

**Howard University
Department of Architecture**

Architecture Program Report for 2018 NAAB Visit for Continuing Accreditation

**Bachelor of Architecture – 171 Credit Hours
(Master of Architecture – Fall 2018)**

Year of the Previous Visit: 2012

Current Term of Accreditation: Six-year term, 2012 to 2018

Bachelor of Architecture

“was formally granted a six-year term of accreditation. The accreditation is effective January 1, 2012. The program is scheduled for its next full accreditation visit in 2018.”

**Submitted to:
The National Architectural Accrediting Board
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SECTION I. PROGRAM DESCRIPTION

I.1.1 HISTORY AND MISSION

The Institution

Howard University (Howard), established on March 2, 1867, is a comprehensive research university, with a commitment to educating students for leadership and service to our nation and the global community. Howard University values diversity, which can be observed in the administration, faculty, staff, students, and alumni, as well as in the wide range of academic programs, services, research and scholarly pursuits. Through the years, it has been the number one producer of African Americans with degrees in many fields, at both undergraduate and graduate/professional levels, including engineering, architecture, and science.

The University's motto *Veritas et Utilitas*, latin for *Truth and Service*, represents a key part of our identity. Undergraduate and graduate students dedicate hundreds of hours each year to service in nearby LeDroit Park, around the nation and around the world. Over the 50-year history of the U.S. Peace Corps, more than 200 Howard graduates have served as volunteers around the globe, the highest number among Historically Black Colleges and Universities (HBCUs). Initiatives such as Alternative Spring Break and applied research activities build upon the University's legacy of service to humanity. The University's motto is further expressed in its Mission which is embodied in the following statement:

Howard University, a culturally diverse, comprehensive, research intensive and historically Black private university, provides an educational experience of exceptional quality at the undergraduate, graduate, and professional levels to students of high academic standing and potential, with particular emphasis upon educational opportunities for Black students. Moreover, the University is dedicated to attracting and sustaining a cadre of faculty who are, through their teaching, research and service, committed to the development of distinguished, historically aware, and compassionate graduates and to the discovery of solutions to human problems in the United States and throughout the world. With an abiding interest in both domestic and international affairs, the University is committed to continuing to produce leaders for America and the global community.

Howard's Vision states that, "Through its programs of exemplary quality, Howard University will be the first HBCU to become a top-50 research university, while it continues its traditions of leadership and service to underserved communities nationally and abroad." Its core values are Excellence, Leadership, Truth, and Service.

Since its founding in 1867, Howard has awarded more than 120,000 degrees and certificates in the arts, the sciences, and the humanities. With an enrollment of approximately 11,000 students in its undergraduate, graduate, professional, and joint degree programs, which span more than 120 areas of study within 13 schools and colleges, the University is dedicated to educating students from diverse backgrounds.

Howard's designation as a "Doctoral/Research University-Extensive" by the Carnegie Foundation for the Advancement of Teaching makes it one of only 151 such institutions, one of only 49 private institutions, and the only Historically Black College/University (HBCU) with this designation. Howard is a leader in STEM fields (science, technology, engineering and mathematics). The National Science Foundation has ranked Howard as the top producer of African-American undergraduates who later earn science and engineering doctoral degrees. The University also produces more minority doctoral graduates in computer science than any other university in the nation and boasts nationally ranked programs in social work, business administration, and communication sciences and disorders. In 2013,

The Washington Post named Howard "An Incubator for Cinematographers." The University remains committed to further enhancing its strategic positioning as one of the top research universities in the nation.

The Howard University [Annual Report](#) provides additional information on the current initiatives of the university.

The College of Engineering and Architecture

Architecture education at Howard University has had six distinct periods since 1911, each represented by the organization of the academic unit in which it was housed.

- 1911 to 1919: a bachelors degree in architecture first housed in the School of Manual Arts and Applied Sciences,
- 1919 to 1934: College of Applied Sciences which included architecture, engineering, art, and home economics,
- 1934 to 1970: School of Engineering and Architecture,
- 1970 to 1995: disciplines were split into School of Engineering and School of Architecture and Planning (included both undergraduate and graduate degrees in architecture and city planning),
- 1995 to 2016: College of Engineering, Architecture and Computer Sciences which consisted of the two previously designated schools and their respective departments, and
- 2016 to present: College of Engineering and Architecture, including departments of architecture, chemical engineering, civil and environmental engineering, electrical engineering and computer sciences, and mechanical engineering.

The College of Engineering and Architecture (CEA) is one of Howard University's 13 schools and colleges. The five CEA academic departments offer accredited undergraduate, graduate, and professional programs. The College continues to play a vital role in producing our nation's top engineers and architects and ranks among the top producers of African American engineers. CEA is a thriving teaching and research institution committed to training the next generation of architects and engineers of color. We teach our students to recognize and capitalize on opportunities that create value, making them more adaptable leaders in the changing innovative workplace of the future. The core mission of the College is:

to serve our students by providing learning environments and curricula, which foster their ability to formulate and solve problems, manage complexity and uncertainty and to develop, in our students, sensitivities to interpersonal relations. To support the acquisition of strong technical competencies, while contributing to the solution of national and global problems through research, teaching and learning.

To support the academic and scholarly enterprise, the College maintains laboratories for instruction in all of its program areas and for faculty research. Both undergraduate and graduate students are given the opportunity to participate in sponsored faculty research projects that are being undertaken at the various [research centers](#) within the college.

The Architecture Program

Architecture education at Howard University has continued to evolve since it formally began on February 9, 1911, when the Board of Trustees approved degree studies in architecture. In its first phase of national prominence from 1911 until 1951, when the Bachelor of Architecture degree program was first accredited by the National Architectural Accrediting Board (NAAB), notable architects, many with national and international experience and reputations such as William

“Pops” Hazel, Albert I. Cassell, Hilyard R. Robinson, FAIA, and Howard M. Mackey, FAIA, would shepherd the program.

Under the leadership of Mackey, the School of Architecture and Planning was formed in 1970 by the Board of Trustees as an independent professional degree-granting unit. Mackey was Founding Dean and orchestrated the appointment of Jerome W. Lindsey as initial operating dean. In 1973, the School moved into its present location in what is now called the Mackey Building. In 1979, Harry G. Robinson III, FAIA, succeeded Lindsey as dean.

In 1995, Victor W. Dzidzienyo became Acting Dean of the School. Two years later, as part of the university realignment, the *School of Architecture and Planning* merged with the *School of Engineering* to become the *College of Engineering, Architecture and Computer Sciences* (CEACS), once again reuniting these disciplines. Under the merger, the School of Architecture and Planning became the School of Architecture and Design and the School of Engineering became the School of Engineering and Computer Sciences. In 2007, Bradford Grant, AIA, was appointed associate dean of CEACS and director of the School of Architecture and Design. Edward Dunson was appointed interim chairman of the Department of Architecture in 2007 and was appointed as Chairman the following year. Between 1995 and 2016, CEACS was led by three deans.

In January 2016, Achille Messac, Ph.D., was appointed as Dean of CEACS. Dean Messac fully recognized the key differences between the architecture and engineering disciplines relative to pedagogy, curricular assessments, faculty appointment, promotion and tenure requirements, and the accreditation bodies for the two disciplines. Upon his arrival, he initiated — and completed — a structural reorganization of CEACS as the *College of Engineering and Architecture* (CEA) in April 2016.

In mid-2016, Dean Messac, upon the recommendation of the architecture department faculty, appointed Hazel Ruth Edwards, Ph.D., as Professor and Chair of the Department of Architecture. In May 2017, Dr. Edwards formally submitted an application to NAAB for 2018 implementation of the change in the nomenclature of the Bachelor of Architecture degree to the Master of Architecture degree. That change is the next phase of architectural education at Howard University.

The program has periodically developed and revised its mission statement, influenced by the reality of the need to find its place in the national and international communities of architectural education. The most recent mission statement was developed and affirmed in December, 2015.

“The Department of Architecture’s mission is to provide professional and advanced degree education which is directed at developing individuals capable of exerting leadership in all sectors and at all levels of society. The graduates will be capable of engaging in practice, advanced study, public service, research and teaching as practitioners and scholars. The strength of the graduates will be their passion for excellence in architecture and their ability to participate productively in the contemporary world, to encourage and anticipate change and to adapt to change in the local, national and international communities.”

Howard’s Bachelor of Architecture (B.Arch.) program has historically served an important role: until the early 1980s, nearly 50 percent of all licensed African-American architects had received their degrees from either Howard or one of the other HBCU-based architecture programs. Several of those HBCU programs were developed through the leadership efforts of Howard graduates. In addition, 20 percent of all African Americans receiving master’s degrees at majority architecture programs had received their B.Arch. degree at Howard. According to the [2014 NAAB Report on](#)

[Architecture Education at Historically Black Colleges and Universities](#)¹, nearly 45 percent of African Americans enrolled in accredited degree programs are enrolled in the seven NAAB-accredited architecture programs. These trends continue even today and further attest to the past impact and future importance of the Howard program to the goal of increasing the numbers and percentages of licensed African-American architects in the nation.

In addition to American-born architects, Howard continues to educate a significant number of foreign born architects who contribute in their respective countries. The heads of a number of significant firms worldwide, and heads of the local governing bodies and associations continue to be fully represented by graduates of this program. There is enduring affirmation at Howard University that among its historically heralded professional Schools of Law, Medicine, and Engineering and Architecture, a Howard University role in the education of the next generation of architects remains of equal importance. A major challenge is devising the most appropriate means and methods of educating architects in and for a dynamic and rapidly changing world.

The architecture program recognizes the importance of collaboration with other academic programs and technological assets of the College of Engineering and Architecture and throughout Howard University as it moves forward in carrying out its historic mission of producing practitioners, educators and community leaders who can respond to the myriad challenges our communities face globally. The program continually evaluates its ability to remain true to its historic commitment to producing activist architects of color given the evolving nature of professional practice. *For the first time in over a decade, the Fall 2017 architecture enrollment saw a steep increase in the program's enrollment.* The 2017 incoming class was five times that of the previous year. Enrollment has also been boosted by transfer students as well as students who are returning to complete their degree requirements.

Architecture Program Activities and Initiatives

The Architecture Program is fully committed to implementing the missions of Howard University and the College of Engineering and Architecture. Its historic role in being a major contributor to communities of color locally, nationally, and internationally is demonstrated by its enduring global reach through alliances and partnerships with other architecture programs in Europe, Africa and the Caribbean focusing on the University's commitment to the African Diaspora. It has assumed its role in world affairs as well as extended its public service function through expanded engagement with local, national and international communities. This has been achieved through studio-based projects ([2014 Haiti Summer Studio](#)) as well as collaboration with community groups and organizations.

Alumni of the program frequently contact the Department to engage faculty and students in projects. Most recently (AY 2016-2017) a 1972 graduate contacted the program to seek assistance for a group of physicians who owned land in Haiti and wanted to build a Sickle Cell Treatment Center there. Through the Tropical Architecture course, pre-design and schematics were completed for the project. Along these lines, the Department of Architecture, through Professor Grant's community outreach, has hosted the annual meeting of groups within its immediate boundaries. This day-long event brings city leaders together with local community activists and citizens to discuss issues that impact the Georgia Avenue corridor and neighborhoods adjacent to Howard's campus. Activities like this place the Architecture faculty and students at the heart of community dialogue. The reciprocal benefit also contributes to the university through practical research and student involvement in initiatives on campus, in local communities, and abroad.

¹ The previous reports had only focused on architecture programs at HBCUs. The [2016 Report on Architecture Education at Minority Serving Institutions](#) now captures architecture programs at other types of institutions.

The faculty and students in the Department regularly participate in design competitions. The program has traditionally entered the student design competition sponsored by the National Organization of Minority Architects (NOMA) as well as the locally sponsored Interschool Design Competition. Students have also entered the Walt Disney Imagineering Competition. In the 2016 fall semester, under the direction of Professor Howard Mack, three teams of architecture students competed in the Disney competition. All three groups were advanced to the semifinalist stage. One of those teams became a [finalist](#) and was noted as the youngest group of students in the global competition. Each of the four members of the Howard finalist team accepted summer internships with Disney. A local competition sponsored by the American Institute of Architects, Washington, D.C. Chapter (AIAAdC) highlights the achievements of thesis students. A 2016 architecture graduate was chosen as one of four participants in the American Institute of Architect's Washington, D.C. Chapter's (AIAAdC) [AIAAdC Thesis Showcase](#). At the University level, under the direction of Professor Nea Maloo, six students (and Professor Maloo) participated in [Howard's Research Week](#) with one of the students selected for the Overall Award for the Creative Arts and Design category. These types of activities extend the design inquiry and design thinking process that the students participate in through studio and lecture courses.

The department's position within the College allows it to take advantage of the inherent synergies between architecture, engineering, computer sciences, and advanced technology. The development of multidisciplinary programs enhances the opportunities for graduates of the program (and the college) and would be in sync with many of the changes already occurring in industry. Key is the program's movement towards a collaborative learning environment to crystalize its future direction. One example is the Immersive Technology Research course taught by Professor Howard Mack. This course, which focused on virtual reality technology, included interior design and architecture students as well as collaboration with Engineering faculty. Another example is the Intro to Sustainability course taught by Professor Martin Paddock was advertised widely within the CEA and brought together students in the engineering disciplines.

The architecture program's presence and its contributions to the university is prominently noted through its engagement with the Community Design and Development Center (CDDC), initially established in 2009 under the leadership of Professor Bradford Grant. The CDDC is currently undergoing reorganization as the Hilyard Robinson Center for Community Design/Development & Entrepreneurial Professional Practice (HRCDDP). HRCDDP has a dual mission of community design and development technical assistance and expanding entrepreneurial professional practice opportunities for CEA students, graduates and alumni-founded enterprises. The current HRCDDP focus is on the District of Columbia and our local community development partners. HRCDDP will play a significant role in the program's offering of experiential and service learning, and shortening the path to licensure for architects. The department students and faculty collaborate with other faculty across CEA, other schools and colleges at Howard, the District of Columbia government, not-for-profit community organizations, residents, and small to medium size businesses, activities which strengthen the Department's commitment to the community.

While the Washington, D.C. metropolitan region is a dynamic laboratory, the department encourages summer travel programs directed by faculty and has in past years conducted yearly travel study programs throughout Europe and Scandinavia. Students are also able to pursue study abroad opportunities through the [Council on International Educational Exchange](#) (CIEE). Through that program, students have spent a semester based in Copenhagen and in Barcelona. The [HU Independent Exchange Program](#) (HUIEP) provides domestic study opportunities through a reciprocal agreement (even exchange) with over 20 colleges and universities. Howard University's Ralph Bunche International Affairs Center is an information hub for a variety of programs that enables students and faculty to gain international experiences.

On the regional level, the Department Chair has engaged in conversations with representatives of the other architecture programs (University of Maryland-College Park, The Catholic University of America,

The University of the District of Columbia, Morgan State University, and the Virginia Polytechnic Institute and University-Washington Alexandria Architecture Center) to explore the potential for collaboration from shared recruiting weekends where prospective students can visit all of these programs, view significant architecture projects, and learn more about the benefits of studying architecture in this area to more scholarly activities to showcase the role of each program in its market area. We are also discussing the joint celebration of the 50th anniversary of the 1968 rebellion following the assassination of Dr. Martin Luther King, Jr. which left parts of Washington, D.C. in ruins. Other activities with universities in the area have already taken place. In May 2017, Howard's Department of Architecture collaborated with the Georgetown University Program in Urban Planning to present the National Building Museum's [Spotlight on Design](#) which featured David Adjaye, the lead designer for the National Museum of African American History and Culture, and noted architecture critic Paul Goldberger. In July 2017, Georgetown and Howard hosted a Fulbright Scholar from China to give a talk at each campus on her work with Modernity in Beijing, China. The door has opened to explore other potential opportunities to collaborate.

The activities of faculty members support the Department's commitment to practice through licensure. About half of the faculty are licensed architects, which means they must participate in continuing education each year. Faculty have also been active on boards and in organizations including serving as Vice Chairman of the U.S. Commission of Fine Arts, IDP Coordinators, members of the District of Columbia Board of Architects, GSA Peer Reviewers, members of NAAB Accreditation Site Visit Teams, NCARB Continuing Professional Development Committee, membership on the District of Columbia Board of Zoning Adjustment, District of Columbia Historic Preservation Review Board and the District of Columbia Zoning Commission. These professional activities are brought to the students through a heightened understanding of current practice as well as by invited guest speakers in the classroom or more formal gatherings.

Institutional Benefits to the Architecture Program

Howard University, one of the nation's leading research universities, is dedicated to educating students from diverse backgrounds at the undergraduate, graduate and professional levels. Guided by our extraordinary cadre of faculty, students are immersed in cutting-edge scholarship and innovation including nanotechnology, human genome research, atmospheric science, as well as the social sciences, arts, and humanities.

These offerings of the university are available to all students. The Architecture Program benefits from the ever-increasing global presence of Howard University as well as its location within the Nation's Capital. This global engagement allows for faculty and students to be connected to a broader context bringing to life in real-time the places and cultures that are the foundations of teachings in architecture, its precedents and history. The program benefits from the relationships that the university has established for domestic and international study and exchanges. In AY 2015-2016, Howard hosted eight undergraduate students from Brazil, one of whom was studying architecture. That student was able to enroll in architecture classes and spent the year side-by-side with our students before returning to Brazil.

Under recently appointed leadership of the College and the Department, the architecture program has a new sense of commitment to outreach and scholarly activity. This is resulting in raised levels of interdisciplinary collaborative teaching, research, and service to the University and its local, national and international constituent communities.

Studio design assignments are often set up around real-time projects within the boundaries of Howard's campus, elsewhere in Washington, D.C., and with national/international locations. Those types of student projects are supplemented by the program's community service and professional practice arm, which connects the program to a number of activities within the university and the surrounding community. The

program's association with an array of clients provides the opportunity for students to work with faculty on a variety of community related studies and projects.

The resources available to all Howard students are extended by its membership in [the Consortium of Universities of the Washington Metropolitan Area](#) since 1964. This consortium includes 17 universities across Maryland, Virginia, and Washington, D.C. The consortium offers productive engagement between faculty and students of member Schools. In the Spring 2017 semester, for instance, a fourth-year architecture student enrolled in the Spirit of Place Design (design-build) course offered by The Catholic University of America's School of Architecture and Planning (CUArch). Her participation in the semester-long course made her eligible to travel to Ireland in July 2017 to assist in building the project. The Department chair has sought guidance from CUArch on how to replicate the design-build model to address the African Diaspora. A reciprocal benefit of the Consortium occurred in the Fall 2017 semester when a deaf student enrolled at Gallaudet University enrolled in Design V. His involvement in the studio will enrich the overall experiences of faculty and students in the B.Arch program.

Another institutional benefit to the Architecture program is the exposure that its faculty, students, and graduates have in university publications (print and digital). [The Fall 2015 Howard Magazine](#) featured the newest building on campus, but also highlighted an architecture graduate who was involved with the project. As part of the [Sesquicentennial Edition](#) of the magazine, a feature article showcased the architecture and engineering graduates who had worked on the new National Museum of African American History and Culture. The achievements of the graduates of the Architecture program (as well as throughout the university) are featured in other publications which aids in the promotion of the program.

Holistic Development

Architecture is fundamentally about problem solving which results in design solutions informed by a variety of social, cultural, economic, environmental, and political factors. This perspective is supported by General/Liberal Studies coursework. The department purports that architecture and design are rigorous acts of creativity, research and scholarship and encourages a pluralistic intellectual environment in which diverse ideas can be investigated and tested. Emphasis is placed on student competence in design inquiry/research, architectural history, human behavior and environment, technical systems, integration of digital tools, and professional practice. These aspects of the program are complemented by general/liberal education elective courses—natural sciences, humanities, and social sciences—which enable students to increase their understanding of the issues that impact the built environment and their design decisions. These classes increase their breadth of knowledge and expose them to aspects of the human environment in which their buildings are located. Core components of the curriculum (Environment and Architecture, Public Issues in Architecture, Principles of Urban Design) in conjunction with Design Studios stress the importance of a holistic understanding of factors which impact the built environment. Study in these areas provides the student with fundamental design and communication skills through critical thinking, conflict resolution, visual literacy, and knowledge of forces that shape and influence societal and human affairs as well as the impact of new technologies in an ever-changing world.

The program emphasizes a holistic perspective relative to social and human behavior concerns, response to the physical environment, the ethical responsibility for ecologically sustainable design, and the cultural context in which architecture is developed. These and other issues are addressed as an interrelated whole, both horizontally and vertically in the curriculum. The classroom experience is supplemented by our lecture series and informal "Design Dialogues" as well as university events throughout the academic year which provide additional layers of information to understand the ways in which the profession is evolving within an ever-shifting global economy.

I.1.2 LEARNING CULTURE

The Department of Architecture strives to provide an environment of respect and open dialogue to facilitate a positive learning culture for its students and faculty. Central to this environment is the encouragement of divergent views and explorations of a myriad of perspectives to produce socially and culturally responsive design resolution. Much of these activities take place within the studio which makes it imperative that the Department revisit its Studio Culture Policy periodically. While the current version was driven by the faculty, student participation was encouraged. The Studio Culture Policy in conjunction with the required CEA soft skills statement for all syllabi are significant moves towards fostering a positive work-school-life balance crucial to the learning culture of the Department.

The updated version of the Studio Culture Policy represents a shift in focus from the 2011 version. The earlier version was more aspirational while the newer version has tangible direction for key areas of the policy. The document will be assessed on a four-year basis or revisited earlier when issues arise. The new policy has been introduced to the students; their input will be a valuable part of the process. The Policy will be posted throughout the studios and reinforced by the faculty. Ultimately, the new policy requires students to be good citizens.

The full Studio Culture Policy is available in Section 4, Supplemental Materials. While our Studio Culture Policy addresses a major aspect of the learning environment, Howard University has a series of documents and policies that impact the overall community. The Office of the Secretary established the University Policy Office. Through this office, all [university policies](#) are accessible online.

Policy on Sexual Harassment

The CEA Department of Architecture adheres to the University's policies with regard to sexual harassment and discrimination and [Title IX](#). The documents noted below are available at all times and are emphasized at the time of employment and at the time of promotion.

- [Howard University Sexual Harassment Policies](#) (revised January 18, 2017)
- [Howard University EEO Policies](#)
- [Howard University Faculty Handbook](#) (Office of the Provost and Chief Academic Officer)
- [Howard University Policy Office: Policies by Series](#)
- [Howard University Collective Bargaining Agreement \(July 2015\)](#)

Policies of Academic Integrity and the Student Code of Conduct

The [Student Code of Conduct](#), approved by the Board of Trustees on April 18, 2015, applies to all schools and colleges. The authority and responsibility for the administration of the university's Student Code of Conduct and the imposition of any discipline upon any particular student shall vest in the Dean and faculty of the School or College in which the student is enrolled. The department requires that all syllabi and course outlines include reference to the university's Student Code of Conduct and note the student's responsibilities of proper conduct when it comes to demonstrating the highest level of conduct in their daily lives as students in the university as addressed in the latest version of the code.

I.1.3 SOCIAL EQUITY

Howard's undergraduate, graduate and professional students represent all 50 U.S. states and the District of Columbia as well as nearly 70 countries. Although designated as a "Historically Black College and University", Howard University has always been an institution that is open to people of all walks of life. The University does not discriminate on the basis of race, color, national and ethnic origin, gender, sexual

orientation, marital status, religion, or disability in regards to faculty or staff hiring as well as student recruitment.

Over 65 percent of Howard's students are female. According to Provost Anthony Wutoh, "Despite the fact that nearly 60 percent of Howard University students are Pell Grant-eligible (determined to be the neediest students by the U.S. Department of Education), Howard continues to attract students ranked among the highest academic caliber and achievement in the country" ([2016 HU Annual Report page 27](#)). The Department of Architecture, specifically, the Bachelor of Architecture program, has similar representation in its student body.

Equal Opportunity and Diversity Statements

Howard University, as a community of scholars, is committed to the elimination of discrimination in education and the provision of equal opportunity in education. In compliance with state and federal laws and regulation, we do not discriminate on the basis of age, color, disability, gender identity or expression, marital status, national origin, race, religion, gender, sexual orientation, or veteran status in any of our policies, procedures, or practices. This non-discrimination policy covers admission and access to, and treatment, in all programs and activities, including but not limited to, academic admissions, financial aid, educational services and employment.

Diversity of Faculty, Staff and Students

The policies of the University on diversity apply to the Department of Architecture. All members of faculty search committees must complete [Unconscious Bias Training](#) before reviewing applications. The Faculty Handbook and/or Amendments approved by the Board of Trustees outlines clear criteria and procedures for recommendations for re-appointments, tenure, and promotions. There is no instance on record where race, national origin, gender or sexual orientation, formed any part of the discussions or deliberations of a negative response from the APT Committee.

While the majority of the students in the architecture program are first-time college attendees, several of the students are transfers from community colleges and other institutions. This diversity is very important to the program as it brings together people of different talents, skillsets, backgrounds, and experiences.

I.1.4 DEFINING PERSPECTIVES

The Department of Architecture continually evaluates its historic role as an incubator of individual leaders and group movements for the betterment of African Diaspora communities. As the Department continues to strive for excellence it is cognizant of three core values which were derived from its enduring historic mission. They include:

1. Increasing the numbers of African American/African Diaspora architect-entrepreneurs and design thought leaders,
2. Providing leadership in the art and science of community design, and
3. Pursuing an interdisciplinary and technologically advanced approach to problem solving that is culturally and socially sensitive.

These core values in conjunction with the Howard University mission and vision are the foundation and motivation for the program. These values also inform our perspectives on collaboration and leadership, design, professional opportunities, stewardship of the environment, and community and social responsibility.

Collaboration and Leadership

For the Howard architecture program, the importance of collaboration and leadership over the past decade has intensified. The program continues its established history of providing faculty, students, and alumni leadership to the university, the surrounding community, and the nation. The curriculum prepares students for such roles in studio and lecture courses as well as through experiential learning and community service activities. The practice of collaboration and leadership is important to developing a strong work ethic, to understanding team dynamics, and to reaching consensus as well as to demonstrating team unity (knowing the impact of one's individual contribution to the whole). Studio projects also instill the value of client relationships. The CEA emphasis on soft skills development reinforces these positive outcomes.

Students are also afforded opportunities to collaborate through domestic and international travel as well as through internships with the local architecture, engineering and construction firms and the HRDCP Center. These opportunities enable students to learn the value of working, studying and researching as interdisciplinary teams.

Architecture students are active leaders in the program's chapters of the American Institute of Architecture Students (AIAS), National Organization of Minority Architecture Students (NOMAS), Tau Sigma Delta, and Alpha Rho Chi in addition to College and university-wide organizations. Each organization has service projects which enable the student members to establish priorities and balance assignments with other commitments. Students also serve on several of the department's standing committees. Student participation in these organizations enhance the learning culture and contribute to the long-range viability of the Department.

Design

Design thinking processes are introduced to students from the first year and continually reinforced throughout the program. Theory is a vital component of architectural exploration as it presents varied sets of related ideas that predict, describe, and direct the relationships between factors that influence and support the appropriate design decision making process—outcomes.

The faculty are constantly re-examining the meaning of design as it relates to architectural education at Howard. Does design equate to beauty or comprehensive problem solving and evidence based solutions? How does design impact the African Diaspora in terms of cultural characteristics and vernacular building practices and styles? Similarly, we evaluate the role of digital tools in the design process. How early should digital tools be introduced in the curriculum, for instance, and what is the role of traditional methods (hand drawing)? Design encompasses a myriad of issues in response to the challenges faced by our society, hence, we reaffirm our niche as educating activist urban community designers and developers who can respond appropriately. We also view our approach to design as inseparable from construction, fabrication, finance, aesthetics, and culture.

Design is fundamental to the architecture and engineering disciplines and we consider our location within the College of Engineering and Architecture as important to our mission. The [ABET](#) definition of "Design" illustrates how this concept intersects the two disciplines. It states that, "the engineering design component of a curriculum must include most of the following features: development of student creativity, use of open-ended problems, development and use of modern design theory and methodology, formulation of design problem statements and specification, consideration of alternative solutions, feasibility considerations, production processes, concurrent engineering design, and detailed system description. Further it is essential to include a variety of realistic constraints, such as economic factors, safety, reliability, aesthetics, ethics and social impact." These issues are not unique to engineering and are also embraced by architecture. Therefore, a shared approach to design which incorporates the engineering disciplines is important to preparing our students for professional opportunities that

couple the design of buildings with its systems (mechanical, structural, electrical, and environmental) resulting in an integrated design approach championed by today's professional firms.

Professional Opportunities

The location of the program within a world-class city like Washington, D.C. affords varied and high quality opportunities for our students. The region is home to a myriad of private firms, public agencies, and non-profit organizations which expand the learning environment as well as provide mentoring and employment opportunities. These practitioners also serve as design studio critics and guest lecturers. The Department's Lecture Series and informal workshops enhance the professional development of the students. The region is a dynamic, living laboratory which extends the classroom and offers tangible examples of design and construction practices. Additionally, the presence of several organizations such as the American Institute of Architects and the National Building Museum not to mention the Smithsonian Institution, provides additional resources to support architecture education at Howard. The Internship and Professional Practice courses, among others, connect students with practitioners thereby preparing them for career expectations after graduation. These classes also inform the students of the Architecture Experience Program (AXP) program. Representatives from National Council of Architectural Boards (NCARB) and the local licensing boards regularly make presentations on the architectural licensure process.

Howard University has recently changed its approach to its real estate holdings. Subsequently, it let eight new Requests for Qualifications/Proposals to renovate and/or redevelop several properties. Key to this process is the potential for Architecture students to intern with the selected firms. During the summer of 2017, for example, a fourth-year student interned with one of the companies leading the renovation of a Howard dormitory. A recent graduate of the program was hired and has championed an internship for a current student in the Real Estate office.

The annual CEA Career Fair is another means for connecting students with professional opportunities. Several students received summer internships or full time employment following the 2017 Career Fair. The CEA Office of Student Services has a staff person dedicated to Career Services who provides valuable resources for the Department. Our alumni also reach out to the Department when job opportunities arise where they work. Several graduates have also encouraged their firms to establish internship programs with Howard's Department of Architecture. We are strengthening these kinds of relationships for the upcoming academic year.

Stewardship of the Environment

The Department of Architecture is committed to preparing its students to be stewards of the natural environment. Fundamental to this is exposure to principles and practices which relay strategies to reduce the negative environmental impacts of design intentions. Design studios require an understanding of climatic impacts on building orientation as well as topography and other site specific characteristics on building performance. Elective classes focused on sustainability principles and practices are offered in the program. Through the Environmental Systems core courses in sustainable design practices are also introduced. Whether the exposure of the students to the notion of environmental stewardship only includes the physical and natural environments is an often-debated question within the Department. Our holistic orientation suggests that "environment" be inclusive of the social, cultural, political, and economic factors so that students fully understand the interconnectedness of factors that influence design outcomes (buildings and places). This orientation would also address environmental justice and spatial justice issues, potentially in collaboration with other Howard departments.

The Department of Architecture is exploring ways to strengthen the connection with the CEA Department of Civil and Environmental Engineering to further increase the environmental literacy and awareness of its students. Howard University has an office focused on sustainability and there is also a Sustainability

Club on campus hence the Department's attention to environmental stewardship is supported by the University. Students are made aware of these opportunities and have even requested that there be more focus on sustainability in the Department.

The District of Columbia government is fully committed to becoming a world-class Green City and its SustainableDC initiative is helping it move closer to that objective. As a laboratory for sustainable design practice, the students are able to visit projects in the region and learn about their ethical responsibility to the environment.

Community and Social Responsibility

A long-standing commitment of the Architecture program has been the community. Through coursework that exposes students to the civic responsibility of the architect such as the Public Issues in Architecture course, the program has designated community and social responsibility as an integral component of the curriculum. The academic setting enables students to learn about and participate in the community engagement process. Other elective courses such as Introduction to Community Planning provide hands-on experiences with community groups. These experiences reinforce the social and civic responsibility necessary for today's practitioners.

The Department encourages and responds to a broad range of community service requests and addresses these through charrettes and projects in the design studios as well as in lecture-format courses. The Department's involvement in serving as a resource to diverse groups on "real" community based projects exposes our students to the benefits of responding to issues of need. This outreach was initially operationalized in 2009 with the department's community design center. This unit is being reorganized as the Hilyard Robinson Center for Community Design/Development & Professional Practice (HRCDDP). The Center will address architecture and urban design challenges and provide services to the university, local community, and eventually communities beyond. It will also provide our students with experiential and service learning, and increase their understanding of the importance of providing technical assistance to individuals and groups in need.

Overall, the in-class learning experience is augmented by field trips and extracurricular activities available throughout the Washington, D.C. metropolitan area as well as along the I-95 corridor (Baltimore, Philadelphia and New York). Student organizations (AIAS, NOMAS, Tau Sigma Delta, and Alpha Rho Chi), service projects, and our design center also contribute to the learning environment. The location of the Department of Architecture within a dynamic and accessible metropolitan area enables class instruction to extend beyond the campus. First-year students, for example, visit the National Mall to partake in sketching exercises utilizing buildings in the classical and modern architectural styles. They also visit Frank Lloyd Wright's Fallingwater house and other nearby landmark buildings.

Precedent studies for design studio projects as well as other classes are found throughout the region as this area continues to be a laboratory for architectural, design, engineering, and construction innovation. In the Construction Documents and Materials and Methods courses, students visit construction sites. These are important to the overall experience of the Howard architecture student.

I.1.5 LONG RANGE PLANNING

Program Vision, 2012-2022

The Architecture Program's goals for continued improvement are articulated in a number of initiatives that speak to the program's position and its importance in the university and the local and global community. The architecture program is also closely aligned with strategic initiatives in the University and the College. Student learning objectives are identified primarily by faculty with

significant attention to the monitoring of trends in architecture and allied professions. This is an important aspect of maintaining curricular relevance.

Since the last NAAB site visit, the faculty has continued its planning efforts noted in the previous 2011 APR. It outlined the program's plans for new leadership to address issues of academic growth, renewed scholarship, and the broadening of the degree/curricular offerings, graduate education, increased research and scholarly production, and resource distribution. Significant changes to the college with a new dean (January 2016) as well as a new department chair (July 2016) resulted in a period of transition for the program. The period between the last NAAB visit in March 2012 and today, August 2017, can also be described as one of laying the foundation for the transition from the 65-year old B.Arch curriculum to the launch of the new M.Arch curriculum in 2018 and carrying the Department forward to May 2022. The Nomenclature Change Proposal was approved by NAAB at their July 2017; the implementation plan is already underway. Assessing our position as one of the providers of architecture education is a necessary exercise as we move forward.

A resource in that effort is the [2016 NAAB Annual Report](#) which documents a nation-wide pattern of enrollment trends over the past decade that is overall flat to negative. These trends impacted Howard's architecture program which experienced steady decline in enrollment from 2012 to 2016. For programs in the Atlantic coast region that negative trend has been even greater than national trends. Additionally, with the increases in the number of NAAB accredited and candidacy programs now at 160, competition for students traditionally attracted to Howard has been acute. In January 2016, Dean Messac committed to measures that have led to an immediate reversal in program enrollment decline. For the first time in a decade concrete actions resulted in a sharp increase in Fall 2017 entrance enrollment (400%). The new M.Arch curriculum—in the planning stages since 2007, approved by the Howard Board of Trustees in 2013, and approved by NAAB in July 2017—is on track for full implementation in Fall 2018, better positioning the Department with competing programs in the region. Data to inform long range planning comes from the College, Department, and University sources as well as from the American Institute of Architects (AIA), National Council of Architectural Boards (NCARB), the Association of Collegiate Schools of Architecture (ACSA), and allied professions.

Program Strengths

By far, the strength of the program is its legacy: its alumni, friends and supporters at-large reinforce its purpose and facilitates a very positive and promising future. It is this position of strength from which the Department of Architecture continues to attract students. These specific strengths of the program include:

- Legacy of nearly 106 years of architecture education;
- Reputation as a premier private urban university;
- Diversity of our faculty;
- Broad research interests of the faculty;
- Talented and motivated student body;
- Diversity of our student body;
- Designation as a Carnegie Research 1 institution;
- Outstanding alumni;
- Richness of the Washington, D.C. Metropolitan and Mid-Atlantic Regions; and
- Presence of other programs at CEA and Howard University.

It must be emphasized that the program has vast support from its graduates. The most recent major gifts received from alumni, James E. Silcott (B.Arch, 1957) and Charles David Moody (B.Arch, 1982), remain the greatest contributions to the program to date. When Mr. Silcott, a philanthropist and architect, initially made his gift to the architecture program he was a trustee of the University. His donation endowed both

a faculty chair and an exhibition gallery in the Mackey Building. The James E. Silcott Endowed Chair is the first of its kind in architecture at Howard University. These gifts extend Mr. Silcott's beneficent support of the program which began in the 1980s when he initially established an endowed scholarship fund. He remains a most generous supporter of the program. Others have committed their time and energy to support the program and, most importantly, the students.

Outreach to alumni and friends must be a constant and significant practice. The "I am Howard Architecture" campaign was launched in 2017 to reconnect with alumni. This campaign includes two components: 1) a survey to compile the accomplishments of our alumni as well as gauge their desire to be connected to and supportive of the program and 2) collection of alumni photos and testimonials to highlight the products of the program. These initiatives are intended to increase the "touchpoints" with our graduates. Additionally, this campaign trickles down to the first year (freshmen) class as they embrace the philosophy of studying architecture at Howard University.

Program Opportunities and Challenges

An important aspect of long-range planning is the recognition of one's opportunities and challenges. The create a framework for charting a path forward to 2022:

1. Rebranding and repositioning the Department of Architecture's legacy within and commitment to the local, regional, national, and global communities;
2. Recruiting highly qualified students from diverse sources with particular emphasis on African Americans and those from the African Diaspora;
3. Building the capacity to conduct scholarly research which fosters innovation as well as a rigorous academic environment;
4. Reconnecting with alumni and the professional communities that they serve;
5. Increasing diverse levels of significant patronage, support, funding, and resources;
6. Increasing the budgetary resources available to students and faculty;
7. Maintaining a dynamic curriculum and pedagogy that adapts to the evolving direction of architecture, design, and allied professions;
8. Integrating new technologies into the curriculum while maintaining a balance with traditional methodologies;
9. Stimulating the intellectual environment for students, faculty, and the greater community;
10. Sustaining a dynamic culture of team work and cross-/multi-disciplinary collaboration;
11. Carving a niche within a crowded environment for architecture education present in the Washington, D.C. metropolitan area;
12. Broadening our reach as a leader in research and outreach to urban community issues;
13. Exploring further the unique opportunities created by our current institutional setting within the College of Engineering and Architecture; and
14. Celebrating and strengthening our tradition and commitment as a socially and community engaged Department.

The Department is prioritizing these challenges and aligning them with strategies to produce transformational results. As of September 1, 2017, progress towards significant pertinent results is already emerging.

Approved Nomenclature Change: B.Arch to M.Arch

The move to change the current undergraduate professional degree program to a first professional graduate degree program was viewed as imperative to the sustained viability of the program. The NAAB approved the Nomenclature Change at the July 2017 meeting of the Board of Directors. The change is effective January 1, 2017 for a Fall 2018 start (first class accepted into the program).

The new M.Arch curriculum follows the guiding assumption that the purpose of this program is to educate, train, and socialize students in a manner that prepares them to participate as leaders in architectural production, regardless of their individual architectural design career direction. The department has continued to evaluate its reach through alliances and partnerships with other architecture programs in the Washington, D.C. metropolitan area, the Caribbean, and West Africa. The curriculum committee, and the faculty as a whole, is also addressing changes in the profession as a guide to reinvigorate the current program offerings by expanding and developing a new, more fluid curriculum.

In addition to the Fall 2018 start of the M.Arch curriculum, the drive to restore program enrollment to pre-2012 levels of 175 students requires additional steps that embrace a number of initiatives that began during AY 2016-17. These include:

- Implementing articulation agreements with community colleges in the Washington, D.C. metropolitan region including the University of the District of Columbia, Prince Georges Community College, Montgomery College, Anne Arundel Community College and Howard County Community College as well as similar institutions outside of our immediate area. These agreements would allow entry points to the program beyond the freshman year;
- Being able to offer advanced standing to other area undergraduate pre-professional architecture degree programs;
- Offering an M.Arch II curriculum of an accelerated path to persons holding non-architecture-related baccalaureate degrees that is the equivalent of similar M.Arch II degrees offered by NAAB programs at UDC, Catholic University, University of Maryland, Morgan State, and Virginia Tech-Alexandria campus;
- Focusing our efforts to recruit M.Arch II candidates from baccalaureate degree holders throughout CEA and at Howard University at large;
- Becoming a NCARB Integrated Path to Architecture Licensing (IPAL) program;
- Providing the necessary academic and financial support to maintain high retention levels,
- Identifying and seeking outside funding to support an expanded program;
- Increasing student enrollment reflective of its historic national and international constituency;
- Increasing enrollment towards a five-year goal of 175-200 students by 2022;
- Expanding and diversifying our faculty to support the M.Arch curriculum, new program offerings, and student enrollment growth;
- Increasing the number of collaborative options with a select group of other programs;
- Expanding on the development of partnering agreements for teaching in upper division studios and classes. This continues to provide intern opportunities essential to obtaining the appropriate experience needed in increasing the rate of African Americans taking and passing the architecture licensing exam;
- Expanding intern placement opportunities in the fourth and fifth years as well as upon graduation;
- Increasing the number of graduates passing the architecture licensing exam to a rate of the national average; and
- Utilizing HRCDP support to survey and monitor its graduates to provide post graduate support.

The above stated initiatives are further addressed later in this section. It should be noted that the location of the architecture program within the College is appropriate to achieve its growth milestones. As one of five CEA departments, our architecture program is well positioned to take advantage of the inherent synergy of architecture, engineering, computer science, and technology and to align with many of the changes already occurring in industry.

Additional strategic goals and priorities relate to the condition of the Mackey Building and the required refinements needed to upgrade and modernize the physical facilities to provide for a proper teaching environment for learning and teaching. Physical facilities upgrades began in 2017 with the construction of a dedicated Architecture Fabrication Lab, an advanced graphics lab, and a

building materials samples lab. Upgrades are in the planning stage for the conversion of all design studios to professional office and teaching standards consistent with the mission of preparing the next generation of graduates for licensure and the practice of architecture. The recruitment of additional staff to provide support for faculty and students is also underway. The College has strengthened its technology management capacity with the inclusion of an architecture program technology specialist who oversees technology improvements for the Department.

The Five Perspectives Relative to Long Range Planning

The five perspectives on architectural education discussed earlier in this document have an influential role in the program's long range planning as they are guiding principles in the department's efforts in improving the curriculum, its pedagogy, and its opportunities for faculty and students. These perspectives also highlight the need to increase collaborative and interdisciplinary opportunities with CEA engineering programs, particularly the civil and environmental engineering program. Opportunities are also being explored with other units at Howard, particularly the School of Business and the School of Communications, to expand our holistic approach to design.

Anticipated New Faculty/Staff Needs

The composition of the Architecture faculty is appropriate to the current student enrollment and expected growth over the next two to three years. With the addition of new tenure-track faculty in August 2017, there are a total of four tenured and two tenure-track faculty in teaching roles. The re-appointment of four full-time, two part-time adjunct positions, and one James E. Silcott Endowed Chair in AY 2017-2018 brings the faculty to a total of 13. With new projections for student enrollment growth over the next five years of fully implementing the M.Arch curriculum, additional tenure-track and adjunct faculty hires dedicated to the architecture program will be needed.

At one point, the then School of Architecture and Planning offered two undergraduate and three to four graduate programs. The architecture faculty envisions additional new degree programs which reflect the long-standing tradition of the Department, College, and University. While new undergraduate and graduate degrees in urban design and planning, construction management, real estate development, and historic preservation are envisioned, the initial focus will be on strengthening our established track record in community design. This might include the creation of an undergraduate program which is an interdisciplinary, pre-professional degree that prepares students to understand the complexities of issues that impact the human environment and prepares them for leadership in cities and regions. The multidisciplinary perspective would teach students tools that address economic, political, and urban design problems. Armed with this greater understanding graduates could better promote social equity and justice in communities in the United States or abroad. This program would be a feeder into graduate programs in the Department and College.

Additionally, a multi-disciplinary doctoral program is also being explored to increase the Department's research and scholarly capabilities and output. These new degree programs will be structured to enhance the mission of the Department, College, and University. The additional degree offerings will facilitate interdisciplinary and dual degree arrangements throughout the College. New faculty hiring in 2017 was sensitive to these opportunities to strengthen the Department of Architecture's commitment to improving the human environment and to facilitate interdisciplinary relationships across the College.

Enrollment in the New Program Configuration

The nomenclature change from B.Arch to M.Arch is an important next stage in architecture education at Howard. The first academic year (AY) in which students may enroll in the new program configuration is AY 2018-2019 (Fall 2018). The first cohort of students enrolled in the M.Arch. program will complete their studies in AY 2022-2023 (Spring 2023). The rollout of the program is underway following the July 2017 approval by NAAB. The current B.Arch curriculum has been adjusted to consist of three types of courses:

- 1) Required or core courses which account for approximately 60 percent and are centered on the

teaching of Architectural Design, a studio based and one-on-one, pedagogic model extensively described in the Boyer Report on Studio Teaching prepared by the Carnegie Foundation (1996); 2) Professional Electives designated as Concentration Areas and Open Electives; and 3) General/Liberal Studies Electives.

The Master of Architecture (M.Arch) curriculum has a new focus and rigor on research theory as part of the final three semesters of the five-year program—the major curricular distinction between the B.Arch. and the M.Arch (See Table 12, page 71). Changes to the curriculum, however, begin with the first/freshmen year of study with the Foundations in Design courses and Freshman Seminar. Many courses have been rearranged within the curriculum to ensure better sequencing of knowledge and skillsets gained in preparation for more advanced content. Required courses on research methods during the Spring semester of the fourth year as well as more concentrated thesis courses (prep and design) in the fifth and final year will ensure a more rigorous research-based final project which is typical of Master's level study. Additionally, an Advanced Theory course has been added in the fifth year.

In the fourth year, the curriculum also prepares students for Integrated Practice through the Design VI (Comprehensive Design Studio) and the relocation of the Professional Practice course and a new Internship requirement. Through this non-credit course, students will gain practical experience which coincides with the interest of architecture firms to hire students in their fourth year and enables the students to gain experience according to new guidelines by the National Council of Architectural Registration Boards (NCARB) for the integrated path to architecture licensure. Rounding out the curriculum in the Summer Session following third year is a Summer Travel Abroad course/experience which will further enhance student appreciation of cultural diversity and urbanism around the world. Collectively, these requirements will expand the overall learning outcomes and experiences of the program.

The new M.Arch. curriculum will include five courses (15 credit hours across three lecture format and two studio courses) in a concentration, which initially will be focused on Community Design and Planning. This concentration will build on the historic focus of the program which responded to changes in urban areas subsequent to the 1968 rebellions following the assassination of Dr. Martin Luther King, Jr. Washington, D.C. and the Georgia Avenue corridor, which bounds the Howard campus, were heavily impacted by the riots. Howard University and the Department of Architecture, specifically, responded by its charge to prepare "activist practitioners". This mission will continue and be strengthened in the M.Arch. program. A new SPC Matrix for the M.Arch. program is shown later in Table 12 (page 58).

Note in SECTION 3 that the NAAB 2014 SPCs in the M.Arch curriculum are substantially realigned. The objective is to assure that SPC outcomes and evidence is achieved earlier in the program—particularly in the design studio sequence—so as to facilitate several important M.Arch program objectives. The main purpose is to enhance student acquisition of SPC objectives at earlier stages in the curriculum than were occurring in the B.Arch program. Specifically, this means that students must arrive at the start of the fifth year fully prepared to begin Thesis Prep at the level of expectations of the University graduate school relative to scholarly rigor and theoretical grounding. Students must arrive at the start of design thesis already positioned to be greater "risk-takers" and "big idea" pursuers.

Similarly, the new SPC alignment assures that students completing the first three foundation years of the curriculum begin the fourth year fully prepared to successfully undertake large, complex, multi-use building design while also being equally prepared to engage in comprehensive design studio undertakings. The fourth and fifth year of the curriculum is also expected to facilitate the objective of the program joining the small but growing list of programs that have formalized an accelerated path to

licensure. Still another important and interconnected objective is that early in the fourth year, students have acquired the skills and work ethic that renders them competitive for pre-graduation paid intern positions in professional architectural offices.

I.1.6.A PROGRAM SELF-ASSESSMENT

Self-assessment is a critical component of the Department's commitment to staying current and relevant in today's climate. Through formal and informal discussions, faculty and students focus on the design, technical, digital, and social aspects of the curriculum. It is also an integral component of the Department's activities and has been identified as one of the most important undertakings by committees which provide feedback to faculty, students, administration, staff and alumni. The input of these stakeholder groups is solicited in a number of ways. Regular and ongoing discussions in the department in the form of committee meetings, focus group meetings and annual retreats concentrate the efforts of the Department towards successfully achieving its goals and objectives. Subsequently, the Department is better positioned to be responsive to the needs of a changing academic and professional practice environment.

Through regular department and committee meetings, consideration of student interests is made in areas of academic policy, admissions, and facilities, among others. In 2016, the Department Chair introduced an end of semester workshop to evaluate the direction of design studios. This included faculty and alumni as well as local practitioners. Other input/feedback mechanisms include "Design Dialogues" with students and faculty to present challenging situations that impact our community and "Faculty Dialogues" which are more informal than the typical departmental meeting. Student involvement and feedback has benefited curriculum planning and course offerings. Other meetings and activities include the work of standing committees, ad hoc/special committees, faculty and student sponsored workshops/seminars, and annual Departmental special call meetings.

Assessment and evaluation of programs is a priority of the Office of the Provost. The [Office of Institutional Assessment and Evaluation](#) provides direction and resources to assist this process. This office coordinates and monitors a campus-wide assessment program that reflects the University's mission.

I.1.6.B CURRICULAR ASSESSMENT AND DEVELOPMENT

The heavy lifting on assessing the architecture curriculum is done by the Curriculum Committee and later with the faculty as a whole, including students when appropriate. The curriculum committee consists primarily of tenured faculty but is open to all full-time faculty. Their work is ongoing and involves assessing course content and evaluating subject matter as well as pedagogy. This may be the result of a directive by the Chair or discussions amongst faculty and students. This process results in suggested actions necessary to improve the program and, ultimately, to action plans to make it happen. The Curriculum Committee disseminates their findings to the Department Chair and the rest of the faculty for approval. Ad hoc committees related to specific program areas are formed when necessary to assess the associated issues and action by the faculty. Adjustments to the curriculum result from a collaborative process which recognizes the individual voices (opinions) of the entire architecture community at Howard.

In terms of the evaluation of design studios, studio critics (faculty) and visiting jurors contribute to the curricular assessment process, targeting vertical integration of non-studio content. Essentially, an evaluation is made of whether structural systems, for instance, are correctly allocated in the building or if historical reference points appropriately informed the project. While the design jury is often viewed by students as being harsh or overly critical, it provides a systematic review and critique of student work at

different phases of design projects (parti to full development). The jury system is used to measure student's ability to produce intended outcomes and performance skills. The initial end-of-year Fall Semester session to evaluate work produced in design studios will continue to bring fresh perspectives to evaluate the relevancy and productivity of student work. Participants are encouraged to provide honest feedback on the quality of the projects. At the end of the Spring Semester, alumni and outside guests provided a similar type of evaluation of thesis and lower studio projects.

Evaluation of student output is just one method for program self-assessment. Another significant exercise is obtained through the faculty's end of year individual annual activity report and faculty retreat, which foster personal reflection, assessment and recommendations for improvement by each member of the faculty. Immediately following the close of the 2017 Spring Semester, faculty participated in several "Faculty Dialogue" sessions to flesh out various issues that arose throughout the academic year. These more informal sessions are integral to the self-assessment process. Hence, the faculty and the Department Chair are the principal academic governing body of the Department. Collectively, they initiate and implement appropriate academic policy and execute various assessment methods which, in turn lead to long-range planning and adjustment of the program.

In addition to these mechanisms to assess the program, course evaluations are conducted each semester and administered through the College. Every student in a course completes a Course Evaluation form which includes a section to evaluate course content, lesson plan and teaching effectiveness. Students are genuinely appreciative of the opportunity to anonymously reflect on their academic experiences. The Chair reviews the outcomes with each faculty member to foster improvement in teaching methodology, among other aspects of their responsibilities. The results of these evaluations are used in annual reviews of faculty for merit raises and in reappointment and tenure reviews. All faculty members in the department are reviewed by the Chair and upon this evaluation, a recommendation is forwarded to the department appointments, promotions and tenure (APT) committee, initially, then forwarded to the Department Chair who sends the recommendations to the Dean. The Dean forwards the information for faculty review and, subsequently, forwards the results along with his assessment of the candidate to the Provost and President. The [University Faculty Handbook](#) explains this process.

The component parts of the assessment process result in improvements to what we offer our clients (the students). A multi-pronged approach to assessment is essential to the overall and enduring quality of the program and the graduates it produces.

SECTION 2. PROGRESS SINCE THE PREVIOUS VISIT

The years following the 2012 NAAB site visit marked the next stage of evolution in the quest to complete the full-fledge merger of engineering and architecture at Howard University. A structural reorganization of the College of Engineering, Architecture, and Computer Sciences (CEACS) initiated by Dean Messac was completed in April 2016 as the College of Engineering and Architecture (CEA). The CEACS consisted of two schools: the School of Engineering and Computer Sciences and the School of Architecture and Design. Each was headed by a Director who also served as Associate Dean of the College. With the change of Bylaws in March 2016, the school structure was removed thereby eliminating the need for directors. This reorganization was in the spirit of a process that had begun in 1997 when a Howard University presidential commission recommended that the two separate, dean-headed schools of Engineering and Architecture be reorganized as a unified structure to resemble the School of Engineering and Architecture that existed from 1934 until 1970.

While there has been no substantive change in the B.Arch program curriculum since the 2012 NAAB visit, the program made a formal request to NAAB for a change in program nomenclature, which was approved by NAAB in July 2017. Effective Fall 2018 the existing B.Arch program becomes an M.Arch program. See SECTION 1, I.1.5 Long Range Planning for a description of planned changes in the curriculum. The changes will mitigate several critical challenges that the program has been working through, namely: 1) A 40 percent drop in program enrollment over the past decade (reversed in Fall 2017 by 400%) and 2) a realignment of the 2018 M.Arch curriculum courses with 2014 SPC Conditions to facilitate the formal transition to becoming an Integrated Path to Architecture Licensure (IPAL) program supported by the National Council of Architectural Registration Boards (NCARB).

CONDITIONS NOT MET IN 2012 VISITING TEAM REPORT:

Part One: Section 1: Identity and Self-Assessment: I.1.4 Long-Range Planning

VISITING TEAM REPORT [2012]: At the time of our visit, the team did not find documents and policies indicating that NAAB's standards for this condition were met. This also is a cause of concern for the team. While there is evidence at the university level of long-range planning with the Presidential Commission on Academic Renewal (PCAR), the team found no documents and policies indicating a similar strategic plan at the department and school level. In addition, the university is in the midst of implementing a phased retirement plan, that will impact 5 out of the 7 tenured faculty positions, but no decision has been made on how many professors will accept the offer and how many tenured positions the school and department will retain. At the college, school and department levels there was discussion about increasing enrollment, growing the Architecture School from one department, expanding the program offerings, and the program's direction and focus, but no written plan for how to accomplish these objectives. There is evidence committees are in place to address the day-to-day issues and there is a proposal to change the degree nomenclature from B Arch to M Arch, but they are no substitute for long-range strategic planning to increase enrollment, expand program offerings, and provide a framework for how to transition between long-serving tenured faculty and attracting and retaining young and talented new professors to replace them.

RESPONSE FROM PROGRAM [Year of previous visit [2012] – Year of APR [2017]]:

The Department of Architecture engaged in a Strategic Planning process in 2012 which was updated in 2015. In 2016, the Strategic Plan was evaluated by the new Department Chair, and an analysis of the faculty retirements (three in May 2017) was linked to that plan. Gap areas were identified and correlated with the areas indicated in the Strategic Plan. Subsequently, a faculty search process began in the Fall 2016 semester to address these curricular areas and long range growth of the Department of Architecture. Two new, tenure track hires were made which substantially address the gap areas as well as projected areas of growth in the

Department. Additionally, the hires also enable the articulation of new programs and initiatives within the Department.

Part One: Section 1: Identity and Self-Assessment: I.1.5 Self-Assessment Procedures

VISITING TEAM REPORT [2012]: The team did not find sufficient evidence to demonstrate that the program regularly conducts self-assessment and how that self-assessment is used to channel and adjust the program. Although the faculty indicates that they are in agreement about the direction of the program based on a proposed change to the nomenclature of the degree, there are no written policies to indicate how assessment tools should be used, nor a timeline for implementing the plan or objectives. Some evidence of self-assessment such as course evaluations was provided, but there is no indication of how that information was used to improve the program and promote student success.

RESPONSE FROM PROGRAM [Year of previous visit [2012] – Year of APR [2017]]:

The Department of Architecture began a Strategic Planning process in 2012 which was finalized in 2015. In 2016, the Strategic Plan was evaluated by the new Department Chair and after discussions with architecture faculty and the CEA Dean, certain adjustments were informally addressed. We have already implemented systematic approaches to more effectively resolve the issues related to self-assessment and are comfortably on track to a successful path forward. A lingering action of the Department was the submission of a Nomenclature Change proposal to NAAB. The proposal was submitted to NAAB in May 2017 and was approved at its July 2017 meeting for implementation in August 2018.

Part One: Section 3 - Reports, I.3.1 Statistical Reports

VISITING TEAM REPORT [2012]: The Howard University APR contained only some of the statistical information required to satisfy this criterion. During the site visit the team requested additional information. Following is a list of the materials that were not provided:

- Program student characteristics
 - Demographics (race/ethnicity and gender) of all students enrolled in the accredited degree program(s).
 - Demographics of students at the time of the previous visit were not provided.
 - Demographics compared to those of the institution overall were provided for 2009 only.
 - Qualifications of students admitted in the fiscal year prior to the visit.
 - Qualifications of students at the time of the previous visit compared to those admitted in the fiscal year prior to the last visit were not provided.
 - Time to graduation.
 - Percentage that completed the accredited degree program within 150% of the normal time to completion for each academic year since the previous visit was not found.
- Program Faculty Characteristics
 - Demographics (race/ethnicity and gender) for all full-time instructional faculty.
 - Demographics compared to those recorded at the time of the previous visit were not provided.
 - Demographics compared to those of the full-time instructional faculty at the institution overall were not found.
 - Number of faculty promoted each year since last visit.
 - Comparison to the number of faculty promoted each year across Howard during the same period was not found.
 - Number of faculty receiving tenure each year since last visit.

Comparison to the number of faculty receiving tenure at Howard during the same period was not provided, though the team became aware of one faculty member receiving tenure.

- Number of faculty maintaining licenses from U.S. jurisdictions each year since the last visit and where they are licensed, was found as a current list of registration locations provided in Section 1.3.3 - Faculty Credentials. The team also found a separate list of faculty categories with licenses in U.S. jurisdictions, but did not find a composite list.

Statistical Reports do not provide the appropriate information.

RESPONSE FROM PROGRAM [Year of previous visit [2012] – Year of APR [2017]]:

The Department of Architecture as well as other units within Howard University are dependent upon the institution to provide accurate data to support its statistical reports. However, through the required Annual Reports and more effective recordkeeping by the Department and College, the concerns noted by the 2012 Visiting Team have been addressed. The CEA Office of Student Affairs and the CEA Office of the Dean provides an additional layer of support to gather and maintain accurate student records. Faculty characteristics are also maintained for continuing and new faculty by the Department Chair to ensure proper documentation for reporting. Cloud-based data storage is also facilitating the compilation of records.

Part One: Section 4 - Policy Review

VISITING TEAM REPORT [2012]: This criterion was not met based on the reporting information required under this section. The Annual Reports and Faculty Credential reports were provided, but the required documentation for the Statistical Reports was not. In particular, those specified under the subsections; Program Student Characteristics and Program Faculty Characteristics were not provided.

RESPONSE FROM PROGRAM [Year of previous visit [2012] – Year of APR [2017]]:

The Department of Architecture through the required Annual Report submissions to the College and NAAB as well as the implementation of more efficient recordkeeping by the Department and College has addressed the concerns noted by the 2012 Visiting Team. Cloud-based data storage is also facilitating the compilation of records.

Part Two: Educational Outcomes and Curriculum, II.1.1 Student Performance Criteria

Realm A: Critical Thinking and Representation, A.1 Communication Skills: Ability to read, write, speak, and listen effectively.

VISITING TEAM REPORT (2012): Criterion of communication skills at the level of ability was not met. There is evidence of ability in reading, speaking and listening, but not in writing effectively. The grammar, vocabulary and structure of the written work did not meet the standards of effective communication. Evidence of this deficiency was found throughout the program, including the terminal written document, the thesis book for ARCH 891 Thesis Preparation. It was also evident in ARCH 301 and 302 - Architectural History I and II, despite efforts on the part of the faculty to provide a feedback loop for the students to improve on their skills by repeating the exercises in writing.

In addition to the deficiency in basic writing skills, there was a lack of citations found throughout the thesis books produced for ARCH 891 Thesis Preparation including specific Citations regarding sources for images, firm and project profiles, and incomplete notations for textual work. The ability to structure proper annotations is a part of effective communication and professional accuracy. The ability to listen and speak was met and was evident throughout the visit in studio observations, and interactions with the student body, both formal and informal. Reading skills were evident in ARCH 301 and 302 - Architectural History I and II, as well as many other courses that required reading assignments in order to complete work and tests required.

RESPONSE FROM PROGRAM [Year of previous visit [2012] – Year of APR [2017]]:

The Department of Architecture has stipulated that all faculty incorporate writing assignments into their courses regardless of whether the format is lecture or studio. To this end, the faculty are also requested to maintain a standard of professional excellence that pertains to submitted work including proper citations, grammar and spelling. Faculty are encouraged to refer their students to the [University Writing Center](#) when problems arise. Across the curriculum, students must demonstrate competence in writing effectively.

Part Two: Educational Outcomes and Curriculum, II.1.1 Student Performance Criteria
Realm C: Leadership and Practice: C.1 Collaboration: Ability to work in collaboration with others and in multi-disciplinary teams to successfully complete design projects.

VISITING TEAM REPORT (2012): While there is evidence in the design studios that the students have the ability to work in collaboration with each other during programming and pre-design, there was no evidence that the students met a level of ability collaborating with others outside the program in multi-disciplinary teams with other departments and schools in the university, such as engineering, computer science, art and interior design, to successfully complete design projects.

RESPONSE FROM PROGRAM [Year of previous visit [2012] – Year of APR [2017]]:

The program recognizes the importance of collaboration across the disciplines which impact the built environment. This has resulted in cooperation among faculty to co-teach with allied disciplines. An example is the Disney Imagineering and Immersive Technology Research courses that included students and faculty from the Interior Design as well as Engineering programs. The Department Chair has implemented procedures to encourage a more collaborative learning culture in which students embrace group projects rather than view them negatively. Additionally, the Chair as well as several members of the architecture faculty continue to explore relationships outside of the Department to support its stated perspective on Collaboration. The Chair has ongoing discussions with other Department Chairs and faculty across the campus to reframe how Architecture is considered and to highlight the inherent connection that design has to disciplines such as political science, sociology, communications, to name a few.

CAUSES FOR CONCERN:

Faculty Retirement and Succession Planning

VISITING TEAM REPORT [2012]: The team noted in its review of the materials for Conditions 1.1.4 and 1.2.1, Long-Range Planning, and Human Resources, respectively, and from meetings during the visit, that five out of the seven tenured faculty members are eligible for a 5-year phased retirement plan that is currently being offered throughout Howard University. Even though the university is implementing the phased retirement plan, it has not been determined who and how many in the architecture program will accept the offer and how many of the current tenured faculty lines will remain in the program. Since the university has indicated it does not intend to have a one-for-one replacement of faculty lines, the team is concerned that the program does not have a written plan in place indicating the number of faculty lines needed to be retained to sustain and grow the program, and how younger candidates will be retained and recruited to fill these vacancies and enhance the existing demographics of the faculty.

The recent budget cuts across the university have largely spared teaching positions in the School of Architecture, but at the expense of staff positions. Staff positions related to administrative support, financial aid, and recruitment have been eliminated. As the School attempts to grow its enrollment and course offerings, an evaluation and development of a staffing plan to support the program is needed.

RESPONSE FROM PROGRAM [Year of previous visit [2012] – Year of APR [2017]]:

Indeed, since the last accreditation visit in 2012, five faculty members have retired from the Department of Architecture. Three of these were due to the Howard University Phased Retirement Plan (PRP). In anticipation of the curricular gaps for critical areas of instruction, the Department Chair analyzed the teaching responsibilities and areas of focus based on NAAB required student performance criteria (SPC). This analysis addressed staffing needs into 2022. A Fall 2016 faculty search process filled program areas left vacant by the three May 2017 retirements. Hires were made not only to cover these current gaps but position the Department for future expansion into areas identified by the faculty led Strategic Plan.

Faculty Development

VISITING TEAM REPORT [2012]: The team noted in its review of the information provided for Condition 1.2.1 Human Resource Development, that the school's faculty development opportunities rely heavily on the university-wide "Fund for Academic Excellence" program, which provides grant opportunities for faculty for special projects and original research. Though about half the faculty benefited from this program up until 2009, they have not since then, due to university-wide cutbacks and questions from the school's faculty about the type of special projects and original research the fund would support. In addition, there is also no evidence that consistent financial support for research exists at the school level; therefore, the acquisition of new knowledge for faculty members is primarily gained through professional practice. While acquiring new knowledge through professional practice should continue, with Howard University classified as a comprehensive research university, and research becoming an increasingly important component in the growth of design knowledge, it is important that support for faculty development be a priority in any accredited architecture program.

RESPONSE FROM PROGRAM [Year of previous visit [2012] – Year of APR [2017]]:

Since the 2012 NAAB Site Visit, faculty have received financial assistance to attend conferences and engage in professional development activities to support learning and professional growth. Additionally, Howard University has established several initiatives which benefit faculty development directly: 1) the [Center for Excellence in Teaching, Learning, and Assessment](#) and 2) the [Office of Faculty Development](#). Both initiatives are housed within the Office of the Provost. There is also considerable assistance available for research endeavors through the [Office of Research Development](#).

At the beginning of each academic year new faculty must attend work sessions on research. These sessions are open to all faculty and continuing faculty are encouraged to attend to familiarize themselves with current initiatives and protocols. At the College level, the Associate Dean for Research—a new position under the College reorganization—provides leadership for scholarly activities. Faculty are encouraged to participate in research activities on campus to better prepare for opportunities within their own areas of interest as well as to pursue multidisciplinary collaboration outside of the Department and College. In 2014, Howard University established Research Week. In 2017, the Department of Architecture was well represented when six students and one faculty member submitted proposals which were accepted for presentation. One of the students was the winner of the Overall Award for the Creative Arts and Design category.

New tenure track hires for AY 2017-2018 received "Start-up Funds" which support attendance at conferences and other professional development activities. They are being advised by the Department Chair and are expected to develop a plan with two year increments which includes a timeline, milestones, and strategies to meet tenure and promotion expectations. Periodic monitoring of their activities will occur. All faculty, regardless of classification, are required to

complete a Workload Agreement for the upcoming academic year. This document is completed in conjunction with the Department Chair.

Stricter adherence to workload areas (teaching, research and service) is stressed by the CEA Dean and the University Provost. Tenured and adjunct faculty are expected to increase their scholarly productivity and are being encouraged by the Department Chair to identify areas of future scholarly output.

Response to Change in the Conditions

The last accreditation cycle (submission of APR in 2011 and site visit in 2012) was conducted under the 2009 NAAB Conditions. During this cycle (2017-2018), the program will be evaluated under the revised 2014 NAAB Conditions. The Department of Architecture has assessed the impact of the new NAAB requirements, particularly in the Student Performance Criteria (SPC), and made adjustments to the representation of SPCs across the curriculum. These changes are reflected in the SPC Matrix included in this document. Significant changes in the faculty—including the new Department Chair in July 2016, the retirement of three long-time faculty in June 2017, and the subsequent addition of new faculty in August 2017—signal a redirection of the strategies and priorities of the Department. This includes the transition from the B.Arch to M.Arch program and long range planning for the Department.

SECTION 3: COMPLIANCE WITH THE CONDITIONS FOR ACCREDITATION

I.2.1 HUMAN RESOURCES AND HUMAN RESOURCE DEVELOPMENT

Faculty/Staff

The faculty resumes are presented in SECTION 4 Supplemental Materials.

The following Faculty Matrices (Tables 1 to 3) show the distribution of faculty teaching across the core curriculum.

Table 1. Faculty Matrix Academic Year 2015-2016 (Core Courses Taught)

<i>Faculty Name</i>	<i>Experience</i>	ARCH 003 Environment and Architecture	ARCH 011 Elements of Architecture	ARCH 150 Design Communications I	ARCH 151 Design Communications II	ARCH 199 Design I	ARCH 200 Design II	ARCH 201 Design III	ARCH 202 Design IV	ARCH 203 Design V	ARCH 204 Design VI	ARCH 205 Design VII	ARCH 206 Design VIII	ARCH 301 Architectural History Survey I	ARCH 302 Architectural History Survey II	ARCH 401 Materials and Methods I	ARCH 402 Materials and Methods II	ARCH 501 Structures I	ARCH 502 Structures II	ARCH 511 Computer Applications in	ARCH 521 Environmental Systems I	ARCH 522 Environmental Systems II	ARCH 651 Principles of Urban Design	ARCH 701 Public Issues in Architecture	ARCH 751 Professional Practice	ARCH 891 Thesis Prep	ARCH 901 Programming	ARCH 951 Construction Documents
Angel Clarens, Associate Professor (FT)	Licensed Architect	■						■	■																			
Edward Dunson, Associate Professor (FT)	Licensed Architect									■	■																	
Victor Dzidzienyo, Associate Professor (FT)	Community Planner																											
Bradford Grant, Professor (FT)	Licensed Architect		■	■	■																		■					
Howard Mack, Assistant Professor (ADJ)	Junior Architect / Computer / Digital Tools									■										■								
Ronnie McGhee, Assistant Professor (ADJ)	Licensed Architect															■	■											■
Nea Maloo, Assistant Professor (ADJ)	Licensed Architect																	■	■		■	■						
Harry Robinson, Professor (FT)	Licensed Architect																						■			■		
Damon Sheppard, Assistant Professor (PT)	Licensed Architect																							■		■		
David Sledge, Assistant Professor (ADJ)	Architectural Historian / Junior Architect											■	■	■	■													
William Taylor, Associate Professor (FT)	Licensed Architect											■	■													■		
Katherine Williams, Assistant Professor (ADJ)	Licensed Architect					■	■																					

Table 2. Faculty Matrix Academic Year 2016-2017 (Core Courses Taught)

<i>Faculty Name</i>	<i>Experience</i>	ARCH 003 Environment and Architecture	ARCH 011 Elements of Architecture	ARCH 150 Design Communications I	ARCH 151 Design Communications II	ARCH 199 Design I	ARCH 200 Design II	ARCH 201 Design III	ARCH 202 Design IV	ARCH 203 Design V	ARCH 204 Design VI	ARCH 205 Design VII	ARCH 206 Design VIII	ARCH 301 Architectural History Survey I	ARCH 302 Architectural History Survey II	ARCH 401 Materials and Methods I	ARCH 402 Materials and Methods II	ARCH 501 Structures I	ARCH 502 Structures II	ARCH 511 Computer Applications in	ARCH 521 Environmental Systems I	ARCH 522 Environmental Systems II	ARCH 651 Principles of Urban Design	ARCH 701 Public Issues in Architecture	ARCH 751 Professional Practice	ARCH 891 Thesis Prep	ARCH 901 Programming	ARCH 951 Construction Documents
Angel Clarens, Associate Professor (FT)	Licensed Architect	■						■	■																			
Edward Dunson, Associate Professor (FT)	Licensed Architect									■	■																	
Victor Dzidzienyo, Associate Professor (FT)	Community Planner																											
Hazel Edwards, Professor and Dept. Chair (FT)	Certified Planner																											
Bradford Grant, Professor (FT)	Licensed Architect		■	■	■																			■				
Howard Mack, Assistant Professor (ADJ)	Junior Architect / Computer / Digital Tools									■										■								
Ronnie McGhee, Assistant Professor (ADJ)	Licensed Architect															■	■											■
Nea Maloo, Assistant Professor (ADJ)	Licensed Architect																	■	■		■	■						
Melvin Mitchell, Silcott Chair (PT)	Licensed Architect																											
Martin Paddack, Assistant Professor (ADJ)	Junior Architect					■	■																					
Harry Robinson, Professor (FT)	Licensed Architect																						■			■		
Damon Sheppard, Assistant Professor (PT)	Licensed Architect																							■		■		
David Sledge, Assistant Professor (ADJ)	Architectural Historian / Junior Architect												■	■	■	■												
William Taylor, Associate Professor (FT)	Licensed Architect												■	■												■		

Table 3. Faculty Matrix Academic Year 2017-2018 (Core Courses Taught)

Faculty Name	Experience	ARCH 003 Environment and Architecture	ARCH 011 Elements of Architecture	ARCH 150 Design Communications I	ARCH 151 Design Communications II	ARCH 199 Design I	ARCH 200 Design II	ARCH 201 Design III	ARCH 202 Design IV	ARCH 203 Design V	ARCH 204 Design VI	ARCH 205 Design VII	ARCH 206 Design VIII	ARCH 301 Architectural History Survey I	ARCH 302 Architectural History Survey II	ARCH 401 Materials and Methods I	ARCH 402 Materials and Methods II	ARCH 501 Structures I	ARCH 502 Structures II	ARCH 511 Computer Applications in	ARCH 521 Environmental Systems I	ARCH 522 Environmental Systems II	ARCH 651 Principles of Urban Design	ARCH 701 Public Issues in Architecture	ARCH 751 Professional Practice	ARCH 891 Thesis Prep	ARCH 901 Programming	ARCH 951 Construction Documents
Edward Dunson, Associate Professor (FT)	Licensed Architect									■																		
Leland Edgecombe, Assistant Professor (PT)	Licensed Architect, Certified Planner													■	■													
Hazel Edwards, Professor and Dept. Chair (FT)	Certified Planner, Urban Designer, Researcher																											
Farhana Ferdous, Associate Professor (FT)	Junior Architect, Urban Designer, Researcher									■	■												■			■		
Bradford Grant, Professor (FT)	Licensed Architect	■	■	■	■																			■				
Howard Mack, Assistant Professor (ADJ)	Computer /Digital Tools									■										■								
Ronnie McGhee, Assistant Professor (ADJ)	Licensed Architect															■	■											■
Nea Maloo, Assistant Professor (ADJ)	Licensed Architect																	■	■		■	■						
Melvin Mitchell, Silcott Chair (PT)	Licensed Architect																											
Dahlia Nduom, Assistant Professor (FT)	Licensed Architect							■	■																			
Martin Paddack, Assistant Professor (ADJ)	Junior Architect					■	■																					
Damon Sheppard, Assistant Professor (PT)	Licensed Architect																							■		■		
William Taylor, Associate Professor (FT)	Licensed Architect										■	■																

Faculty Workload

Faculty workload is divided into three categories: Teaching (at least 40 percent); Research, Scholarship and Creative Activities (at least 30 percent); and, Service Duties (at least 10 percent). Faculty complete a Workload Agreement in accordance with the [university's workload policy](#) prior to the start of the Academic Year. Full-time faculty devote the equivalent of three hours per semester to both Service Activities and to Advising and or Administrative responsibilities. The average number of full time faculty contact hours is twelve hours per week. Full-time faculty is based on Nine hours that is dedicated to Teaching/Research activities.

The typical full time teaching load in the Department of Architecture is one 6-credit design studio and one 3-credit lecture course each semester or a total of 9 credit hours per semester. Lesser loads depend on Faculty service to the program in exchange for the reduction. Part-time faculty, typically lecturers and design critics, generally teach a single 3-credit lecture or seminar course or a 6-credit studio. Studios meet for 9 hours a week, lecture courses and seminars 3 hours a week. Each faculty member is expected to be engaged in research/practice at the equivalent of one full day a week. In addition, each full-time faculty member is also assigned to committees and other duties in support of the department and the college.

The number of contact hours for part-time faculty is nine hours per week. Part-time faculty are compensated according to their teaching load. Part-time Adjunct Faculty are subject to the Collective Bargaining Agreement.

Faculty Development

As stated in Section 2, since the last NAAB Site Visit, faculty have received financial assistance to attend conferences and engage in professional development activities to support learning and professional growth. Additionally, Howard University has established several initiatives which benefit faculty development directly: 1) [Center for Excellence in Teaching, Learning, and Assessment](#) and 2) [Office of Faculty Development](#). Both initiatives are housed within the Office of the Provost. There is also considerable assistance available for research endeavors through the [Office of Research Development](#).

Faculty are supported and encouraged to attend conferences and meetings to maintain expertise and contacts with professional colleagues, educational and practice groups. Out of town trips can be costly and funds have not always been available, however, the program is fortunate to be located in a region which has an abundance of free or inexpensive professional development opportunities offered by a myriad of institutions and organizations in the form of lectures, symposia, and other activities. The National Building Museum as well as the AIA (national or local chapters) sponsor events throughout the year which enable registered architects to log continuing education credits. This is especially important as more than half of the faculty are licensed architects who must maintain their status and remain current in the field.

New tenure track hires for AY 2017-2018 received "Start-up Funds" which support attendance at conferences and other professional development activities. They will also be advised by the Department Chair and are expected to develop a plan with two year increments which includes a timeline, milestones, and strategies to meet tenure and promotion expectations. Periodic and regular monitoring of their activities will occur. All faculty, regardless of classification, are required to complete a Workload Agreement for the upcoming academic year and submit an Activity Report at the end of the year. This document is completed in conjunction with the Department Chair.

None of the members of the Department of Architecture faculty have requested or received Sabbatical Leave since the last NAAB site visit in 2012.

Student Support Services

The [Howard University Division of Student Affairs](#) serves a critical role in ensuring the education of the whole student and achieving the academic mission of the institution. The services offered through this unit of the University are vital to the health and well-being of our students.

In addition to the University level student services, the architecture program is supported by the CEA Office of Student Services (OSS). This includes support for a student's financial aid, internships and career placement, recruiting as well as tutoring, company visits and other related professional outreach. The Career Services division of OSS has ensured that the Department is well represented at recent CEA Career Fairs and other activities where employment opportunities (internships or full time) might be available. The Department Chair has been actively reaching out to professional firms and organizations to develop relationships that might lead to support of the students. Names of firms and contacts are passed onto the CEA Career Development coordinator to include in future events.

Advising

During the Spring 2017 semester, the CEA advising policy was changed to increase the effectiveness of registration and academic advising. Students are assigned to one of two advisors: Professor Bradford Grant meets with first through third year students and Professor Hazel Edwards (Department Chair) advises fourth and fifth year students as well as transfer students and those with academic problems (probation or suspension). The new advising system is designed to ensure that students have consistent advice regarding program progress, in part to ensure that completion of the program occurs within five years. While students are assigned a specific advisor, they are also encouraged to interact with other faculty to receive broader perspectives about career options. Ultimately, the faculty are resources for the students in terms of information about their college experience as well as career options. The Department is also developing a mentoring program where students are matched with alumni to provide career advice and encouragement. The professional community has also indicated their support for the Department and will be more engaged with students through their outreach initiatives. The AIAdc Committee on Architecture Education is also assisting in the success of our student through special events and direct mentoring.

Architecture Licensing Advisor

Professor Ronnie McGhee has served as the Architecture Licensing Advisor (formerly IDP coordinator) since the last site visit. Through the Internship and Professional Practice courses, students are prepared for the immediate employment and future professional experience opportunities. Professor McGhee assists in developing new architecture and professional partnerships and internships to ensure a larger pool of employment options are available for our students when they graduate. He also sets of seminars with the D.C. Architecture Licensing Board and NCARB to present information on how to become a licensed architect. Revisions in the M.Arch curriculum will place more emphasis on the development of professional skills so that students are better prepared to enter the workforce and also begin the NCARB Architecture Experience Program (AXP) in the third year. Workshops which focus on job search skills, portfolio and resume development, and interview techniques as well as networking are central to this effort. An important aspect of the exposure to architectural practice is the access to faculty who are licensed architects. More than half of the faculty fall into this category with several of the adjuncts actively working in an architectural practice.

I.2.2 PHYSICAL RESOURCES

General Description of the Existing Architecture Facilities

Since 1973, the Department has been located in the former School of Law building at the intersection of Howard Place and Sixth Street, just across from the Main Gate to the campus. Named for one of the

former administrators of the architecture program, Howard H. Mackey, the building was modified to accommodate large studio spaces for design education. Since the 1997 merger of architecture and engineering into a unified College of Engineering and Architecture, and in the spirit of actual interdisciplinary unification, several engineering programs and administrative offices are located in the Mackey Building.

The Mackey Building houses several university-wide functions in addition to those specifically related to the Department of Architecture. Among these on the Basement level are a lounge area for the housekeeping staff and offices for the University's elevator maintenance contractor. Several components of the CEA Department of Electrical Engineering and Computer Sciences occupy faculty offices and research labs in the basement. Additionally, the Interior Design program (College of Arts and Science) maintains a studio space, a new shared classroom, a faculty office, and a shared Materials Lab. These spaces are positioned adjacent to the new Fabrication Lab and Advanced Graphics Lab.

The Mackey Building is accessible to students in the Department of Architecture on a 24-hour basis and throughout the academic year. After hours, faculty and students are able to access the building using their Howard ID card (Bison One Card). The building is covered by the university's network (wired and wireless). The University's Division of Physical Facilities Management which has the responsibility for on-going landscaping, upgrading and maintenance of the campus, maintains the landscape and grounds of the Mackey Building.

The Mackey Building is a five-level structure which was constructed in 1957. It consists of approximately 68,000 square feet. Table 4 shows the space allocation of the Mackey Building. The floor plans for the Department Architecture are shown in the following pages.

Table 4. Space Allocation in Mackey Building for the Department of Architecture August 2017		
Area	Dimensions	Square Footage
Studio Area		
Basement	70' x 44' 34' x 35'	4,270 sq. ft.
Ground Floor	112' x 54'	6,048 sq. ft.
First Floor	n/a	0
Mezzanine	106' x 56'	5,300 sq. ft.
Second Floor	112' x 30' 12' x 16'	3,552 sq. ft.
Total Studio Area:		19,170 sq. ft.
Department of Architecture Allocation by Floor/Level		
Basement	136' x 111'	15,096 sq. ft.
Ground Floor	136' x 111'	15,096 sq. ft.
First Floor	136' x 111'	15,096 sq. ft.
Mezzanine	136' x 56'	7,616 sq. ft.
Second Floor	136' x 111'	15,096 sq. ft.
<i>Total Square Footage allocated to the Department of Architecture:</i> 68,000 sq. ft.		

Administrative Offices

The Mackey Building houses several administrative offices. The CEA Office of the Dean is located adjacent to the main entrance lobby to the building. The Department of Architecture Office is located in a separate suite in close proximity to the main lobby. This office includes space for the Department Chair and an administrative assistant.

Faculty Offices

Each tenured and tenure-track member of the faculty has an office either on the first or second floor of the Mackey Building. Full time, adjunct faculty have shared offices. Faculty offices are adequately equipped to support individual teaching and scholarly inquiry activities.

Design Studios

Each student in the architecture program is provided with a dedicated studio work space. Faculty teaching in Design I through Design VI (first through fourth year studios) have assigned teaching spaces within the open space plan on the ground and the mezzanine levels of the Mackey Building. Design VII and Design VIII--the fifth-year studios--are located on the second floor of the Mackey Building. Proposed improvements to the studio spaces are shown at the end of this sub-section. Each studio area has a large table and chairs for the instructor to hold group meetings with the students.

Mackey 150, Classrooms, and Meeting Rooms

Mackey 150 is the main conference room used by the program and can be reserved/scheduled for group discussions and presentations as needed. This space is equipped with multi-media presentation technology and accommodates lectures, seminars and workshop presentations. Two general purpose classrooms are located on the second floor of Mackey Building. These spaces are controlled and scheduled by the University. Additional classrooms in the Mackey basement are used by the Interior Design program and for the Physics for Architects course. Mackey 140 is a conference room also available for small meetings.

The George T. Silcott Gallery and Presentation Spaces

The Silcott Gallery provides space for Exhibits and for final design jury presentations. The first and second floor Corridor areas extend this space to provide further display surfaces to exhibit student work. In addition to this gallery, there are three major jury/project review areas including the "Contours" Student Lounge, the auditorium, and "Bleachers" in the north corridor on the second floor. All spaces provide adequate lighting and tackable vertical surfaces to accommodate the exhibit/jury/project review functions.

The Hilyard and Helena Robinson Auditorium

The auditorium is the main assembly space in the Mackey Building to serve the special needs of the program. The 184-seat auditorium is the largest available assembly space in the building and serves as the program's main venue for lectures and seminars by visiting speakers and department assemblies. The auditorium is controlled and scheduled by the University.

Contours Student Lounge

In addition to space devoted to instruction, the Contours Student Lounge on the upper ground level is available to architecture students for individual and group study sessions as well as for presentations, seminars, and other activities. It is open throughout the day to support the student learning environment. An extensive renovation of the lounge was completed in AY 2016-2017. This included new lighting, furniture, and finishes.

The Innovation/Maker Space

Located on the ground floor of the Howard H. Mackey Building, the Innovation/Maker Space supports the learning and research activities throughout the College. The Department has full access to this newly refurbished space which was built in the former Architecture Library.

The Fabrication Lab and Advanced Graphics Lab (Completion Expected Mid-semester, Fall 2017)

Architecture education dictates that students represent the issues, ideas, and practical design problems in a three-dimensional (3-D) as well as two-dimensional (2-D) format and output. Critical to that process is the ability of the student to create scaled models, drawings, and prototypes that reflect their solutions. A competitive learning environment in an architecture program relies on fabrication shops, digital laboratories, and specialized equipment to support course assignments and studio projects, as well as independent projects. Such facilities enable building models, fabricating furniture, sculpting, and exploring building systems among other activities directly linked to architecture and design pedagogy. To this end, students must be able to work with a myriad of materials, including wood and wood products, plastics, and ferrous and nonferrous metals.

In August 2016, Dean Messac secured funding (\$275,000) from the University to purchase equipment and build digital and fabrication facilities to support how we teach in a contemporary architecture program. State-of-the-art fabrication and digital laboratories not only support design inquiry within the classroom but also enable research to foster innovation for future practices. The two labs are expected to be open by mid-Fall semester 2017. When completed, the Fabrication Lab will include equipment to operate a Woodshop and Metal shop, a CNC Router, Laser Cutters, 3D Printing, and Photography Lab. The Advanced Graphics Lab will provide high-powered, state of the art computers to support animations and renderings. All equipment has been purchased and delivered, and will be installed upon final construction completion in mid-semester (Fall 2017).

Digital Resources and Facilities

The digital capabilities of an architecture program are essential to instruction and development of competent graduates. The Department of Architecture is equipped with a Gigabit Ethernet (GbE) network providing both wired and wireless access for students, faculty, and staff, supported by the university's central technology division, Enterprise Technology Services (ETS). In-house, the department is assigned a full-time IT manager to maintain the discipline specific labs and equipment. In the fall of 2016, the department purchased new large format plotters, laser printers, and scanners to update their output capabilities. The purchase also included an array of new equipment for a newly renovated Fabrication Shop capable of handling wood, metal, and soft materials. (See lab specific details below).

The following is a list of Labs and Equipment dedicated to the Department of Architecture.

Production Lab (Existing) Mackey 232	
The Production Lab is a general lab for students and faculty to perform general computing task such as word processing, spreadsheets and basic CAD work, i.e. AutoCAD, Revit, etc. The Lab is equipped with the following items.	
Hardware	Software
<ul style="list-style-type: none"> • Computer (HP Z240 Tower Workstation 20ea) • (Dell 21.5" Monitor) • HP® B/W LaserJet Enterprise M700DN Printer • Smartboard - Epson BrightLink Pro 1430Wi Interactive WXGA 3LCD Projector 	<ul style="list-style-type: none"> • Adobe Creative Cloud • Adobe Acrobat® XI Pro • Adobe Dreamweaver® CC • Adobe Edge Code preview • Adobe Edge Inspect • Adobe Edge Reflow preview • Adobe Edge Web Fonts • Adobe Extension Manager • Adobe Illustrator® CC • Adobe InDesign® CC • Adobe Muse CC • Adobe Photoshop CC • Adobe Photoshop Lightroom 5 • Autodesk Bim & Production Suite • Revit • AutoCAD • AutoCAD Architecture • AutoCAD Civil 3D • AutoCAD Electrical • AutoCAD Mechanical • AutoCAD Map 3D • AutoCAD MEP • ArcGIS • Sketchup Pro • Vray 2.0 32 & 64 bit (Plugin) • Microsoft Office • Microsoft Word • Microsoft Access • Microsoft Publisher • Microsoft PowerPoint • Microsoft Excel

Print / Plot Lab (Existing) Mackey 236	
<p>The Print / Plot Lab is available for students and faculty to perform their output tasks such as hi-res laser printing and large format plotting and scanning. Printing and Plotting is managed through a print management system (PaperCut) that allocates a set number of print credits to students and faculty based on their pedagogical status and needs. The lab is equipped with the following items.</p>	
Hardware	
<ul style="list-style-type: none"> • HP DesignJet T1300 44" PostScript ePrinter (4ea) • HP® Color LaserJet Enterprise M750DN Printer • HP® LaserJet 500-sheet Paper Tray (CE860a) • Epson Workforce DS-50000 Flatbed Scanner (2ea) • Rotatrim DigiTech+ DT1550 Trimmer • 	
Mechanical and Civil Engineering Lab (Existing) Downing 2119	
<p>The Mechanical and Civil Engineering Lab is available to CEA students and faculty. Architecture students have access to software and collaboration with Mechanical, Civil, and Structural Engineering disciplines to support their projects. The Lab is equipped with the following items.</p>	
Hardware	Software
<ul style="list-style-type: none"> • Computer (HP Z240 Tower Workstation 30ea) • Computer (Dell 21.5" Monitor) • HP® B/W LaserJet Enterprise M700DN Printer • Epson BrightLink Pro 1430Wi Interactive WXGA 3LCD Projector 	<ul style="list-style-type: none"> • Revit • AutoCAD • AutoCAD Civil 3D • AutoCAD Mechanical • AutoCAD Map 3D • AutoCAD MEP • AutoCAD Raster Design • Structural Analysis for Revit • AutoCAD mobile app • FormIt Pro • Insight • Navisworks • ReCap Pro • Rendering in A360 • ArcGIS • Sketchup Pro • Rhinosirous • Vray 2.0 32 & 64 bit (Plugin) • Microsoft Office • Microsoft Word • Microsoft Access • Microsoft Publisher • Microsoft PowerPoint • Microsoft Excel

Digital Fabrication Lab (Completion expected Mid-Semester, Fall 2017) Mackey B33
<p>The Digital Fabrication Lab is a lab within the Fabrication Lab for students and faculty to produce study models of their work using CAD-CAM technology with output to 3D printers and millers. The lab will be equipped with the following items.</p>
Equipment
<p><u>CNC Router</u></p> <ul style="list-style-type: none"> • ECO Series 4x8 Router (1ea) • Computer (HP Z240 Tower Workstation) • Computer (Dell 21.5" Monitor) <p><u>Laser Cutters</u></p> <ul style="list-style-type: none"> • PLS6.75 Laser System (Laser Cutters 2ea) • ADVANTAGE (AD) 1000iQ • Computer (HP Z240 Tower Workstation) • Computer (Dell 21.5" Monitor) <p><u>3D Printers</u></p> <ul style="list-style-type: none"> • uPrint SE Plus GRABCAD 3D Printer • MAKERBOT 3-D printers
Photography Lab (Completion expected Mid-Semester, Fall 2017) Mackey B31a
<p>The Photography Lab is lab within the Fabrication Lab for students and faculty to digitally document their work. The lab will be equipped with the following items.</p>
Equipment
<ul style="list-style-type: none"> • Sony Alpha a6300 Mirrorless Digital Camera with 16-50mm Lens (2ea) • Sony E 35mm f/1.8 OSS Lens (2ea) • Sony 55-200mm f/4.0-5.6 DT Alpha A-Mount Telephoto Zoom Lens (2ea) • Bolt VB-22 Bare-Bulb Flash • Sony PXW-Z150 4K XDCAM Camcorder • Impact Convertible Umbrella - White Satin with Removable Black Backing - 45" • Impact Background System Kit with 10x12' Black, White, Chroma Green Muslins • Impact 5x7' Collapsible Background Kit (Black/White) • Giotto's Lens Cleaning Kit with Small Rocket Air Blower • SanDisk 64GB Extreme PRO UHS-I SDXC Memory Card • Magnus VT-300 Video Tripod with Fluid Head

Advanced Graphics Lab (Completion expected Mid-Semester, Fall 2017)
Mackey B22

The Advanced Graphics Lab is a lab for students and faculty to perform advanced computing tasks such as rendering, animation, virtual reality, tracking and computations as well as research. The lab will be equipped with the following items.

Hardware	Software	
<ul style="list-style-type: none"> • BOXX Graphics Workstation (20ea) • Dell 21.5" Monitor (20ea) • HP® Color LaserJet Enterprise M750DN Printer • HP® LaserJet 500-sheet Paper Tray (CE860a) • Epson Workforce DS-50000 Flatbed Scanner • Samsung 65" Television (LED 2160 p) • Epson BrightLink Pro 1430Wi Interactive WXGA 3LCD Projector • Epson SureColor Multifunction Module for T5270 & T5270D Printers 	<ul style="list-style-type: none"> • Adobe Creative Cloud • Adobe Acrobat® XI Pro • Adobe After Effects® CC • Adobe Audition® CC • Adobe Digital Publishing Suite, Single Edition • Adobe Dreamweaver® CC • Adobe Edge Animate • Adobe Edge Code preview • Adobe Edge Inspect • Adobe Edge Reflow preview • Adobe Edge Web Fonts • Adobe Extension Manager • Adobe Fireworks® CS6 • Adobe Flash Professional CC • Adobe Illustrator® CC • Adobe InDesign® CC • Adobe Muse CC • Adobe Photoshop CC • Adobe Photoshop Lightroom 5 • Adobe Premiere® Pro CC • Production Suite • Revit • AutoCAD Raster Design • Structural Analysis for Revit • AutoCAD mobile app 	<ul style="list-style-type: none"> • FormIt Pro • Insight Structural Analysis for Revit • AutoCAD mobile app • FormIt Pro • Insight Navisworks Manage • ReCap Pro • Rendering in A360 • Rendering & Animation • Maya • 3ds Max • MotionBuilder • Mudbox • Character Generator • Vehicle Tracking • Grasshopper (Plugin) • Stingray • Sketchup Pro • Lumion • Rhino full version • Flamingo nXt • Brazil • Penguin • Bongo 2 • Vray 2.0 32 & 64 bit (Plugin) • Microsoft Office • Microsoft Word • Microsoft Access • Microsoft Publisher • Microsoft PowerPoint • Microsoft Excel

Wood and Metal Shop (Completion expected Mid-Semester, Fall 2017)

Mackey B31

The Wood and Metal Shop is a facility within the Fabrication Lab for students and faculty to produce woodworking and cold steel projects. The shop will be equipped with the following items.

Woodworking Equipment

- Powermatic 15 HH 15in. 1-Phase 3-Horsepower 230V Deluxe Planer with Byrd Shelix Cutterhead
- Powermatic 60HH 8 in. 1-Phase 2-Horsepower 230V Jointer with Helical Head
- Powermatic PM1900TX-CK1 Dust Collector, 3HP 1PH 230V, 2-Micron Canister Kit
- Powermatic 6050011 (50-Pack) Dust Collector Bags
- Powermatic PM1300TX-CK Dust Collector 1.75HP 1 PH 115/230V2-Micron Canister Kit
- SawStop 1.75 HP Professional Table Saw w/36" Fence, Rails, and Extension Table
- Milwaukee 12 in. Sliding Dual Bevel Miter Saw
- Ryobi 6.1-Amp Variable Speed Orbital Jigsaw with Speed Match
- RIDGID 5 in. Random Orbital Sander with AIRGUARD Technology
- Ryobi ONE+ 18-Volt Lithium-Ion Ultimate Combo Kit (6-Tool)
- RIDGID X4 18-Volt Lithium-Ion Cordless Drill and Impact Driver Combo Kit (2-Tool)
- Proxxon 110-Volt Thermo Cut Hot Wire Cutter
- DEWALT Scroll Saw Stand
- DEWALT 20 in. Variable-Speed Scroll Saw
- Delta Universal Tenoning Jig
- JET 115-Volt 1/2 HP Benchtop Mortise Machine
- JET 12 in. x 21 in. Variable Speed Woodworking Lathe
- RIDGID Oscillating Edge/Belt Spindle Sander
- Milwaukee 11 Amp 4.5 in. Small Angle Grinder with Paddle Lock-On Switch
- WEN 4.3-Amp 4 x 36-Inch Belt and 6-Inch Disc Sander with Cast Iron Base
- WEN 9.5 Amp 14 in. 2-Speed Band Saw with Stand and Worklight
- DEWALT 8 in. 205 mm Bench Grinder
- Dewalt 20-Volt Max XR Lithium Ion Cordless Oscillating Multi-Tool Kit
- Makita 2 Amp Corded 1/4 Sheet Finishing Sander
- Porter Cable 557 7 AMP Plate Joiner Kit
- Porter Cable 5554 1000 Assorted Biscuits
- Bosch 1617EVSPK 12 AMP 2-1/4 HP Plunge and Fixed Base Variable Speed Router
- Dewalt DWFP12231 Pneumatic 18-Gauge 2-Inch Brad Nailer Kit

Cold Steel Working Equipment

- JET 115/230-Volt 12 in. Disk Sander with Air Filtration
- JET 414502 J-8201VS, 14" Metal/Wood Vertical Variable Speed Bands
- JET 5 in. x 6 in. Horizontal and Vertical Metalworking Bandsaw
- JET 354400 15 in. Floor Model Drill Press
- Enco 130-4501 Slip Roll 2' X 20GA
- 36" Pexto sheer (16 GA)
- 11-Amp 4.5 in. Small Angle Grinder with Paddle Switch

Technological Resources for the Department of Architecture

All full-time faculty members are equipped with laptops or workstations in their offices. The part-time adjuncts are assigned to an office that is equipped with desktops/workstations. All faculty are given access to plotters, printers and scanners for their use in preparation for their courses. They also have access to the internet and Howard online capabilities.

All computers are equipped with Windows 8 and Windows 10 operating systems, as well as adequate security protection. As previously stated, all devices (labs, faculty and staff offices) are networked to output equipment and internet access. The Department provides ink, toner, and paper for all printers which is managed by an in-house print server with print management software to minimize waste.

Mackey Building Renovations

Although significant investment has been made to improve parts of the building in the past two years, the Mackey Building continues to need renovations to enhance the architectural learning environment for faculty and students. Generally, the building needs painting and updated lighting throughout as well as more energy saving devices to control areas that are seldom occupied on a continual basis. While renovations are necessary throughout the building, attention should be focused on the functionality of the Design Studios since these spaces are occupied by students the most.

Although the University continues to experience significant fiscal challenges, there has been a meaningful yearly investment in physical infrastructure, which has benefited the Architecture Program. In the Summer 2017, more efficient LED lighting was installed in the mezzanine and ground floor studios (first through fourth). Further enhancements to the studio areas include installing equipment such as large televisions to allow for interim student presentations.

Proposed Facilities

In addition to the aforementioned physical resources of the Department of Architecture, several new facilities are proposed to enhance the learning environment.

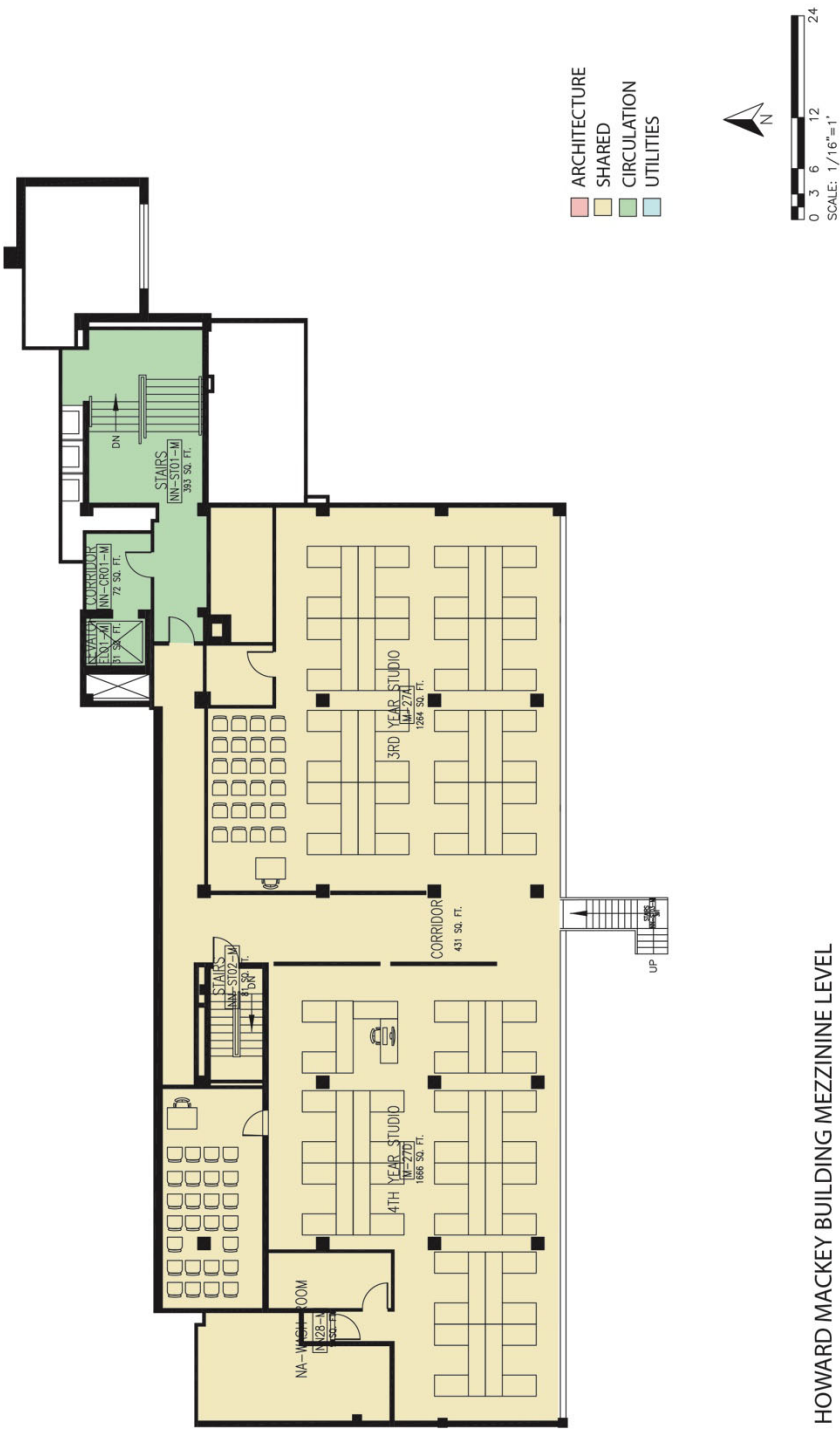
- Additional PRESENTATION/PIN-UP AREAS are needed to facilitate the review of student work in the first and second year studios as well as for the upper level studios. A designated space on the ground level requires minimal construction and lighting to make this possible. We are exploring the feasibility of utilizing the east (front) section of the auditorium as a presentation/pin up space. This would require minor modifications.
- RESOURCE CENTERS/ROOMS are proposed to replace the Architecture Library that closed in 2013 to make way for the Innovation/Maker Space. The primary Resource Room would be built in Mackey Room 202 to provide access to the Howard University Library System holdings. Additional Resource Centers are proposed on the ground and mezzanine levels in close proximity to the Design Studios.
- A FACULTY LOUNGE is proposed for a room in Mackey currently used for storage of supplies and files. Since the merger of the two schools, no space has been available for the faculty to meet outside of their offices, to conduct confidential discussions or hold training or other similar activities. This space would include a kitchenette and furniture to support individual and group interaction.
- An ADVANCED URBAN DESIGN LAB is envisioned as a nexus of design innovation. It is proposed for Mackey 218 which had served as a faculty office since 1999. This space is envisioned to support academic and scholarly activities geared towards a larger scale of inquiry. It would include ArcGIS and other spatial analytical, 3-D mapping and rendering software and computers capable of conducting complex mapping and rendering. External funding sources are being explored to outfit and support this lab.

Mackey Building Floor Plan, Ground Level
Not to Scale



HOWARD MACKKEY BUILDING GROUND FLOOR PLAN

Mackey Building Floor Plan, Mezzanine Level
Not to Scale



HOWARD MACKEY BUILDING MEZZANINE LEVEL

Mackey Building Floor Plan, Second Floor
Not to Scale



HOWARD MACKEY BUILDING SECOND FLOOR PLAN

I.2.3 FINANCIAL RESOURCES

The Department of Architecture – and the Bachelor of Architecture program – is funded through the College of Engineering and Architecture (CEA) budget. Budget allocations are based on specific criteria established for the CEA. These include number of faculty and students and productivity of the faculty in terms of grant funding and scholarly activities.

Despite significant budget cuts to the CEA budget for fiscal years 2017 and 2018, the CEA Dean has made it a high priority to devote critical resources to the Department of Architecture to increase student enrollment through scholarships to attract freshmen and assist continuing students. The financial resources for the Department of Architecture are reflected in the following tables.

Table 5. Current Fiscal Year Report						
Fiscal Year	Operating Revenue	Compensation - Faculty, Staff, Chair	Non-employee expenses	Financial Aid		Development
FY12	\$1,487,083	\$1,372,233	\$23,170			
FY13	\$1,544,603	\$1,244,277	\$12,558			
FY14	\$1,247,124	\$1,319,390	\$14,836			
FY15	\$1,244,910	\$1,057,866	\$25,433	\$2,288,110	94%	
FY16	\$991,093	\$1,105,079	\$3,850	\$1,514,253	80%	\$100,256
FY17	\$765,794	\$1,452,626	\$42,581	\$1,589,966		\$149,232
FY18	\$1,038,732	\$1,244,445	\$120,114	\$1,669,464		\$164,155
FY19	\$1,577,820	\$1,244,445	\$132,125	\$1,752,937		\$180,571
FY20	\$1,972,275	\$1,370,695	\$145,338	\$1,840,584		\$198,628

Prior to 2017, the Department of Architecture did not control its budget due to University-mandated policy. This policy restricted the expenditure of funds to the Dean of each college or school. Approval by the Dean for expenditures at the departmental level was necessary for all categories. While the university policy has not changed, the CEA Dean decided to allocate a portion of the College budget directly to each department. As of AY 2017-2108, all CEA departments have budgets based on their size (faculty and students), research productivity, and other factors. Each Department Chair must prepare a budget which estimates allocation of expenditures in specific categories for supplies, student activities, travel, membership fees for student organizations and other items. The Departmental budget is potentially supplemented by finds from the CEA Dean upon his approval of a proposal for the specific request.

Dean Messac has sought to regularize faculty compensation across the College. Attention has been given to achieving parity across disciplines hence architecture faculty salaries, in most cases, have been adjusted. With the addition of new faculty with research and grantsmanship experience, the Department of Architecture is seeking external funding sources to increase its financial resources.

Private Gifts Report

Two-year history of giving to the Department of Architecture (formerly the School of Architecture and Design) is shown in Table 6.

Table 6. Private Gifts Report		
<i>Project Name</i>	<i>FY16 Revenues</i>	<i>FY17 Revenues</i>
Leroy M. Campbell	\$668	\$704
William H. Scott	\$19,535	\$20,593
John A. Welch	\$2,221	\$2,341
Gwendolyn Owens Wilson Scholarship Fund	\$2,788	\$2,939
Isham O. Baker Endowed Scholarship	\$77	\$94
Izy Rosenblat Endow	\$11,327	\$11,940
James Silcott Endowed Chair	\$62,654	\$66,048
Howard Hall Fund	\$210	\$200
Educational Enrichment Travel	\$600	\$0
Frank G. West, Jr.	\$175	\$1,000
Community Design Center	\$0	\$18,500
Total	\$100,256	\$124,360
Note: Revenue totals are shown for 10 months.		

Financial Aid

The [cost to attend](#) Howard University is publicized on its website. The University offers a number of [resources](#) to assist students in identifying potential alternatives to pay for their education. Financial aid is distributed according to a variety of eligibility criteria within two categories: “need based” and “non-need based”. The [2016 Annual Report](#) of the University provides the student financial assistance disbursed from a variety of sources including private and federal programs. Additional [information](#) is provided for grants, scholarships, and fellowships.

Other Scholarships and Endowment Funds

In addition to Private Gifts, other Scholarships and Endowment Funds are available to students as follows:

Other Scholarships include:

- Simmons Scholarship
- Architecture School
- Clarence What Fund
- Roonly Scholarship
- Gwendolyn Owens Wilson Scholarship Fund
- Robert L. Field
- Charles H. Baltimore
- Andrew D. Bryant Memorial School
- Imaging-Nations Design
- Howard Hall Fund
- Leroy M. Campbell
- National Organization of Minority Architects
- Challenge: Architect
- Architect International Travel

Endowment Funds Include:

- John A. Welch
- Isham O. Baker Endowed Scholarship
- Izy Rosenblat Endowed Fund
- William H. Scott Fund
- Frank G. West, Jr. Endowed Scholarship Fund
- C.D. Moody Construction/Harry Robinson Scholarship Fund
- Thelma Baltimore Endowment Fund
- Harry G. and Gwendolyn Robinson Fund
- The Percy C. Ifill Fund

Engineering Funds

As a result of the merger of the Engineering and Architecture, the Department of Architecture continues to receive additional scholarship funds upon availability from the following:

- George A. David Endowment
- L.K. Downing
- Don -Hattie Peterson
- Honeywell Foundation
- Daimler Chrysler Fund
- Ford Motor Company Fund
- General Motors Fund
- CEA Annual Giving Fund

Pending Reductions

No reductions are expected going forward. We have already absorbed significant reductions over the past two years and we expect to have turned the corner. Furthermore, the CEA Dean expressly stated that Architecture is a priority and expects pertinent resources to only increase over the next several years. The sources will be both internal and external through development activities.

I.2.4 INFORMATION RESOURCES

Information Resources for the Department of Architecture

Howard University Libraries' (HUL) collections and services support the teaching, learning and research activities within the Department of Architecture. The collection promotes students' study, exploration and understanding of the creativity of architects in the context of the built environment throughout the global community, in general, and the ingenuity of architects, designers and planners in the African Diaspora, in particular.

In 2011 Howard University joined the [Washington Research Library Consortium](#) (WRLC) which allows the University to share and access collections from eight universities in Maryland, Virginia, and Washington, D.C. As members of the WRLC, Department of Architecture students and faculty can access books collected in support of the School of Architecture and Planning at The Catholic University of America, the Undergraduate Architecture program at the University of the District of Columbia, the Corcoran School of Art library collection absorbed by George Washington University, and the Provisions Library collection at George Mason University.

In August 2014, the Architecture Library, located on the ground floor of the Howard H. Mackey Building was closed. Library information resources are now located in the University Libraries' main library, The Founders Library, and in the WRLC high density shelving facility located in Upper Marlboro, Maryland. The collection is comprised of 27,810 books, 7,220 bound volumes of journals and other print and non-print items including video recordings, research databases and pertinent electronic resources.

Mackey 202 has been proposed as a major Reference Room in close proximity to fifth year studios and other areas of instruction. Additional Resource Rooms are proposed adjacent to lower year studios (first through fourth year). These spaces would position the architecture collection near where students would benefit from the resources most and become an integral part of the instructional offerings of the program. The Resource/Reading Room is a partnership between the Department and HUL enabling onsite access to library materials; specifically, current print journal subscriptions, maps and electronic journals, reference books and other books, online research databases, video streaming, and library guides. To facilitate 24/7 access, the library has aggressively acquired electronic editions of selected core resources available via the library's website.

All library holdings (books, bound and unbound journals, microfilm) were relocated to the WRLC high density shelving facility and Founders Library. All holdings from the Architecture Library are accessible through Founders Library's services or shelves and in close proximity to faculty offices, classrooms and design studios. Materials relocated at the WRLC facility can be requested through Consortium Loan Service (CLS) and retrieved from Founders Library within 48 hours. All Howard University students and faculty can borrow materials from WRLC member libraries using the CLS. Books and articles not available within the consortium may be borrowed for faculty and undergraduate and graduate students through the University Libraries' Interlibrary Loan Department.

The Architecture Liaison Librarian is located in the main library and reports to the Director of Library Administration and Operations. The Liaison Librarian had served in the former Architecture Library and brings a wealth of knowledge and experiences with the subject matter. The Liaison Librarian's function is to assist in identifying and coordinating services to support teaching, learning, and research as well as to act as bibliographer. Founders Reference Librarians and library support staff are available to assist users with reference queries, navigation of the library's catalog and discovery layer and to describe general procedures and policies for circulating materials. The information and reference service programs advocate for information literacy and attempt to maximize the library user's ability to identify, locate, retrieve, evaluate and utilize information. The Liaison Librarian prepares special course and web guides

in support of student learning and to familiarize patrons with the library's resources, services and policies. Howard University Libraries is committed to empowering all students to become efficient and independent life-long learners.

Library information resources are located in the Howard University Libraries' main library, The Founders Library, and in the WRLC high density shelving facility located in Upper Marlboro, Maryland. When completed, the Resource Room located on the second floor in addition to small spaces on the ground and mezzanine levels of the Howard H. Mackey Building, will supplement these locations.

Institutional Context and Administrative Structure of the Library and Visual Resources

The Howard University Libraries (HUL) system consists of a central library group comprised of a general library complex: the Founders Library and three branch libraries - Business, Social Work and Divinity Collection at the Law Library. Architecture students have full access to the resources and services in all units of the University Library System. In addition, they can also use resources in the Moorland-Spingarn Research Center, a special collection of primary and secondary sources on Africa and the African Diaspora; the A.M. Daniel Law Library; Louis Stokes Health Science Library; the Ralph J. Bunche International Affairs Center Library; and the Afro-American Studies Resource Center.

Howard University Libraries supports the interdisciplinary aspects of the architecture program. For example, the Business Library houses real estate, marketing, financial and corporate data. In addition to architecture resources, The Founders Library collects materials on aesthetics, art, African and African American History, the environment, public policy, structural engineering, and urban sociology. The Moorland Spingarn Research Center houses the School of Architecture & Planning archives, including data regarding the School's history, alumni and Black architects. The Social Work Library includes the sociological aspects of Architecture.

The development of the library's online image collection is currently a faculty driven initiative. The images, which are not cataloged by the library, are available through electronic reserves, which is restricted to Howard University students. Although current visual resources available through multidisciplinary databases and open access websites were sufficient for undergraduate teaching and learning, in order to support the Master of Architecture program, the library is working with the Department of Architecture to secure a license to The ArtStor Digital Library which offers a more comprehensive digital image collection to support this level of scholarship and research.

Assessment of Collections, Services, Staff, Facilities, and Equipment

Howard University recently hired a new Executive Director who is engaging with us to address the unique needs of the architecture program. The breadth, depth and complexity of the library's architecture and design collections adequately support undergraduate and graduate level instruction and research in the Department of Architecture.

The library's collections are developed in collaboration with faculty to support the instructional and research programs in the colleges and schools at Howard University. The bibliographer keeps abreast of changes in curriculum and new developments in research and professional practice through informal contacts, membership on curriculum committees, and professional literature. The library has almost 6,000 titles on architecture, architectural history and theory, interior design, building design and construction, local government planning, landscape architecture, city planning, historic preservation, and urban design as pertains to the built environment, as well as more than 22,000 volumes of other interdisciplinary subjects/areas.

The library's specialized reference tools are updated as needed or as publisher released and are located in Founders Library. Formats include architectural dictionaries and directories, regulatory handbooks and

material code books, catalogs, general information and periodical indexes. Students can view video recordings on architectural history, design and urban design in Founders Library.

The library subscribes to approximately 80 percent of the serials listed in the Association of Architecture School Librarians Core List. Access to contents of periodicals in the library and online is provided primarily through the Avery Index of Architectural Periodicals. We currently receive 57 journals indexed in the Avery Index, as well as other databases. Ninety-five percent of the serials are bound in complete sets and are located at the WRLC shared facility. Access to bound journal articles is provided upon request via Consortium Loan Services (CLS). Multidisciplinary subscription databases including Academic Search Premier, JSTOR, Kanopy Lexis-Nexis Academic provide related information resources surrounding industry news, design and matters concerning the built environment.

Course reserve materials are available at Founders Library. Hard copies of required readings are kept at the service desk for close monitoring of usage. Electronic reserves are available online via the library's website. Remote access to the online readings and some databases are restricted to Howard University faculty, staff, current students and distance learners. Fair use applies, as materials belonging to the library are for education purposes that do not affect the potential market value of the copyrighted works.

Assessment of Fiscal Resources

The following statistical report illustrates the monetary challenges under which the library operates. Purchases are demand-driven to ensure that the library collects items that support the Department's teaching and learning needs. The Department of Architecture has a Library Committee which serves as the conduit between the program and the Howard Library System. The committee is charged with identifying appropriate titles for acquisition by the library. In doing so it actively participates in collection development through the solicitation of faculty recommendations and student suggestions.

Table 7. Information Resources Statistics Report	
Types of Collections	Number of Volumes or Linear Feet
Books classed in LCNA	5,495 titles
Other Books	22,315 vol.
Periodical Subscriptions	57
Other Serial Subscriptions	5
Microfilm Reels	1,839
Microfiche	42
Slides	0
Videos	24
CD-ROMs	9
Photo-CDs	0
Digital Image Files	936
Other Electronic Publications	11
Drawings	0
Photographs	0
Other (databases)	
Other reserves: (electronic PDF, HTML, PP)	457
Total	
Submitted by Alliah Humber, Liaison Librarian for Architecture	

I.2.5 ADMINISTRATIVE STRUCTURE AND GOVERNANCE

Structure

Howard University is a private institution chartered by the Board of Trustees and the U.S. Congress on March 2, 1867. The [Board of Trustees](#) is the final governing body of the institution. According to its Bylaws, “the Board shall be responsible for controlling and directing the affairs, property, and interests of the University and may exercise all powers and authorities conferred upon the University by its Act of Incorporation (“Charter”) and as otherwise permitted by law.” There may be up to 35 members of the Board which includes faculty, student, and alumni representatives. The Howard University President, Wayne A.I. Frederick, is the chief executive officer of the university. The President has the general supervision of each college, school and department thereof, and has oversight of all the academic and business affairs of the University. President Frederick was reappointed to a second term in July 2017.

The University is divided into several units which handle its financial, academic, legal, communications, human resources, student, development, alumni relations, and external affairs. All units are headed by vice presidents. The academic unit is headed by the Provost and Chief Academic Officer of the University. The Schools and Colleges, Libraries, Undergraduate Studies and Enrollment Management, Student Financial Services, Admissions and University Registrar, International Affairs, research and graduate studies report to the Provost. Also under the Provost are the Student Health Center and Howard University Hospital. The [Howard University organizational chart](#) illustrates the structure of the university.

Governance

Howard University faculty and students have the opportunity to participate in the governance at many levels from the institution to individual programs. The Board of Trustees includes two faculty representatives, one for graduate studies and one for undergraduate studies.

Howard University Faculty Senate

The [Faculty Senate of Howard University](#) is an independent organizational forum for the full-time University Faculty. Its members are all tenured and non-tenured faculty members serving in full-time faculty appointments or positions. The Senate supports Faculty responsibility and accountability with respect to duties in teaching, research, publications, and University and community service.

Student Government

The Howard University Student Association (HUSA) plays an important role on the campus, as it gives students and student leaders many opportunities to actively affect the direction of the university and promote productive change on campus. Each school and college has a student council which interacts with each other and with HUSA to solve specific problems within each school as well as university-wide issues. The College of Engineering and Architecture Student Council has student representation from each department.

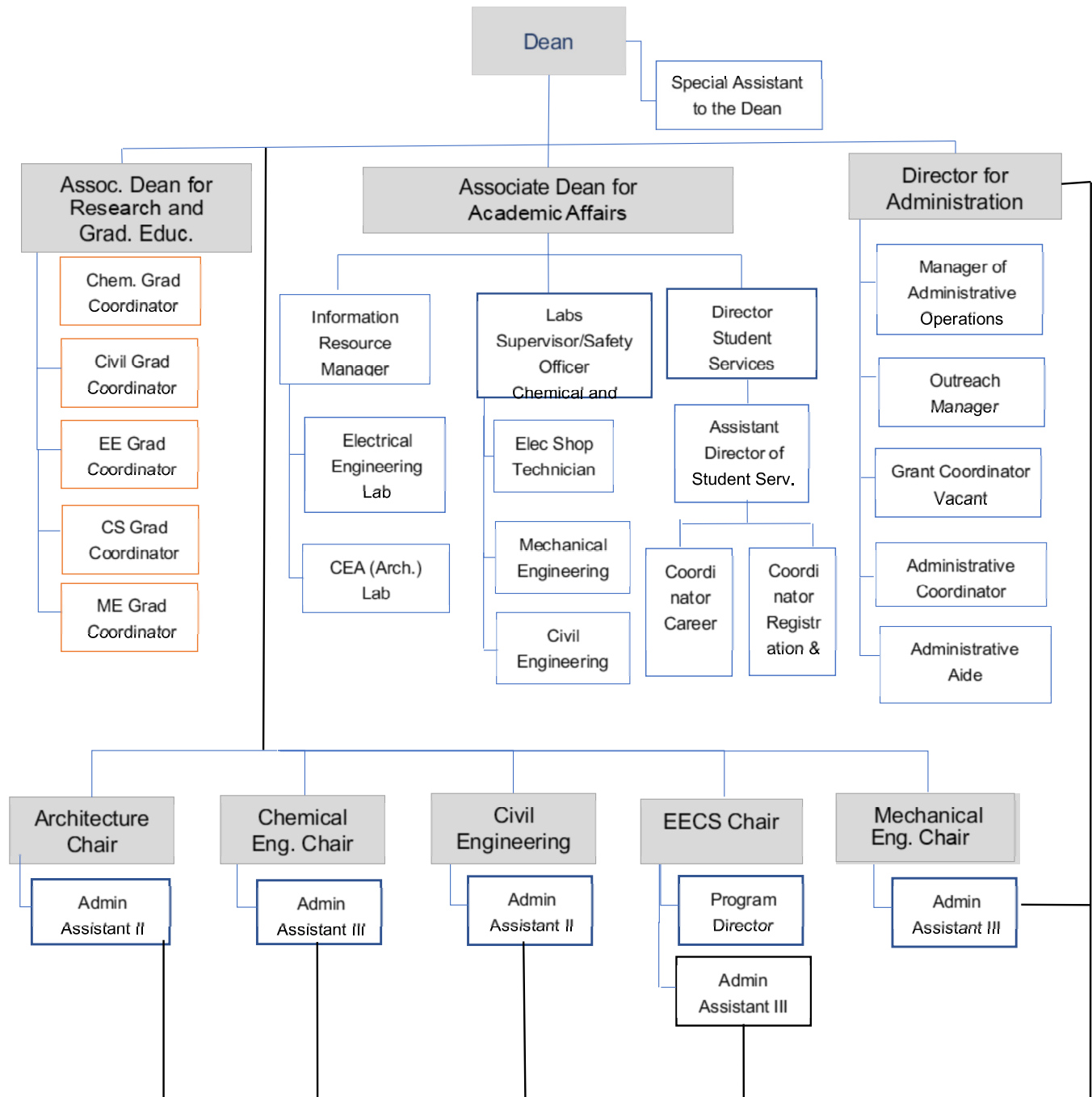
College of Engineering and Architecture

The Department of Architecture resides in the College of Engineering and Architecture (CEA) which is one of 13 schools and colleges at Howard University. The Dean is the Chief Academic and Administrative Officer of the College. Within this structure of the CEA, the Department of Architecture Chair is the head of that academic unit and chief administrator of the program. The Chair reports directly to the CEA Dean. This was an important outcome of the March 2016 change in the CEA Bylaws which eliminated the School of Engineering and Computer Sciences and the School of Architecture and Design, leaving five academic departments (Architecture, Chemical Engineering, Civil and Environmental Engineering, Electrical Engineering and Computer Science, and Mechanical Engineering). Each department chair along with the associate deans are members of the CEA Leadership Team which meets regularly with the CEA Dean. The Architecture Department Chair has complete academic autonomy, together with the Department faculty. Major resource decisions are made in consultation with the CEA Dean. The CEA organizational chart illustrates the structure of the College.

While the new CEA organizational structure facilitated the direct reporting of each department chairperson to the CEA dean, it also fostered regular meetings to collectively pursue opportunities to maximize interdisciplinary initiatives, find cost and operational efficiencies, and explore creative sharing of facilities, spaces, faculties, staff, and technology assets. The CEA Dean is responsible for developing and implementing college-wide policies supported by two Associate Deans (academic affairs and graduate education and research), department chairs, and the CEA Office of Student Services. The Dean's office directs college operations and reports to the university Provost. And Chief Academic Officer

CEA Department Chairs are responsible for reviewing the assessment of student learning and development of plans for continuous improvement and assessment. Department Chairs are also responsible for supervising their faculties, studios, computer labs, facilities and labs, hiring adjunct faculty, scheduling academic offerings, administration of academic and institutional policies, coordination with the registrar and open houses, and overseeing aspects of the academic program and student advisement.

College of Engineering and Architecture Organizational Chart AY 2017-2018



Department of Architecture

The Department of Architecture operates in one location (the Mackey Building) on the main campus of Howard University in Washington, D.C. Within the Department of Architecture, governing responsibility is shared by the Department Chair with the faculty of the department and includes oversight for faculty recruitment, development, and evaluation; program development, review, and evaluation; student advising; class schedule planning; and general coordination of the research, teaching, service, and outreach activities of the department. By University mandate, budgets were controlled by the deans of colleges and schools until 2017. In AY 2017-2018, the Department received a budget which is supplemented by the Office of the Dean for specific items such as departmental memberships fees and special projects.

The Department Chair, with the faculty and its committee structure, plays a central role in the formulation and implementation of policy that sets the tone for academic, admission, financial aid and governance decisions. The Chair and the faculty initiate and implement appropriate academic policy adjustments relative to the Bachelor of Architecture program. The Chair and the tenured faculty members constitute the Executive Committee. All matters internal to the Department's operation are in the domain of the recommendations and actions of that body. Issues and actions that require approval of the Board of Trustees are recommended by the Department of Architecture through the CEA Dean and forwarded to the Provost/Chief Academic Officer and to the President of the University.

The Department of Architecture is supported by one administrative assistant and several student workers. A Lab Technician, who has specialized experience with the operation of architecture laboratories and usage of digital tools, also supports the department. Three of the Dean's staff is partially allocated to serve the department's needs. Additionally, all CEA departments are supported by the [CEA Office of Student Services](#), which is an important link between the CEA departments and the Howard University administration (Enrollment Management, the Registrar, the Bursar, among others).

Decision-making and consideration of academic and student interests is made in areas of academic policy and admissions among others, through department and committee meetings. Standing committees listed below are supplemented by departmental special call meetings and yearly retreat type meetings to discuss overall issues pertaining to the program. These formal meetings have been supplemented by informal "Faculty Dialogue" sessions. At the end of the 2016 Fall semester, a review of studio work was also conducted with Studio instructors, alumni, and local practitioners. The purpose of this session was to evaluate the work within the context of the NAAB Student Performance Criteria (SPC) and industry standards. These types of sessions will be standard practice moving forward to ensure that the Department is preparing its students according to accepted practices.

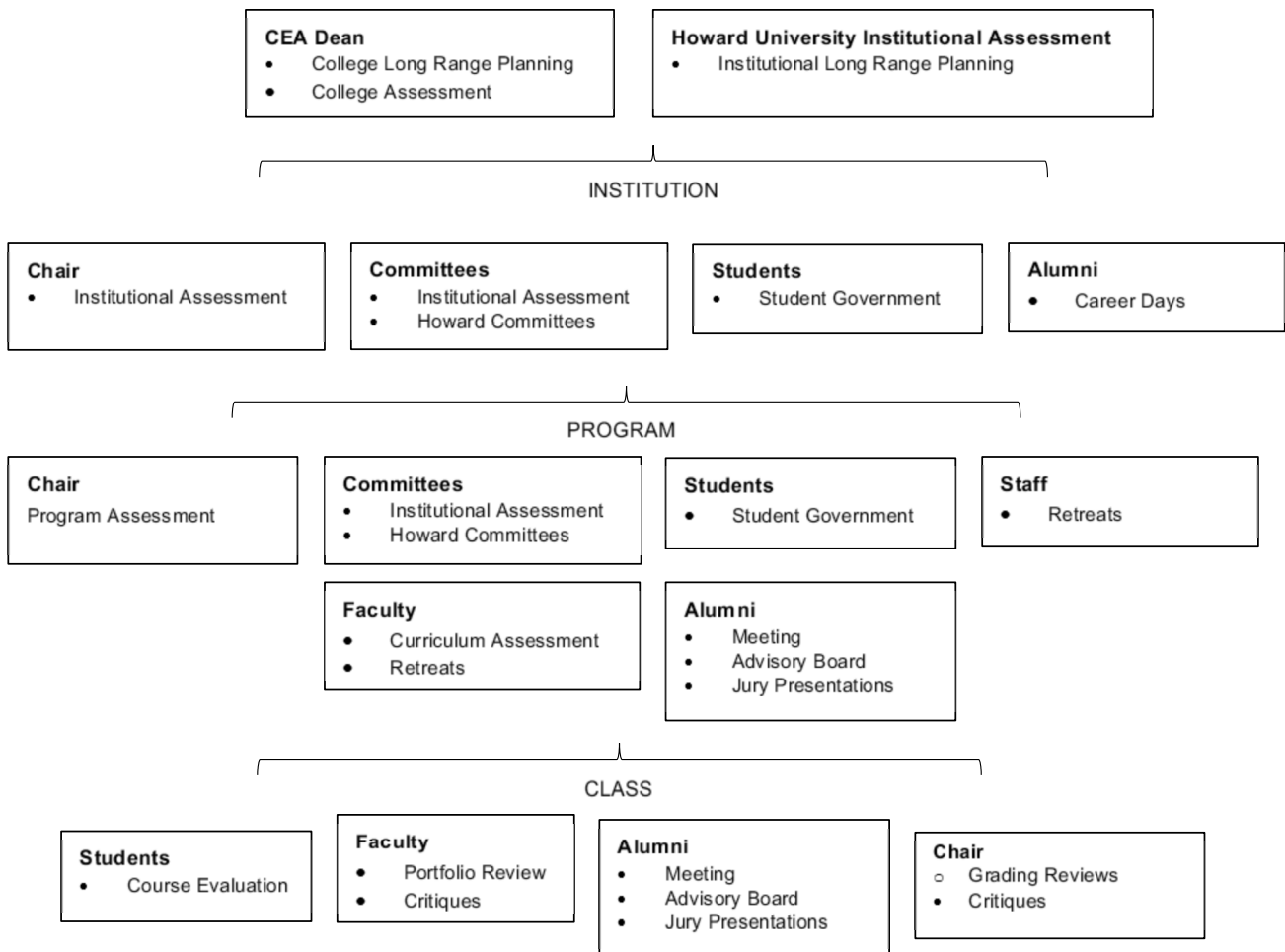
The committee structure is a dynamic component of the governance of the Department of Architecture as well as the decision making necessary to address the specific needs of the program. Department of Architecture Standing Committees include:

- Appointments, Promotions, and Tenure (APT) Committee
- Awards and Recognition Committee
- Curriculum Committee
- Executive Committee
- Facilities Committee
- Lectures and Exhibits Committee
- Library Committee
- Recruiting and Marketing Committee
- Technology and Website Committee

All faculty in the department as well as student representatives have membership rights and serve on the standing committees of the department, with the exception of the Executive and the APT committees. Only tenured faculty comprise the Executive and APT committees. They are also expected to provide leadership on other committees, especially those consisting of non-tenured faculty. All other committees are open to all faculty including tenured and non-tenured, full-time and part-time as well as to students. Each Faculty Meeting is recorded by the Secretary or Alternate Secretary, who is a member of the faculty.

Curricular review and evaluation is done on a regular basis by the Curriculum Committee and by the faculty as a whole, with student participation, for content and actions necessary to improve the program offerings. Ad hoc/special committees related to particular program areas are formed where necessary to assess the issues of that area for review and action by the faculty. In addition to these committees, faculty are also assigned to advise each student organization.

The opinions of faculty, students, and alumni are sought in the following ways:



Architecture Advisory Board

The Department of Architecture is renewing its Architecture Advisory Board (AAB). As part of the process, the bylaws of the group are being revised. A list of potential members of the AAB is being compiled. The AAB will include alumni and practitioners. Their charge will be supporting the success of the program, maintaining its viability to the professional community, and mentoring students. The group will be advisory only and while they will interact on a regular basis with the faculty, they will not have a vote in department matters. The Advisory Board will serve at the request of the Department Chair. The Advisory Board will participate in fund-raising activities of the department and will advise the Department Chair and faculty on issues in the Department and in the profession.

II.1.1 STUDENT PERFORMANCE CRITERIA

Bachelor of Architecture SPC Matrix

STUDENT PERFORMANCE CRITERIA MATRIX																											
NAAB 2014 Conditions Bachelor of Architecture Curriculum (June, 2017)																											
COURSE NUMBER	COURSE NAME	REALM A								REALM B										REALM C			REALM D				
		A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	C.1	C.2	C.3	D.1	D.2	D.3	D.4	D.5
ARCH 003	Environment & Architecture																										
ARCH 011	Elements of Architecture																										
ARCH 301	Architectural History I																										
ARCH 302	Architectural History II																										
ARCH 130	Design Communications I																										
ARCH 151	Design Communications II																										
ARCH 199	Design I																										
ARCH 200	Design II																										
ARCH 201	Design III																										
ARCH 202	Design IV																										
ARCH 203	Design V																										
ARCH 204	Design VI																										
ARCH 205	Design VII																										
ARCH 891	Thesis Preparation																										
ARCH 206	Design VIII (Thesis)																										
ARCH 511	Computer Applications in Arch.																										
ARCH 401	Materials & Methods I																										
ARCH 402	Materials & Methods II																										
ARCH 951	Construction Documents																										
ARCH 501	Structures I																										
ARCH 502	Structures II																										
ARCH 521	Environmental Systems I																										
ARCH 522	Environmental Systems II																										
ARCH 901	Programming for Arch.																										
ARCH 651	Principles of Urban Design																										
ARCH 701	Public Issues in Architecture																										
ARCH 751	Professional Practice																										

LEGEND

History/Theory

Foundation Studios

Professional Practice Studios

Thesis

Technology Series

Other Required Arch. Courses

Met A = Ability or U = Understanding

LEGEND

History/Theory
Foundation Studios
Professional Practice Studios
Thesis
Technology Series
Other Required Arch. Courses

■ Met A = Ability or U = Understanding

Comments and Responses to 2014 Conditions Changes in Realms

Realm A – Critical Thinking and Representation

The move from the “Architect must have the ability” to “NAAB graduate must be able to” appears to promote a more diversified acquisition and deployment of a much broader range of emerging skills and media by the NAAB graduate. Currently, the faculty believes that Realm A SPC’s are met throughout the history sequence and the design studio sequence through the use of a broader use of skills and media. This is particularly the case in all design studios starting in the first year. This change is already being promoted by the faculty in anticipation of the Fall 2018 transition from the B.Arch to the M.Arch curriculum as evidenced in a comparison of the proposed differences in the two program matrices.

Realm B – Building Practices, Technical Skills and Knowledge

The non-studio based technology sequence courses that are in the second year through fourth year of the curriculum continue to address this realm. Environmental impact responsiveness is assured through a combination of added formalized requirements in design studio projects and the environmental systems courses. Deeper collaboration and exposure to the relevant courses and research available throughout the engineering disciplines of the College is also encouraged.

This realm also substitutes the word “Architect” with the term “NAAB graduate” in order to promote a deeper comprehension of the explicitly technical issues addressed. The faculty believes that these SPC’s are being met in the technology sequence of the curriculum. The call for a deepening of comprehension of the impact of design solutions on the environment is most noticeable. The M.Arch curriculum affords the opportunity to intensify this realm’s skills in this sequence of the curriculum.

Realm C – Integrated Architectural Solutions

The faculty believes that imparting aspects of this newly created realm begins in the first semester of the curriculum, however, the consensus is that it is best evident in the final three semesters of design studio and thesis prep in the current B.Arch program. In the M.Arch program (2018), the second and third year, and first semester of the fourth-year design studios are reorganized to insure evidence of acquired ability in this realm.

In terms of Research Understanding, the current B.Arch program introduces the conjoining of simple applied research methodology with the studio pedagogy. However, it is at the fifth year in Thesis Prep and the two design studios where more research intensity is required. It is in the final year of the program that best yields evidence of research understanding. Similarly, this also applies to Realm C.2 (Integrated Evaluations and Decision-Making Design Process).

For Integrative Design, in the current B.Arch program, the early year studios introduce the conjoining of simple applied research methodology with the studio pedagogy. However, it is at the second semester of fourth year design studio and the second semester thesis design studio where there occurs intensity that best yields evidence of Ability.

Pedagogy and Methodology

The Faculty is responsible for developing their own pedagogy and method for educating the students. The objective is to create an inclusive attitude where most if not all areas are dealt with the same degree of attention depending on the nature of the exercise. The teaching methodology focuses on the learning of strategies for the integration of the different aspects of architectural production. Personal preferences of faculty are modulated in the interest of the program mission statement. Faculty are afforded academic freedom to organize their courses to address differences in learning styles and content delivery to encourage innovation in assignments and student work. The varied pedagogical styles build a dynamic framework for instruction and scholarly endeavors. Faculty are encouraged to embrace a variety of

teaching methods from traditional lectures to interactive formats and utilize multiple tools for instruction (videos, guest speakers, field trips).

The curriculum is organized along the lines of the areas of inquiry. There is a core of ten courses in Design where the integration of the areas is explored and learned. Design courses also take on the responsibility of teaching Composition, Context and Movement. Technical courses develop knowledge in areas of systems, materials, methods of construction, environmental systems, sustainability and economy. Issues of scale, context are developed in courses such as Urban Design and specifically developed in an Urban Design Studio in the upper years. Programming explores the immediate content of architecture and notions of movement and persuasion, theory courses provide opportunities for further understanding of the role of metanarratives and underlying themes. Skills and capacities are developed in the studio by demonstration and guidance. Learning by emulation is an effective way of developing skills. Finally, the study of practice is sustained in the studio by an underlying professionalism and the teaching of Professional Practice. All of these courses of course, overlap and include in their discourse contents from several Areas of Inquiry.

Methodology for Assessing “High” vs “Low” Pass

The evaluation of student work for lecture courses is primarily conducted by the assigned instructor with input as appropriate for outside reviewers (class presentations). For the design studios, studio critics and visiting jurors are one of the many sources to assess student work. These juries provide a systematic review and critique of student work at different phases of each design project, throughout the academic year. The jury system is used to measure student’s ability to produce intended outcomes and performance skills. The design faculty represents the core membership of each jury. They are joined by invited practitioners many of whom are alumni of the program. Depending on the design project, specialist consultants and client groups participate in the design process and on jury deliberations. The jury chairman (a faculty member) is assigned the responsibility to provide the class with a review summary of the overall class performance. In addition to the formal jury presentations, the projects are also displayed publicly for general student, faculty, and public review. This process, in concert with the formal jury, affords the faculty the opportunity to review students’ knowledge and use of information, the direction of the program, content and impact of the Department’s programs and projects on the wider community.

Based on these reviews, faculty evaluate whether student have achieved the standards (SPCs) for particular topical areas of the class. Distinction between “low pass”—the minimum attainment of “understanding” or “ability” of SPCs—and “high pass”—excellence at these two levels of accomplishment—is determined by the faculty in accordance with NAAB Realm learning aspirations and the course learning objectives, goals, and outcomes designated in the course syllabus. Essentially, the professor determines whether a student is prepared to execute tasks necessary for employment as an intern or junior architect. When necessary the Department Chair and faculty review student work to support or override a faculty decision.

At the end of each semester, these meetings serve as the forum to evaluate performance in terms of the criteria specified in the NAAB "Conditions and Procedures" publication and to make recommendations about curriculum changes as to how the School is meeting its broader educational mission and goals. This evaluation is reinforced and measured against the learning outcomes stemming from the jury deliberations.

Approved Master of Architecture SPC Matrix

The nomenclature change proposal from the current Bachelor of Architecture to the Master of Architecture program was approved by the NAAB at its July 2017 meeting. The following section discusses the changes that will occur in the M.Arch program when it begins in August 2018.

STUDENT PERFORMANCE CRITERIA MATRIX																											
NAAB 2014 Conditions Master of Architecture Curriculum (effective August 2018)																											
COURSE NAME		REALM A								REALM B										REALM C			REALM D				
		A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	C.1	C.2	C.3	D.1	D.2	D.3	D.4	D.5
NUMBER		A	A	A	A	A	A	A	U	U	A	A	A	A	A	A	U	U	U	U	U	A	A	U	U	U	A
ARCH XXX	Architecture Freshman Seminar																										
ARCH 301	Architectural History I Survey								■																		
ARCH 302	Architectural History II Survey							■																			
ARCH XXX	Foundations in Design I																										
ARCH XXX	Foundations in Design II																										
ARCH 199	Design I	■				■																					
ARCH 200	Design II	■				■																					
ARCH 201	Design III						■																				
ARCH 202	Design IV							■																			
ARCH 203	Design V																										
ARCH 204	Design VI (Comprehensive Design)											■					■			■		■		■		■	
ARCH 205	Design VII																			■							
ARCH 891	Thesis Preparation																										
ARCH 206	Design VIII (Thesis)																										
ARCH 511	Computer Applications in Arch.																										
ARCH 512	Computer Applications in Arch. II																										
ARCH 401	Materials & Methods I															■											
ARCH 402	Materials & Methods II															■											
ARCH 951	Construction Documents												■		■												
ARCH 501	Structures I														■												
ARCH 502	Structures II														■												
ARCH 521	Environmental Systems I																■										
ARCH 522	Environmental Systems II																■										
ARCH XXX	Intro to Arch. Theory																										
ARCH XXX	Advanced Theory																										
ARCH XXX	Concentration Area Elective(s)																										
ARCH 651	Principles of Urban Design																										
ARCH 701	Public Issues in Architecture																										
ARCH 751	Professional Practice																										

LEGEND

History/Theory

Foundation Studios

Professional Practice Studios

Thesis

Technology Series

Other Required Arch. Courses

■ Met: A = Ability or U = Understanding

LEGEND

- History/Theory
 - Foundation Studios
 - Professional Practice Studios
 - Thesis
 - Technology Series
 - Other Required Arch. Courses
- Met. A = Ability or U = Understanding

Master of Architecture SPC Matrix Narrative and Recommendations

Significant changes were made to the allocation of SPCs within the new Master of Architecture program (effective August 2018). These changes are presented in the Matrix above with the rationale listed below.

Realm A: Critical Thinking and Representation

The changes in the allocation of SPCs is primarily to provide the students with skills earlier in the program and to establish and strengthen their foundation for more complex and challenging problems. With each criterion, students must be able to demonstrate the stated level of accomplishment by the second year. This pertains to their being proficient communicators across writing, speaking and representative media; in design thinking; in investigative skills; in architectural design skills; in basic ordering skills; in the use and applications of precedents; in the differences of divergent architectural histories and cultural norms; and in recognizing diverse needs, values, behavioral norms, physical abilities, and spatial patterns. They must be able to begin third year (studio) at this level of development.

Realm A Designation in B.Arch and M.Arch Curriculum		
	B.Arch	M.Arch
A.1 Professional Communication Skills	ARCH 203 Design V ARCH 204 Design VI	ARCH 199 Design I ARCH 200 Design II
A.2 Design Thinking Skills	ARCH 201 Design III ARCH 202 Design IV ARCH 203 Design V	ARCH 199 Design I ARCH 200 Design II
A.3 Investigative Skills	ARCH 204 Design VI ARCH 206 Design VIII ARCH 891 Thesis Prep	ARCH 201 Design III ARCH 202 Design IV
A.4 Architectural Design Skills	ARCH 200 Design II ARCH 201 Design III	ARCH 199 Design I ARCH 200 Design II
A.5 Ordering Systems	ARCH 003 Environment and Architecture ARCH 200 Design II ARCH 202 Design IV	ARCH 199 Design I ARCH 200 Design II
A.6 Use of Precedents	ARCH 200 Design II ARCH 205 Design VII	ARCH 199 Design I ARCH 200 Design II
A.7 History and Global Culture	ARCH 301 Arch. History I ARCH 302 Arch. History II	ARCH 301 Arch. History I ARCH 302 Arch. History II
A.8 Cultural Diversity and Social Equity	ARCH 301 Arch. History I ARCH 302 Arch. History II	ARCH 301 Arch. History I ARCH 302 Arch. History II

Realm B: Building Practices, Technical Skills, and Knowledge

The changes in Realm B were done so that students master specific criterion such as Pre-Design in evidence in the third-year design studio as a result of completion of the programming course. Leaving this to dependence on completing fifth year Thesis Prep course is problematic. The same applies to Site Design: by end of third year students must be able to execute site design at a technical level. They must be able to begin fourth year (studio) at this level of development. By fourth year, they also must be able

to design to address basic municipal zoning codes at a technical level and be able to produce technical documentation. They must be able to begin fifth year (studio) at this level of development. Teaching codes in third year programming is debatable. Similarly, students cannot enter fourth year without having demonstrated in second semester of the third-year studio an ability to apply structural framing and apply basic environmental systems to design projects. Students also must be able to apply basic envelopment understanding to building design, demonstrate an ability to apply basic envelopment understanding to building design and building systems by the end of the fourth-year studio. It is also important that they enter the fifth year demonstrating understanding of financial considerations.

Realm B Designation in B.Arch and M.Arch Curriculum		
	B.Arch	M.Arch
B.1 Pre-Design:	<ul style="list-style-type: none"> ARCH 891 Thesis Prep ARCH 951 Construction Documents 	ARCH 901 Programming ARCH 202 Design IV
B.2 Site Design:	ARCH 201 Design III ARCH 202 Design IV	ARCH 202 Design IV ARCH 951 Construction Docs
B.3 Codes and Regulations	ARCH 202 Design IV <u>ARCH 203 Design V</u> <u>ARCH 891 Thesis Prep</u>	ARCH 951 Construction Docs ARCH 203 Design V
B.4 Technical Documentation	ARCH 205 Design VII <u>ARCH 891 Thesis Prep</u>	ARCH 951 Construction Docs ARCH 203 Design V
B.5 Structural Systems	ARCH 501 Structures I ARCH 502 Structures II	ARCH 501 Structures I ARCH 502 Structures II
B.6 Environmental Systems	ARCH 521 Environmental Systems ARCH 522 Environmental Systems II	ARCH 521 Environmental Systems ARCH 522 Environmental Systems II
B.7 Building Envelope Systems and Assemblies	ARCH 401 Materials & Methods ARCH 402 Materials & Methods	ARCH 401 Materials & Methods ARCH 402 Materials & Methods ARCH 204 Design VI
B.8 Building Materials and Assemblies	ARCH 204 Design VI ARCH 401 Materials & Methods ARCH 402 Materials & Methods	ARCH 401 Materials & Methods I ARCH 402 Materials & Methods II ARCH 204 Design VI
B.9 Building Service Systems	ARCH 521 Environmental Systems ARCH 522 Environmental Systems II	ARCH 521 Environmental Systems ARCH 522 Environmental Systems II
B.10 Financial Considerations	<u>ARCH 891 Thesis Prep</u> <u>ARCH 901 Programming</u>	ARCH 751 Professional Practice ARCH 951 Construction Docs ARCH 204 Design VI

Realm C: Integrated Architectural Solutions

In the Fall 2018, the M.Arch curriculum will formalize this realm through a new fourth year design studio course. This rigorous course is also intended as formal acknowledgement of the importance of this new Realm C. Taken together realms C and D provide enhancement to the objective of Accelerated Path to Licensure. The specific changes to the location of SPCs are based on the student's ability to demonstrate the role of research and integrated decision making as a prerequisite to leaving fourth year and entering fifth year. The first semester fifth year design is the opportunity to test this understanding.

Realm C Designation in B.Arch and M.Arch Curriculum		
	B.Arch	M.Arch
C1. Research	ARCH 205 Design VII ARCH 206 Design VIII ARCH 891 Thesis Prep	ARCH 203 Design V ARCH 204 Design VI
C2. Integrated Evaluations and Decision-Making Design Process	ARCH 206 Design VIII	ARCH 203 Design V ARCH 204 Design VI
C.3 Integrative Design	ARCH 205 Design VII ARCH 206 Design VIII	ARCH 204 Design VI ARCH 205 Design VII

Realm D: Professional Practice

In the past, a single fifth year course, "Professional Practice" virtually single handedly shouldered the responsibility for this realm. That course placed its emphasis on the AIA Handbook business models of orthodox practice and project delivery systems. The M.Arch curriculum affirms the historic mission of the program as producing graduates who move quickly through internship to licensure, and the founding of entrepreneurial professional practices while also acknowledging the impact of information technology throughout the business climate.

The fourth and fifth years of the M.Arch curriculum have been reorganized as the professional practice phase (following the first, second, and third year as the foundation phase). All of the required architecture courses including design studio, professional practice, and concentration options, and a comprehensive design studio will be coordinated to facilitate graduates' acquisition of the requisite skills and behavior for functioning in a digitized, global, 21st century professional practice environment. Heightened collaboration with the engineering programs throughout the College, the Howard School of Business, and perhaps, with other Howard schools and colleges, is also emphasized. Specifically, the changes in location of SPCs is necessary to reinforce the Comprehensive fourth year studio and support the preparation of our students for professional practice as interns (fourth year) and as junior architects after graduates.

Realm D Designation in B.Arch and M.Arch Curriculum		
	B.Arch	M.Arch
D1. Stakeholder Roles in Architecture	ARCH 701 Public Issues in Architecture	ARCH 701 Public Issues in Architecture ARCH 751 Professional Practice ARCH 204 Design VI (new Comprehensive Design Studio)
D.2 Project Management	ARCH 751 Professional Practice	ARCH 951 Construction Docs ARCH 751 Professional Practice ARCH 204 Design VI (new Comprehensive Design Studio)
D.3 Business Practices	ARCH 751 Professional Practice	ARCH 204 Design VI (new Comprehensive Design Studio)
D.4 Legal Responsibilities	ARCH 200 Design II ARCH 201 Design ARCH 751 Professional Practice	ARCH 701 Public Issues in Arch ARCH 751 Professional Practice
D.5 Professional Conduct	ARCH 751 Professional Practice	ARCH 751 Professional Practice

II.2.1 INSTITUTIONAL ACCREDITATION



MIDDLE STATES COMMISSION ON HIGHER EDUCATION
3624 Market Street, Philadelphia, PA 19104-2680. Tel: 267-284-5000. Fax: 215-662-5501
www.msche.org

STATEMENT OF ACCREDITATION STATUS

HOWARD UNIVERSITY
2400 Sixth Street, N. W.
Washington, DC 20059
Phone: (202) 806-6100; Fax: (202) 806-9243
www.howard.edu

Chief Executive Officer: Dr. Wayne A. I. Frederick, President

INSTITUTIONAL INFORMATION

Enrollment (Headcount): 5899 Undergraduate; 3067 Graduate
Control: Private (Non-Profit)
Affiliation: Government-Federal - N/A
2015 Carnegie Classification: Doctoral Universities - Higher Research Activity
Approved Credential Levels: Postsecondary Award/Cert/Diploma (≥ 2 years, < 4 years), Bachelor's, Postbaccalaureate Award/Cert/Diploma, Master's, Post-Master's
Distance Education Programs: Fully Approved

Accreditors Recognized by U.S. Secretary of Education: Academy of Nutrition and Dietetics, Accreditation Council for Education in Nutrition and Dietetics, Accreditation Council for Pharmacy Education, American Bar Association, Council of the Section of Legal Education and Admissions to the Bar, American Dental Association, Commission on Dental Accreditation, American Occupational Therapy Association, Accreditation Council for Occupational Therapy Education, American Physical Therapy Association, Commission on Accreditation in Physical Therapy Education, American Psychological Association, Commission on Accreditation, American Speech-Language-Hearing Association, Council on Academic Accreditation in Audiology and Speech-Language Pathology, Commission on Accrediting of the Association of Theological Schools, Commission on Collegiate Nursing Education (CCNE), Council on Social Work Education, Joint Review Committee on Education in Radiologic Technology, Liaison Committee on Medical Education (LCME), American Medical Association, National Association of Schools of Art and Design, Commission on Accreditation, National Association of Schools of Music, Commission on Accreditation, National Association of Schools of Theatre, Commission on Accreditation

Instructional Locations

Branch Campuses: None
Additional Locations: East Campus, Washington, DC; West Campus, Washington, DC
Other Instructional Sites: None

ACCREDITATION INFORMATION

Status: Member since 1921
Last Reaffirmed: November 19, 2015

Most Recent Commission Action:

March 2, 2017: To accept the monitoring report. The next evaluation visit is scheduled for 2019-2020.

Brief History Since Last Comprehensive Evaluation:

November 19, 2015: To accept the Periodic Review Report and to reaffirm accreditation. To request a progress report, due December 1, 2016, documenting steps taken to further improve the institution's short- and long-term financial planning and stability in an environment of open communication and transparency (Standard 3). The next evaluation visit is scheduled for 2019 - 2020.

November 19, 2015: To accept the supplemental information report.

Next Self-Study Evaluation: 2019 - 2020

Date Printed: August 10, 2017

DEFINITIONS

Branch Campus: A branch campus is a domestic or international location of an institution that is geographically apart, independent of the primary/main campus. The branch campus is considered independent of the main campus if it is permanent in nature; offers courses in educational programs leading to a degree, certificate, or other recognized educational credential; has its own faculty and administrative or supervisory organization; and has its own budgetary and hiring authority. (34 CFR §600.2)

Additional Location: An additional location is a domestic or international location, other than a branch campus, that is geographically apart from the primary/main campus and at which the institution offers at least 50 percent of the requirements of an educational program. (34 CFR §602.22) **ANYA** ("Approved but Not Yet Active") indicates that the location is included within the scope of accreditation but has not yet begun to offer courses. This designation is removed after the Commission receives notification that courses have begun at this location. **ANYC** ("Approved but Not Yet Closed") indicates that the institution has requested that the location be officially closed through the substantive change process. The location is currently included within the scope of accreditation but the institution will be stopping all operations at this location in the near future. The institution should inform the Commission (via email at sa@msche.org) of the date that operations cease. This designation is removed after the Commission receives notification that courses have stopped at this location and the location is no longer listed on the SAS.

Other Instructional Sites: MSCHE defines an other instructional site as any off-campus site, other than those meeting the definition of a branch campus or an additional location, at which the institution offers one or more courses for credit. Sites designated as an other instructional site do not require substantive change approval. However, substantive change approval is required to reclassify an other instructional site to or from a branch campus or additional location.

Distance Education Programs: Fully Approved, Approved (one program approved) or Not Approved indicates whether or not the institution has been approved to offer diploma/certificate/degree programs via distance education (programs for which students could meet 50% or more of the requirements of the program by taking distance education courses). Per the Commission's Substantive Change policy, Commission approval of the first two Distance Education programs is required to be "Fully Approved." If only one program is approved by the Commission, the specific name of the program will be listed in parentheses after "Approved."

Commission actions are explained in the policy [Accreditation Actions](#).

II.2.2 PROFESSIONAL DEGREES AND CURRICULUM

Professional Degree and Curriculum

The Department of Architecture offers the Bachelor of Architecture, an NAAB accredited five-year, first professional degree. The B.Arch program consists of 171 credit hours. As shown in Table 8, the five-year accredited professional degree program fulfills the educational requirements for professional registration. All coursework is completed at the main campus in Washington, D.C. unless a student is enrolled in a study abroad program. The general and detailed curriculum is shown below with course credit hours on the right. A list of all Architecture course descriptions is included in Section 4, Course Descriptions.

Table 8. Distribution of Coursework by Year, Type, and Credit Hour, Bachelor of Architecture			
Year	General Studies (credit hours)	Required Professional Studies (credit hours)	Optional Studies (credit hours)
1. Freshman	21	12	0
2. Sophomore	8	27	0
3. Lower Junior	6	30	0
4. Upper Junior	4	30	0
5. Senior	6	27	0
Total	45	126	0

Elective Minors or Concentrations

Additional professional electives are available to broaden the program curriculum, to nurture diverse interests within and outside of the program, and to allow for minors or areas of concentrations. The university stipulates that a minimum of 15 credit hours be allocated in an area of specialty to qualify as a minor. Although a minor is not an official designation for the B.Arch degree, pursuing a minor is encouraged as a valuable component of the degree program. Areas of possible concentrations and/or minors are noted below and are adaptable to the architecture program through its slots in professional and general elective choices:

- Construction Management
- Historic Preservation
- Urban Design
- Sustainability
- Interior Design
- Digital Design
- Development/Real Estate

Minors/concentrations offered external to the program are available in other schools of the university and include:

- Entrepreneurship: Managed by the School of Business, the requirements for an entrepreneurship minor represent a mix of standard coursework and experiential learning opportunities (electives).
- Community Development: the interdisciplinary Minor in Community Development is a program in the Department of Political Sciences that provides the student with the knowledge, tools, and practical experience to play a proactive role in community revitalization processes in cities throughout the world.
- Caribbean Studies: the interdisciplinary minor in Caribbean Studies is an interdepartmental, integrative curriculum designed to promote a comprehensive study of the complex societies of the multi-linguistic region of the Caribbean.

Table 9. Summary of Minimum Credit Hour Requirements by Program Year and Semester, Bachelor of Architecture

Year	Fall Semester	Spring Semester
1. Freshman	16	17
2. Sophomore	17	18
3. Lower Junior	18	18
4. Upper Junior	17	17
5. Senior	18	15

Table 10. Summary of General Studies Core and Elective Courses (Non-Architecture)

Course Type	Credit Hours	Course
Required General Core	20	<ul style="list-style-type: none"> • College Algebra (3 credit hours) • English I & II (6 credit hours) • Pre-Calculus (4 credit hours) • Health and Physical Education I & II (2 credit hours) • Physics for Architects (5 credit hours)
General Elective	15	<ul style="list-style-type: none"> • Afro American Studies • Humanities, Social Services, and Natural Sciences
Free Electives	10	Not specified
Total Credits:	45	

Architecture Professional Electives (AY 2016-2017, AY 2017-2018)	
Design	
ARCH 662	Tropical Architecture and Urbanism
ARCH 682	Tropical Architecture: Case Studies
ARCH 664	Design of Low Cost Housing
Digital Communication	
ARCH 909	Advanced Delineation (3 credits)
ARCH 513	Advanced Computer Applications Lec/Lab (3 crs.)
ARCH 515	Imageneering Design for Entertainment (3 crs.)
ARCH 518	Immersive Technology Research (3 crs.)
Historic Preservation	
ARCH 305	Principles of Historic Preservation (3 crs.)
ARCH 306	Historic Preservation Documentation (3 crs.)
History	
ARCH 303	History and Theory III (3 crs.)
ARCH 350	Survey Contemporary Architecture and Theory (3 crs.)
Professional Practice	
ARCH 998	Internship (3 crs.)
ARCH 756	21 st Century Professional Practice (3 crs.)
ARCH 752	The Business of Architecture (3 crs.)
Research	
ARCH 803	Independent Study (3 crs.)
ARCH 811	Directed Studies (3 crs.)
ARCH 653	200+: Historic Documentation of Black Women Architects (3 crs.)
Sustainability	
ARCH 530	Introduction to Sustainability (3 crs.)
Theory	
ARCH 219	Contemporary Issues in Architecture (3 crs.)
Urban Design and Planning	
ARCH 652	Urban Design Case Studies (3 crs.)
ARCH 656	Introduction to Community Planning (3 crs.)

TABLE 11. Existing Bachelor of Architecture Curriculum, 2017

YEAR ONE					
Fall			Spring		
MATH 006	College Algebra I	3	MATH 007	Pre-Calculus	4
ENGL 002	English I	3	ENGL 003	English II	3
ARCH 003	Environment and Architecture	3	ARCH 011	Elements of Architecture	3
ARCH 150	Design Communication I	3	ARCH 151	Design Communication II	3
	General/Liberal Studies (core)	3		General/Liberal Studies (core)	3
	HHPL	1		HHPL	1
		16			17
YEAR TWO					
Fall			Spring		
ARCH 199	Design I	6	ARCH 200	Design II	6
PHY 008	Physics for Architects	5	ARCH 302	Architectural History Survey II	3
ARCH 301	Architectural History Survey I	3	ARCH 402	Materials and Methods II	3
ARCH 401	Materials and Methods I	3	ARCH 511	Computer Applications in Arch.	3
		17		General/Liberal Studies (core)	3
					18
YEAR THREE					
Fall			Spring		
ARCH 201	Design III	6	ARCH 202	Design IV	6
ARCH 501	Structures I	3	ARCH 502	Structures II	3
ARCH 521	Environmental Systems I	3	ARCH 522	Environmental Systems II	3
ARCH 901	Programming	3	ARCH 651	Principles of Urban Design	3
	Free Elective	3		Free Elective	3
		18			18
YEAR FOUR					
Fall			Spring		
ARCH 203	Design V	6	ARCH 204	Design VI	6
ARCH 951	Construction Documents	3	ARCH 701	Public Issues and Architecture	3
	Architecture Professional Elective	3		Arch. Professional Elective	3
	Architecture Professional Elective	3		Arch. Professional Elective	3
	Free Elective	2		Free Elective	2
		17			17
YEAR FIVE					
Fall			Spring		
ARCH 205	Design VII	6	ARCH 206	Design VIII (Thesis)	6
ARCH 891	Thesis Preparation	3	ARCH 751	Professional Practice	3
	Architecture Professional Elective	3		Architecture Professional Elective	3
	Architecture Professional Elective	3		General/Liberal Studies	3
	General/Liberal Studies	3			15
		18			
TOTAL CREDITS					171

TABLE 12. NAAB Approved Master of Architecture Curriculum, 2018

YEAR ONE						
Fall				Spring		
ARCH 150	Foundations in Design I	5		ARCH 151	Foundations in Design II	5
ARCH	Architecture Freshmen Seminar	1		ARCH 301	Architectural History Survey I	3
MATH 006	College Algebra	3		MATH 006	College Algebra	3
ENGL 002	English I	3		ENGL 003	English II	3
	General/Liberal Studies (Afro-Am. Studies)	3			Physical Education	1
	Physical Education	1				15
		16				
YEAR TWO						
Fall				Spring		
ARCH 199	Design I	6		ARCH 200	Design II	6
ARCH 302	Architectural History Survey II	3		ARCH 402	Materials and Methods II	3
ARCH 401	Materials and Methods I	3		PHY 008	Physics for Architects	4
ARCH 511	Computer Applications in Architecture	3			General/Lib. Studies (Humanities)	3
	General/Liberal Studies (Logic/Reasoning)	3			General/Liberal Studies (Arts)	3
		18				19
YEAR THREE						
Fall				Spring		
ARCH 201	Design III	6		ARCH 202	Design IV	6
ARCH 501	Structures I	3		ARCH 502	Structures II	3
ARCH 521	Environmental Systems I	3		ARCH 522	Environmental Systems II	3
ARCH	Introduction to Architectural Theory	3		ARCH 651	Principles of Urban Design	3
	Free Elective	3		ARCH	Introduction to Concentration Area	3
		18				18
Summer	ARCH	Study Abroad	3			
YEAR FOUR						
Fall				Spring		
ARCH 203	Design V	6		ARCH 204	Design VI (Comprehensive Design)	6
ARCH 951	Construction Documents	3		ARCH	Principles of Analytical Research	3
ARCH 751	Professional Practice	3			Free Elective	3
ARCH	Concentration Area I	3			Free Elective	3
ARCH	Concentration Area II	3			General/Liberal Studies	3
		18				18
Summer	Internship	0				
YEAR FIVE						
Fall				Spring		
ARCH 600	Design VII (Concentration Area)	6		ARCH 601	Design VIII (Thesis Design)	6
ARCH 891	Thesis Preparation	3		ARCH 701	Public Issues in Architecture	3
ARCH	Advanced Theory	3		ARCH	Professional Elective (open)	3
ARCH	Professional Elective (open)	3				12
		15				
TOTAL CREDITS						171
NOTE: Courses which do not have catalog numbers require renaming or are new to the curriculum.						

II.3 EVALUATION OF PREPARATORY EDUCATION

Applicant Evaluation Process

The files of applicants to the incoming freshmen class are reviewed and evaluated by the Howard University Office of Admissions. Admission to the undergraduate program is based on the criteria of a combined minimum SAT score of 1050 on the Verbal and Mathematics section, class ranking in the upper one-third, and a grade of C or better in the recommended High School courses. These courses include: 3 units of English; 3.5 units of mathematics with 1.5 to 2 in algebra; 1 in plane geometry and trigonometry; 1 in a foreign language, and 5 in any academic courses counted towards graduation preferably in solid geometry, physics or chemistry.

International freshmen applicant files are reviewed and evaluated by the Howard University Office of Admissions with the same criteria noted above and with an additional requirement of receiving a score of 550 or higher on the TOEFL examination. All student applicants must have completed a high school degree or its equivalent.

The Howard University Office of Admissions refers certain candidates for further review to the Department of Architecture. These applications are transmitted to the department through the College's Office of Student Services which in turn forwards those candidate files to the department. The Department Chair then reviews the applicants with the assistance of the Department's Recruitment, Admissions and Financials Committee. Additionally, in 2017, the Chair was able to obtain the full list of applicants to the Bachelor of Architecture program to increase the pool from which applicants were selected.

Transfer Applicant files are reviewed and evaluated by the Department Chair as well as the Department's Recruitment, Admissions and Financials Committee. Transfer Candidates are required to submit a complete application, two letters of recommendation, one of which must be from a design professional, official transcripts from all previous institutions, and a portfolio of creative work for review.

Transfer applicants are placed into different design levels depending on the number of semesters of design taken at their previous institution, and based on the design ability demonstrated in their submitted portfolio. Students may transfer up to two years of design courses, but not more than 90 credit hours total. Students must also have a minimum completed two full semesters of college work from accredited institutions with a 2.5 cumulative GPA.

Official transcripts must be received to verify courses taken by the applicant at other institutions. Advanced Standing is given on a case by case basis only when an applicant demonstrates prior completion of coursework consistent with the B.Arch curriculum. These courses must be documented by an Official Transcript which are reviewed in conjunction with the institution's website for course descriptions and content.

Applications are submitted through the [online registration system](#) on the University's webpage.

Applicants receive more specific information through direct contact with the CEA Office of Student Services to obtain information on applications, tuition, financial aid, or housing and receive additional support.

II.4 PUBLIC INFORMATION

II.4.1 Statement on NAAB Accredited Degrees

<http://www.arch.cea.howard.edu/accreditation>

II.4.2 Access to NAAB Conditions and Procedures

<http://www.arch.cea.howard.edu/accreditation>

II.4.3 Access to Career Development Information

[Howard University Office of Career Services](#)
[College of Engineering and Architecture Career Services](#)

[National Council of Architecture Registration Boards](#)
[American Institute of Architects](#)
[American Institute of Architecture Students](#)
[Association of Collegiate Schools of Architecture](#)

II.4.4 Public Access to APRS and VTRS

<http://www.arch.cea.howard.edu/accreditation>

II.4.5 ARE Pass Rates

<http://www.arch.cea.howard.edu/accreditation>

II.4.6 Admissions and Advising

<http://www.arch.cea.howard.edu/admissions>

II.4.7 Student Financial Information

<http://www.arch.cea.howard.edu/accreditation>

<https://www2.howard.edu/student-financial-services/cost-of-attendance>

III.1 ANNUAL STATISTICAL REPORTS

Table 13. Howard University Miscellaneous Data	
Category	Fall 2016
Total Undergraduate Enrollment	
Howard University	5,899
Department of Architecture	59
Scoring Data (for B.Arch FTICs only)	
25th Percentile SAT score for (FTIC) undergraduates	980
25th Percentile ACT score for (FTIC) undergraduates	27
75th Percentile SAT score for (FTIC) undergraduates	1,190
75th Percentile ACT score for (FTIC) undergraduates	31
Gender of (B.Arch FTIC) Applicants	
Total Males	89
Total Females	98
Total Males & Females	187
Gender of those (B.Arch FTIC) Admitted	
Total Males	25
Total Females	34
Total Males & Females	59
Ethnicity/Race/Gender background of those (B.Arch FTIC) Enrolled	
Black Non-Hispanic Males	1
Black Non-Hispanic Females	3
Non-Resident Alien Females	2
Graduates	
Total Degrees (B.Arch) awarded last year (AY 2015-16)	12
Total Males	8
Total Females	4
Graduation Rate for B.Arch Students	
5-Year Rate for Fall 2011 Cohort**	35.7%
NOTES: FTIC means First Time in College **10 Graduated by 2016 from a Cohort of 28	

HOWARD
UNIVERSITY

Department of Architecture
College of Engineering and Architecture

August 30, 2017

National Architectural Accrediting Board
1101 Connecticut Avenue, NW
Washington, D.C.

Dear Sir/Madam:

I am the Chair of the Department of Architecture and am the official responsible for collecting, preparing, and submitting data to the NAAB. I further confirm that all of the data has been submitted is accurate and consistent with data in all other reports sent to national or regional accrediting agencies including the National Center of Education Statistics.

Sincerely,



Hazel Ruth Edwards, Ph.D., AICP, Assoc. AIA
Professor and Chair

2366 Sixth Street, NW
Washington, DC 20059



Telephone 202 806 7424
www.howard.edu

III.2 INTERIM PROGRESS REPORTS: Not Applicable

SECTION 4. SUPPLEMENTAL MATERIAL

Supplemental materials as listed below are provided in a [DropBox.](#)

- IV.1 Faculty Resumes**
- IV.2 Course Descriptions**
- IV.3 Studio Culture Policy**
- IV.4 Policies on Academic Integrity**
- IV.5 Institutional Policies and Procedures**
- IV.6 Institutional Policy Regarding Human Resources**
- IV.7 The Policies for Faculty Appointment**
- IV.8 Howard University Organization Chart**
- IV.9 Previous APR**