resulted in the program being changed to a five-year Bachelor of Architecture program in 1972. In 1977, the first professional Bachelor of Architecture degrees were awarded.

The Department of Architecture moved into the new Engineering and Architecture building in 1979 with approximately 12,000 square feet assigned to its instructional activities. In 1986 the Board of Regents changed the name of the college to the College of Engineering and Architecture and the program gained membership in the Association of Collegiate Schools of Architecture (ACSA).

The architecture program received its initial accreditation from the National Architectural Accrediting Board (NAAB) in June 1992 and has maintained accreditation since that time. Following the attainment of accreditation, a university effort in reorganization saw the creation of the Division of Art and Architecture merging the departments of Art and Architecture with an Associate Dean as the head. This action was soon followed by the reduction in status of the art program to a non-degree granting function. In February 1998 in response to recommendations of the most recent accreditation visit and forceful action within the university, the Division of Art and Architecture was restructured to become the Prairie View School of Architecture with its own dean and status equal to the other schools and colleges of the university.

In 2002, the Texas Higher Education Coordinating Board approved a five-year combined Bachelor of Science, 4-year degree and one-year Master of Architecture professional degree to replace the 5-year Bachelor of Architecture degree. The Master of Community Development program was approved in 2001 and the Bachelor of Science in Construction Science was added in 2003. The Center for Urban and Rural Enhancement Service (CURES) and the Texas Institute for the Preservation of History and Culture were established in 2002.

4. Program Mission

The following text is taken from the 2005 Prairie View A&M University Architecture Program Report.

The mission of the programs in the School of Architecture is to combine and fulfill the responsibilities in teaching, research and service and to the missions of the State of Texas and Prairie View ALCM University by being proactively involved with the development and nurturing of problem solving solutions to address the needs of our society. Graduates of the School of Architecture will participate in the contemporary milieu, encourage and anticipate changes, and respond to change in the local, national and international communities.

The programs in the School of Architecture (Architecture, Construction Science, and Community Development) are dedicated to accomplishing their mission through excellence in teaching, research and service by preparing students to play a leadership role in rebuilding America's cities and improving the quality of the built environment. By offering a diverse curriculum led by an accomplished faculty in a comprehensive studio and classroom environment, the School of Architecture programs will educate students for significant roles as practitioners, developers and leaders in architecture, construction community planning, and community development. Students in the programs of the school will be challenged to develop their abilities in problem solving, creative thinking and informed decision making as a focus of their professional education. They will accomplish this in a nurturing and student-centered environment that fosters personal development and professional excellence.

Architecture Programs

The architecture programs are dedicated to preparing students to play a leadership role in rebuilding America's cities and improving the quality of the built environment. By offering a diverse curriculum led by an accomplished faculty in a computer and studio intensive environment, the architecture programs will educate students for significant roles as practitioners and leaders in architecture, planning and construction.

Bachelor of Science Program

The Bachelor of Science (or pre-professional program) provides the common ground for studies architecture. It is intended to cover the basic content of the preparation of an educated architect lead to professional studies at the graduate level.

Master of Architecture (Professional Program)

The Master of Architecture (professional program) prepares students for roles in the profession architecture by building on the content of the pre-professional degree through intensive and focused advanced studies in the field of architecture practice and design.

5. Program Strategic Plan

The following text is taken from the 2005 Prairie View A&M University Architecture Program Report.

The School of Architecture used the 2004-2005 Academic Year to conduct a thorough self-assessment of its program. During this time the faculty and staff updated its Strategic Plan and Quality Enhancement Plan. In addition, the University's Provost commissioned an External Review that was conducted in the Spring 2005. '

Provided below in Table 1.5 is an overview of the program's strengths and challenges, as well as the propose actions to be taken that were compiled after these reviews. The faculty and staff discussed these matters during their annual planning retreat held in Austin, Texas. ² The purpose of this discussion and creating Working Committees was to afford a means to address their findings and building upon them during the 2005-2006 Academic Year.

Table No. 1.5 Program Self Assessment

FACULTY AND STAFF

Strengths

1. The faculty is a dedicated, well-qualified, and hard working mix of experience and youth who bring excellent credentials to their work. They are very much "student centered" and "service oriented" as they carry out the mission of the University and the School of Architecture.
2. The size of the school and the quality of the faculty present an excellent opportunity for innovative programs, research and service.
3. The school faculty serves on numerous university-wide committees. They also attend as many professional conferences as their time permit.
4. Faculty members are open to new ideas and collaborative relationships given the directions of the Dean and the University's President.

Challenges

1. Assuming that enrollment will continue to increase, the program needs to add faculty members, in either full-time or adjunct positions, to continue the level of quality we are accustomed to providing the students.
2. With the rapid growth, there is a need for additional administrative staff to support the faculty and handle the administrative workload.
3. Continued increases in student population will require a corresponding increase in faculty. The current low ratio of faculty compared to the student population is needed to maintain the quality of contact hours with the students.
4. The overall faculty salaries should continue to be competitive with those offered by the other seven accredited programs in the state of Texas.

Plan of Action

1. Elevate the School status to that of a College, which will provide opportunities to increase support staff and Request additional funding for this purpose.
2. Maximize opportunities to chart teaching load rules.
3. Use funds allocated by the state and the University to reward faculty for outstanding: classroom performance and research activities.
4. Seek independent funding and financial support to allow faculty to have greater participation on research and service opportunities, as well as attend educational conferences.

STUDENTS

Strengths

1. The student body is articulate, knowledgeable and committed to their studies.
2. There is great enthusiasm and excitement on the part of our students about their studies and the new facility that they have occupied.
3. The school is witnessing an ever increasing diversity in its student population. While African-American students still comprise the majority of the students, the number of Hispanic students is growing as is the case for the overall population in the state of Texas.
4. The school has embarked on an aggressive and highly successful recruitment strategy. As a result

the enrollment has rapidly increased. The freshman class that entered in the Fall Semester 2004 totaled over 100 students, representing a 100% increase over the previous same-time enrollment in 2003. Projected enrollment for the Fall Semester 2005 was estimated at 113 students.

5. The engagement with community college programs in the state offers a transfer program that encourages growth and overall improvement of the student body.
6. The students are given the opportunity to participate in creating a mission/purposeful environment so that they create a vision and goal for becoming the generation that can rebuild America's communities. The school's mission focuses on a specific and reachable goal, i.e. "Rebuild American Cities."

Challenges

1. Many of our students arrive with a lack of economic support (particularly for materials).
2. Attracting top tier high school graduates is a challenge given the increased recruitment of minorities by other major universities in the state.
3. The successful recruitment strategy must be supported with increased financial resources to serve the students.

Plan of Action

1. Continue to support and expand the Recruiting Plan. Support should be in terms of financial commitments and new marketing information (brochures, mailers, website, etc.).
2. Review recruitment approaches for all ethnic classifications and evaluate with recent announcement that Texas is now one of four "minority-majority" states in terms of population. Also, look at means to attract the top tier high school students with a special approach that would make this university more appealing to them (location, size, historical nature, etc.).
3. Evaluate potential future admissions numbers to contemplate the numbers of students that can be housed in the building. Coordinate this with the Construction Science and Community Development programs.
4. Continue to expand contacts with community college systems in the state to attract increased numbers of transfer students.
5. Continue to integrate all three programs (Architecture, Construction Science and Community Development) to support the mission of the University and the School.

FACILITIES

Strengths

1. The new Architecture and Art Building was occupied in the 3rd quarter of 2005 in time to welcome students for the Fall Semester 2005. The facility has already proven to be a strong recruiting tool as well as afforded increased teaching, research and seminar opportunities, which will layer into community outreach endeavors.
2. The new facility is bringing prominent exposure to the University and to the program through increased media coverage.
3. Once fully operational, having a fully equipped Model Shop in the new building will afford greater opportunities to conduct design/build classes. It also provides a potential opportunity to offer "construction based" labs in other disciplines such as Theater Arts.
4. The new facility will have a state-of-the-art computer laboratory for the students. Such visualization efforts will create unlimited opportunities for design morphosis.
5. The facility offers the School the opportunity to offer dedicated spaces for students in Construction Science and Community Development.

Challenges

1. As with any new building at the university, especially one so prominently located and attracting rave reviews, many departments on campus would like to use the space to office and/or teach. With a continued climb in enrollment the School must make sure to keep sufficient control over space allocation so that current and projected courses in architecture, construction science, art and

community development can be sufficiently accommodated.

2. The initial year of operation and the grand opening celebrations, while offering great opportunities to show case our student's work, will also create a demand on the faculty and staff that will be above the norm.

Plan of Action

1. Use the first year of occupancy to "try and test" the facility, learning about its positive aspects as well as areas that might need addressing for future use.
2. While being mindful to protect the investment that this building represents, seek opportunities to use the facility for increased community participation in architecture.

RESOURCES

Strengths

1. The School is bringing in more instructional funds than it is expending on the instructional program. Even though the School is the smallest unit in the University, it is one of only three other programs in the University that are generating more than they are spending (according to the RIICA Formula).
2. Even with the budget limitations the School has succeeded to accomplish its mission through the innovation, creativity, and dedication of the school administration, faculty and staff.

Challenges

1. Increased enrollment will require increased resources for technology, instruction, travel, and student activities.

Plan of Action

1. University should start 2006-2007 Academic Budget process in the fourth quarter of 2005 to allow for greater input and planning from all programs' faculty and staff members.

RESEARCH

Strengths

1. The size of the school and the quality of the faculty present an excellent opportunity for innovative programs, research and service.

Challenges

1. The school should improve on conducting sufficient scholarly research and should consider establishing a position of Research Director to coordinate and promote research and publications. This position would also be responsible for monitoring changes in the professions and keeping the faculty apprised on the latest developments and teaching methods.
2. The school faculty should be encouraged to serve on committees, and attend conferences that appear to be open to new ideas and collaborative relationships.

Plan of Action

1. Actively seek external support for new programs (i.e. design/build), research and community service.
2. Challenge faculty to engage in scholarly work and look for opportunities to publish information.
3. Seek opportunities with other Colleges and Departments at the University to collaborate or participate in research projects.

SERVICE

Strengths

1. Prairie View A&M University is the only Historically Black College and University (HBCU) with an accredited architecture program in Texas.
2. The unique programs of the school can offer the collaborative/cross disciplinary approach to the educational experience of our students that will prepare them to serve as critical thinkers that build healthy economic, social, and political communities, not just buildings.
3. The school can serve the entire university as a model for preparing professionals that will be community and even global leaders through problem solving and facilitating of relationships.
4. The size of the school and the quality of the faculty present an excellent opportunity for innovative programs, research and service.
5. CURES Center activities, with the link to classroom activities, provide a vehicle by which faculty, students and the community can enhance cultural awareness.
6. The school has unique outreach opportunities that are complimentary and provide exposure for it and the University

Challenges

1. The school of Architecture should increase its visibility on campus and in the community by publicizing the many service activities that they provide through CURES and studio projects.

Plan of Action

1. In addition to the architectural service to the communities, the students need to be involved in more service activities similar to “Freshman Community Service Day” that was instituted by the University this summer. The goal was to involve as many incoming freshman in campus and community service projects and build a commitment for future involvement. The School of Architecture had faculty and students serve on the organizing committee.
2. Encouraging students to participate in the Campus Community Service Project that was developed and promoted by one of our own students, Bryan Walters. This program has the support of the University administration and funding has been secured that will allow for initiation in the Spring Semester 2006.

TECHNOLOGY

Strengths

1. The school participated in a federally funded laptop computer pilot program that started in the fall 2001. Under this program our incoming freshman had the opportunity to receive a laptop computer for their use during their studies. The computers were the property of the school and checked out to the students each semester.
2. The positive results of this pilot program are as follows:
 - a. The test program clearly showed the advantages and the necessity of mobile computing in an educational setting.
 - b. The convenience and availability of the laptop computers provided more exposure to computing resources, allowing the students to spend more time on their tasks. This not only increased the quality of their work, but it also helped students complete their assignments in a more timely manner.
 - c. Overall, the students’ computer skills showed a marked improvement from the beginning of the first semester to the end of the program in the Spring Semester 2005. Activities that were initially problematic to some students became easier with the repetition fostered by the design of the assignments. Basic computing skills, such as the navigation of the Windows environment and the Architecture local area network, also improved.
 - d. Instructors had far more flexibility in their modes of instruction. The use of the laptop with the wireless network allowed instructors to use online resources to enhance their courses.
3. The school maintains a computer intensive environment that replicates the experiences the

students will encounter when performing their internships and upon employment following graduation.

Challenges

1. The school's computer driven instructional program must be improved through increased equipment installations at the new building and potentially increased staffing to properly instruct the students so they can learn with the state of the art technology. [Note: Funding was approved in mid-August 2005 to purchase 40 new computers for the student computer laboratory, as well as upgrades for those faculty members who are responsible for teaching computer based instruction such as CADD.]
2. The financial administration did not support the pilot program beyond the duration of the Title III Grant funds. Budgetary constraints, personnel limitations and the initial risks associated with such a program were the reasons cited for their unwillingness to "get into the laptop business."
3. As a result of the past administration's trepidations, the laptop pilot program did not achieve the final step of institutionalizing the program campus-wide.

Plan of Action

1. The school had determined that introductory instruction for computers should not occur until at least such time as the incoming student is in their 2nd semester of their first year. This policy is meant to address teaching the student to "think and design" before trying to master this new tool. Additionally, given the financial situation for many of the students delaying the large cash outlay for a computer to support visual and/or CADD software was intended to lessen the burden upon entering the program.
2. The School of Architecture is presently researching various options that can be used to institute a self-sufficient laptop program on a departmental level that could then be use as a model for the University. The program is near implementation.

ADMINISTRATION

Strengths

1. The school is lead by a dedicated and talented Dean.
2. A new Interim Coordinator was appointed while the search for a permanent Coordinator is completed. He is helping in strengthening the overall oversight and administration of faculty and students in the Architecture Program.
3. The roles and duties of the Dean and the Coordinator are clearly defined.
4. There is a very positive relationship within and between the administration, faculty, staff, and the students.

Challenges

1. The school is understaffed at the administrative level. There is need for administrative and logistical support to allow the Dean to focus on raising funds, creating opportunities and attending academic functions that will obtain recognition for the School of Architecture.
2. The School needs to submit its application for status as a "College" to enhance its status and to provide for potential funding of additional administration positions (i.e., Department Heads, Assistant Dean and support staff for each Department Head).
3. With the anticipated growth in enrollment the Coordinators (Architecture, Construction Science and Community Development) need to become Department Heads to take on a greater role in managing their sections and addressing issues with faculty, students, etc.

Plan of Action

1. Include additional staffing requests in the 2006-2007 budget requests
2. Complete application for College status to be the same as the other colleges in the University (it is in-process).
3. Work to change the Coordinator title to Department Head title upon receiving College status.

TEACHINGS AND CURRICULUM

Strengths

1. Prairie View A&M University is the only Historic Black College University (HBCU) with an accredited architecture program in Texas.
2. The size of the School of Architecture is a "value added" dimension to the educational process allowing strong relationships and interaction between the faculty and students on a one-to-one level.
3. The Bachelor of Science in Architecture degree is well established and provides a direct track into the school's accredited Master of Architecture degree program.
4. The program has the flexibility to adjust instruction to meet the changing needs and demands of society.
5. The internship program developed in the 2004-2005 academic year provides access to the professional practice of architecture for the student-body. [Note: See Section 2 for details on this program in response to Item 12.34 Professional Internship from prior report.]
6. The mix of disciplines in the school [Architecture, Construction Science and Community Development] combined with the Community Urban Rural Enhancement Center [CURES] and the Texas Institute for the Preservation of History and Culture [TIPHC] creates a unique combination that is important to the mission of the University and the state of Texas.

Challenges

1. Faculty teaching loads of at least three courses per semester are at a maximum. This places their ability to participate in service, research and continuing education opportunities at a disadvantage.
2. "Required reduction" of credit hours per degree directed by State Legislature versus NAAB accreditation requirements.

Plan of Action

1. Interview architects and managing principles of major architectural firms to learn about suggested improvements or changes that should be incorporated into our curriculum so that our students are highly qualified for the work force. Capitalize on our size and ability to adjust to meet the demands of the workforce.
2. Build upon student new intern-mentor program begun in the 2005-2005 Academic Year.
3. Set a clear path for integration of a capstone course involving Architecture and Construction Science students. Look at expanding to include Community Development students.
4. Address the teaching loads of all faculty members so that they are able to teach and to participate in other activities that benefit our students.
5. Address credit hours after NAAB review and forward findings to Provost for inclusion in the University's response.

LEADERSHIP

Strengths

1. The school is lead by a strong and dedicated leader in Dean Sabouni.
2. The faculty and staff are "doers" in their areas of expertise and generally serve as excellent role models for the students.
3. There is strong cooperation among the Program Coordinators, Directors and the Dean.

Challenges

1. The Architecture Program is under the direction of an Interim Coordinator. The search is in process for a permanent head.
2. Leadership and professional development are areas that the faculty can impact our students because of their significant amount of contact hours with the students and because of their extensive practical experience in corporate situations.
3. The school can serve the entire university as a model for preparing professionals that will be

community and even global leaders through problem solving and facilitating of relationships.

4. The School must continue to create and encourage a mission/purposeful environment so that the students create a vision and goal for becoming the generation that can rebuild America's communities. Our mission should focus on a specific and reachable goal, i.e. "Rebuild American Cities."

Plan of Action

1. Continue to foster the strong faculty and staff cooperation and achievements through group gatherings (professional and social).
2. Upgrade School to College Status and Coordinator to Department Head by Fall 2006.

ACCESS

Strengths

1. The school's administration and the faculty are committed to providing direct access to the students.
2. The faculty spends an extensive amount of contact hours with the students. Design studios meet four days a week versus the traditional three days a week in other architectural programs.
3. Location on the edge of the greater Houston metropolitan area offers students an opportunity for study and hands-on activities in both urban and rural settings.
4. The faculty has a great deal of contact with students both in the classroom as well as through other opportunities within the school and on campus (i.e., Arch in the Park, School Banquet, Student Competitions, Field Trips, Job Fairs, etc.). This strengthens the opportunity to impact their professional development to be creative and critical thinkers.
5. Community college transfer program will encourage growth and overall improvement of the student body.

Challenges

1. Due to its geographic location the school can create professional networking models that improve our students' opportunities for obtaining jobs and get their careers on track with prospective employers in architecture, construction, and development firms. This can be combined with internships, scholarships and continuing education programs.
2. The unique programs of the school can offer the collaborative/cross disciplinary approach to the educational experience of our students that will prepare them to serve as critical thinkers that build healthy economic, social, and political communities, not just buildings.
3. The increased enrollment may impact the ability to offer access to the administration without some form of direction.

Plan of Action

1. Promote the ease of access for students that come out of Houston or commute from that general area.
2. Maintain the welcoming nature of the administration while developing a system of appointments to more effectively use the time of the Dean and the Coordinator.

ACCOUNTABILITY

Strengths

1. Due to its historic background of in the education of minorities, the School of Architecture has a unique position in supplying architecture graduates for the state.
2. The size of the school creates a strong bond amongst the faculty and the students to produce graduates who are ready to take a productive role in the profession of architecture. This is enhanced through the required internship and our recent intern-mentor programs and employment

hires of our graduates.

Challenges

1. With the new assessment guidelines for measuring the graduate of the university, the school needs to ensure that it stays fully informed and uses the guidelines to enact any needed change in curriculum.

Plan of Action

1. The Interim Coordinator was appointed by the Dean to the Provost's University Assessment Committee in preparation for re-accreditation of the university in 2010. His participation and education should be shared on a regular basis with the school's administration, faculty, and staff.

ACADEMIC FREEDOM

Strengths

1. The school enjoys a healthy climate of academic freedom. Faculty and students are encouraged by the administration to express themselves in meetings and classroom instruction.
2. The school's administration supports each program (architecture, construction science and community development) to explore new means of educational experiences.

Challenges

1. As the school continues to grow in size, and with the physical separation on three floors of the new building, the challenge will be to maintain the atmosphere of "idea exchange."

Plan of Action

1. Continue the frequent administration, faculty and staff meetings of all the programs to share ideas, opportunities, and plans for development.
2. Continue the healthy open and democratic dialogue to plan new ideas and to chart the necessary change to continue moving the school forward.

STUDENTS AND ORGANIZATIONS

Strengths

1. The School has the typical student organizations associated with an architecture program.
 - a. American Institute of Architects Student Chapter
 - b. Tau Sigma Delta Honor Society for Arts and Allied Sciences.
 - c. National Organization of Minority Architects.
 - d. Women in Design.
 - e. Construction Specification Institute Student Chapter.
2. The School has a dedicated group of students who participate on a regular basis in the student organizations.
3. Officers of the AIAS, NOMA, and CSI and their advisors participate in local, regional and national meetings and activities.
4. Students from the School of Architecture also participate in many other student run organizations on campus. There are a significant number of our students who are "student-athletes" and represent the university on athletic teams in football, basketball, baseball, golf and tennis. Often they serve in leadership roles with these groups.
5. The Construction Science program has initiated a student chapter in the Fall Semester that is intent on creating a relationship with the architecture student organizations for joint participation in local activities and association with other related groups on campus.

Challenges

1. Due to the discipline required to be an architectural major, the percentage of students participating in the student chapters on a regular basis is not as high as the School would like to have.
2. The lack of financial support has impacted the ability of the student organizations to participate more often in off-campus activities.

Plan of Action

1. During the first week of each new semester encourage students to join and participate in the student organizations.
2. Include funding requests in all upcoming annual budgetary submissions.
3. Do fundraising to help students pay their organization national dues.
4. Secure and offer more scholarships.

DIVERSITY

Strengths

1. The University and the School are seeing increased enrollments of students from all ethnic groups. In 2001, the school had one Hispanic Student and zero Hispanic faculty and staff. As of now, we have 23 Hispanic Students, 6 Asians Students, 3 Hispanic faculty members, and a Hispanic female Assistant to the Dean.
2. The new additions to the faculty are providing a greater range of role models for the students with increased female and minority instructors.

Challenges

1. In order to meet diversity goals "Closing the Gap", there is increased emphasis and aggressive recruitment of the traditional student pool that supplies Prairie View A&M by other public institutions within Texas.
2. The increased admissions standards set by the university may impact the number of incoming class enrollments in the future.

Plan of Action

1. The school has identified demographic areas where the School of Architecture is targeting to recruit first-generation freshmen. These areas are:

- Houston Area
- Dallas/Ft. Worth Area
- Rio Grande Valley Area
- Coastal Bend Area
- Gulf Coast Area
- El Paso Area
- San Antonio Area
- Austin/Waco Area
- Southeast Texas

Various forms of media are to be employed to attract first-generation college freshmen such as brochures, videos, view books, website and magazine advertising,

2. The current population and ethnic mix of ages 6 through 18 in our service area are as follows:
 - South Texas is the fastest growing area of the state. The educational attainment of this region is very low.
 - The El Paso Area is 14% white, 3 percent black and 81% Hispanic Educational attainment is also very low.
 - The Gulf Coast region is 41% white, 17% black and 36% Hispanic.
3. The School of Architecture visited a total of 43 High Schools and 8 Community Colleges in the following areas for the Fall 2001 through Summer 2002. During the period of Fall 2002-Summer 2003 the School of Architecture has visited a total of 32 High Schools, 3 Middle Schools and 11

Community Colleges. In the Fall 2004-Summer 2005 time period the school visited a total of 93 high schools, 3 middle schools and 8 community colleges.

4. Recruitment Strategies that will be implemented annually dependent upon budget support:
 - a. Article/Column for school newspaper and community
 - b. Brochure dissemination
 - c. Campus Tours and Open House at the new building
 - d. Community meetings
 - e. Contact students with high SAT Scores
 - f. Counselor Orientations
 - g. Panther-land on the Hill Day Recruitment
 - h. Flyer dissemination in the community
 - i. Follow-up calls to prospective students
 - j. High School Visitation Day
 - k. Information Booth at College and High School Fairs
 - l. Junior High School visits
 - m. Letter to Seniors
 - n. Mass mailings (Schedules, enrollment, brochures, financial aid, etc.)
 - o. Media announcement
 - p. Peer Role Model
 - q. Personal letter mailings
 - r. Photo Display
 - s. Placement of recruitment posters in the Schools
 - t. Recruitment
 - u. Recruitment team presentations by the school's staff and faculty visit schools
 - v. Short summer program for Career Exploration

PROFESSION

Strengths

1. The program has the flexibility to adjust instruction.
2. The faculty has a great deal of contact with students both in the classroom as well as through other opportunities within the school and on campus. This strengthens the opportunity to impact their professional development to be creative and critical thinkers.
3. Leadership and professional development are areas that the faculty can impact our students because of their significant amount of contact hours with the students and because of their extensive practical experience in "real-world" situations.
4. The state of Texas falls well below the national averages for females and minorities who are licensed architects. Due to the mission and charter of this university we have an opportunity to be a major factor in producing more licensed registered architects who are females and/or African American, Asian Pacific, and Latino registered architects in this state. Due to its Geographic location the school can create professional networking models that improve our students' opportunities for obtaining jobs and get their careers on track with prospective employers (architecture/construction/development firms). This can be combined with internships, scholarships and continuing education programs.

Challenges

1. The ideals of professionalism and leadership must be stressed to all students continually to assist and inspire them in their academic studies and preparing for their professional careers.
2. In order to meet new assessment guidelines the school must provide greater assistance to the students in obtaining internships and employment after graduation. The school should focus on networking them into career opportunities with professional connections, as well as job fairs and other architectural programs

Plan of Action

1. Emphasize contemporary practice. For example, two architects from Ford, Powell and Carson, are David Lake and Ted Flato. Lake/Flato also won the prestigious national AIA award "Firm of the Year"). Being familiar and understanding their history would be most beneficial to all architecture students.
2. Focus on bringing various successful firms to help teach a design studio. This "Firm Studio" concept will give the students a taste of what is to come in the near future. Also the fresh input from contemporary practitioners will stimulate the minds of the young designers and encourage them to want to do well in this profession.
3. The association of practicing architects with education will encourage students to also focus on registration. For example, the Special Topics course taught by Ms. Horhn; a newly licensed architect, focus on the architectural internship and licensure processes within the context of a real world work environment. This will assist interns in preparing for the ARE which in turn will increase the percentages of licensing for women and African-Americans

¹ External Review Report for visit conducted March 20-22, 2005. Chair: Rodney B. Wright, AIA, Florida A&M University; Members: Korydon Smith, University of Arkansas, Dr. James Smith, Texas A&M University, and Michael Rotondi, RoTo Architects and Southern California Institute of Architecture.

² Held on July 8-9, 2005.

Appendix B: The Visiting Team

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Appendix C: The Visit Agenda

SATURDAY – April 1, 2006

5:00	Team arrivals completed	
5:30	Team introduction/orientation meeting	Sheraton Hotel/Team Chair Suite
7:00	Team (only) dinner (this and all other Team events hereinafter also attended by the observer)	Sheraton Hotel

SUNDAY - April 2, 2006

8:00	Team (only) breakfast	Sheraton Hotel
10:00	Team arrival on campus	PVAMU/SOA
10:30	Tour facilities	SOA
11:30	Initial review of exhibits	Team Room
12:30	Team lunch with dean and directors: Ikhlas Sabouni, Bruce Bockhorn, Rick Baldwin, Clarence Talley, James Smith, Barry Norwood, Michelle Barnes, Richard Ferrier, Brad McCorkle	Waller, TX
2:00	Review of exhibits and records	Team room
3:00	Team meeting with Faculty (only)	Conference Room 115
4:30	Review of exhibits and records	Team room
7:30	Team (only) dinner	Houston/Brookhollow

MONDAY - April 3, 2006

7:30	Team (only) breakfast	Sheraton Hotel
9:00	Team entry meeting with President George C. Wright (via teleconference) and Provost E. Joahanne Thomas-Smith	President's conference room
10:00	Team meeting with Dean Sabouni	Dean's conference room
11:00	Review of exhibits and records	Team room
12:00	Team lunch with selected Faculty and Administrators: Provost, VPs, Associate Provost, and Deans	Memorial Student Center
1:45	Observation of studios	SOA

3:00	Team entry meeting with students (only)	SOA Auditorium
4:30	Review of exhibits and records	Team room
6:00	Reception with faculty, administrators, alumni, local practitioners, AIA Houston representatives, & educators	SOA Lobby Reception Area
8:00	Team (only) dinner	Houston/Brookhollow

TUESDAY - April 4, 2006

7:15	Team (only) breakfast	Sheraton Hotel
10:00	Review of exhibits; observe classes; preliminary VTR preparation	SOA/Team room
12:00	Lunch with Student Representatives of AIAS, Tau Sigma Delta, CSI, NOMA, and AWA Reflecting a mix of 1 st through 5 th year students	Memorial Student Center
1:30	Review of exhibits, VTR preparation	Team room
4:00	Team tour of Colman Library with Dr. Rosie L. Albritton, Director, University Library Services, and Helen Yeh, Associate Director for Technical Services and Library Systems	John B. Coleman Library
5:00	Complete review of exhibits and records and drafting of VTR	Team room
8:30	Team (only) dinner	Houston/Brookhollow

WEDNESDAY - April 5, 2006

7:00	Team (only) breakfast	Sheraton Hotel
8:30	Team exit meeting with Dean Sabouni	Dean's conference room
10:00	Team exit meeting with Provost Thomas-Smith (President Wright was unavailable due to medical absence)	President's conference room
11:00	Team exit meeting with Faculty and Students	SOA Auditorium
12:00	Team lunch and departure	

IV. Report Signatures

Respectfully submitted,



Judsen R. Marquardt, FAIA
Team Chair

Representing the AIA



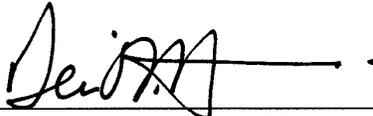
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Team member

Representing the ACSA



Kasey P. Vliet
Team member

Representing the AIAS



Dennis S. Ward, AIA, NCARB
Team member

Representing the NCARB



Michael Rotondi, FAIA

Observer

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