

2009 NAAB ANNUAL REPORT

Tuskegee University

Conditions not met

3.3, Public Information

Criteria 13.14, Accessibility

Causes for Concern

Causes of Concern

The 2008 Visiting Team has the following concerns:

h h n n **maintain its momentum** r d h h

That the program will be able to maintain its current operating funding level;

h h n n d h f f d

h h h n n h d C , d

That the campus is able to find a creative solution for providing a conveniently located architectural supply store locally.

NAAB Annual Report 2009 Information

Alabama Board of Architects (BOA) Grant

The Alabama Board of Architects (BOA) has received a grant of \$13,500.00 from the National Architectural Accreditation Board (NAAB) for the purpose of providing continuing education for architects in Alabama. The grant is for the years 2009 & 2010. The BOA is currently in the process of developing a program of continuing education for architects in Alabama. The BOA is currently in the process of developing a program of continuing education for architects in Alabama.

Section 3 & 4 of the Alabama Board of Architects Act, Alabama Code, Title 34, Chapter 1-3, Section 3-4, requires that all architects in Alabama complete a certain number of continuing education hours each year. The BOA is currently in the process of developing a program of continuing education for architects in Alabama. The BOA is currently in the process of developing a program of continuing education for architects in Alabama.

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1. *(sustainability)*

1. *(diversity)*

1. *(diversity)*

Memo Re: Site Conditions and Accessibility SPC's
November 1, 2009

Architecture, School of Architecture

Since the NAAB accreditation process in 2008, I have been focusing on the following learning outcomes in these areas in my students' studio work. Here is a summary of the efforts:

Spring 2009, Architecture 302 studio Africatown Museum project

Students were introduced to the concept of accessibility and contour through the Africatown Museum project. The project required students to design a building that was accessible to all, including those with physical disabilities. This was achieved through the use of ramps, elevators, and other accessibility features. The project also focused on the importance of site conditions and how they can affect the design of a building. Students were encouraged to think about how the building would be used and how it would fit into the surrounding environment.

Outcome: This was the students' second exposure to accessibility and contour through Architecture 301. The project was a great success and the students learned a great deal about the importance of accessibility and site conditions. The project was completed on time and within budget. The students were very proud of their work and the building is now open to the public.

Spring 2009, Architecture 201 studio Outdoor Pavilion project

The project required students to design an accessible route to a pavilion (to be designed by the student) on a 25'x25' pad. The route had to be 10 feet wide and had to be accessible to all, including those with physical disabilities. The project was a great success and the students learned a great deal about the importance of accessibility and site conditions. The project was completed on time and within budget. The students were very proud of their work and the pavilion is now open to the public.

Outcome: The project was a great success and the students learned a great deal about the importance of accessibility and site conditions. The project was completed on time and within budget. The students were very proud of their work and the pavilion is now open to the public.

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r d d d d r d
r d d d d .

Name: [REDACTED]

Courses Taught:

ARCH 301 ARCH [REDACTED]

ARCH/CSTM 331 MATH [REDACTED]

Educational Credentials:

MA in Statistics 1999

B.S. in [REDACTED] 1996

Teaching Experience:

ARCH 301 2009 - [REDACTED]

VEHICLE DESIGN 2008 -2009

STATISTICS 2008

ARCH 301 2006 -2007

ARCH 301 2005 -2006

Professional Experience:

DESIGNER [REDACTED] 2007

CHER DESIGN 2007

WATER DESIGN, [REDACTED] 2006 -2007

DESIGNER, [REDACTED] 2004 -2005

DESIGNER [REDACTED] MD, [REDACTED] 7-20

Name:

Jose Luis Colmenares R.

Courses Taught:

ARC 501 Fifth Year Architectural Studio.

ARC 343 Structures I

CSM 343 Structures I

Educational Credentials

B. Arch., The University of Texas at Austin, 1976

B. A. in Art. St. Edward's University (Austin-Texas), 1976

B. S. in Architectural Studies. The University of Texas at Austin. 1977

M. Arch. The University of Texas at Austin. 1978

Teaching Experience:

Assistant professor. - Tuskegee University- Alabama. 1983- 1984.

Associate Professor. •Jose Maria Vargas University. 1985- 1996.

Head of the •History of Architecture Department- Faculty of Architecture and Fine Arts. 1986-1991.

Dean of the Faculty of Architecture and

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r , f 2009. h r :
B d□ , A
Aff d□ - H B d□ , A
O h hf , A
B f r , A

2008 NAAB VISITING TEAM REPORT Responses to Issues

1.0 Identity, Self-Assessment, Resources and Institutional/Program Characteristics

Self-Assessment

ITEM 01/TR: Need more student/alumni involvement in assessments

Page 11
ARCH 501 (2009)
PINA

ITEM 02/TR: Increase IDP awareness

Page 11
ARCH 501 (2009)
PINA

ITEM 03/TR: No urban studio

Page 11
ARCH 501 (2009)
PINA

ITEM 04/TR: Current student participation in Studio Culture policy

Page 11
ARCH 501 (2009)
PINA

ITEM 05/TR: Commitment to hire two new faculty

Page 11
ARCH 501 (2009)
PINA

ITEM 06/TR: Faculty workloads don't allow time for research, practice, etc.

Page 11
PINA

ITEM 07/TR: Need more involvement of staff in governance

Page 11
PINA (L. J. ...)

ITEM 08/TR: Follow-up on library expansion

Page 11
PINA (L. J. ...)
2010

ITEM 09 VTR: Need to improve woodshop

Pg 16 P. 13
2010
Pa

ITEM 10 VTR: Maintain current 2008-2009 operating budget

Pg 12
2009 - 2010
Pa

ITEM 11 VTR: No policy for allocating development funds

Pg
Pa

ITEM 11 VTR: follow-up on Taylor center as fundraiser

Pg 12
2009
2009 - 2010
Pa

ITEM 12 VTR: Follow-up on library expansion

Pg
Pa

ITEM 13:

Pg
Pd

ITEM 18 VTR: Structural Systems Need to address non-trad structures

Pg
Pd

ITEM 19 VTR: Ethics ... need more in Prof Practice

Pg
Pd

3.0 Public Information

ITEM 20 VTR: Unmet

Pg
Pd

6. z :
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 L h , f f
 O h , f f
 d d
 Ch h h
 hf

B :
 A /
 C (d h)
 (f h)
 h h

7. :
 d h f r f rh
 B d h h f
 f r z h f
 f h r d rh f
 rh r 3 d f
 L r f
 A r B d d
 d h
 d

“Grasshopper” in Bino play with paradigm

8. :
 L , ,
 S (r h)
 S
 B d d
 “Band” of Tuskegee



Dialogue: Department Challenges

A. Anderson:

“I’m sure we can find a way to handle this situation.”

5^h ...
... f ...
... h ...

Group Discussion of needed Department policies:

A ... & ...
...
S ... C ...
...

Afternoon Session:

Group assessment of spring 2009 design projects:

S ... C ... - "not seeing it"
... z ...
C ... A CH 101 & CS 101?
N ... CS ...
O ... - A ... h ...
... h ...

Group assessment of Physical Resources:

L ...
... : h ... f A-h 250 ... 15f
A,B,&C ... f ... h ...
h ... ?
h ... ?
h ... ?

Group discussion: Opportunities

On ...
... A,B,C, ... f ... h ...
... h ...
N ... f ...
O ... ? A ... B ...
A ... ?
... z ... (...)
IDP coordinator rec'd
...

Group assessment of Computer Resources:

"User, on consumer"
... f ... h ...
Workshop module: "intro to computer in arch"
C ... h ...

r. sh :
r h f ()
C r f f d

r. z r :
h
H d ?
H d ?
N d
H h r ? H d r d f ?
A d r - r h r d d
w r ()
C

d f r &f
L r- d,
N d h ?
r h d f
N d r r r f
f (f) h d (ff)
r f r r (h d r d)
Ch r r f r h
h r d r h f
r r , r d f

h 21, 2009

Attendees:

- r. Ar
- r. Sh
- r. Z
- r. Br
- r.
- r. A
- r.
- r.

Morning Session

Group Discussion: 2020 Vision

Vision: What do we want to be?

N
 Afr -A
 f Arh CS h 250
 z ABC
 f HBC
 A O S : N h
 C A S
 H h ? h
 r h NAAB (h)
 NAAB)

r. Br :
 C h (Sh f N)
 h h
 C h
 Could be a "school" within CEAPS as a step toward "college" statu

Sr :
 H (A)
 S ff
 C f CS -
 - h ?
 -h h ?
 - r AA

Mission: How do we achieve our vision?

... , ... d ... f ... d ...

