Appendix A4.3

School of Architecture
Questions from Governor Rick Scott
Draft Response from the School of Architecture

A. What studies has your university done in the last three years to ensure your graduates are meeting the needs of employers?

The professional bachelor and master degrees from the FAMU School of Architecture (SOA) Division of Architecture are accredited by the National Architectural Accrediting Board (NAAB). The National Architectural Accrediting Board (NAAB) is the sole agency authorized to accredit US professional degree programs in architecture. Since most state registration boards in the United States require any applicant for licensure to have graduated from a NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.

The NAAB identifies architecture professionals as one of five constituencies that the School must serve. During the past year the School completed a comprehensive self-study that was submitted to the NAAB for review and comment. The SOA also makes it a regular practice to invite architects, planning officials and other design professionals to design studio juries and class lectures, during which time they comment directly on student readiness for the profession.

The SOA’s Master of Architecture design studio has maintained a close relationship with the Jacksonville Chapter of the American Institute of Architects (AIA), for almost 20 years. The Chapter identifies a local problem that is incorporated into the urban design or the comprehensive building studio. The Chapter often sponsors the travel of the students, provides an award for the most outstanding project, and juries the midterm and final projects. In addition, members of the SOA faculty regularly serve on local, state, and national professional boards and organizations where they observe the experiences and expectations of employers.

The Division of Engineering Technology uses biennial employer and alumni surveys to measure their graduates’ performance in the workplace. The results from these indicate an extremely high degree of satisfaction with the educational value of these degrees.

B. Do you have measurable goals to meet employers’ current needs? If so, please provide them. How often are these goals updated?

One of the Program Outcomes in the School’s Academic Learning Compact is this:

PROFESSIONAL AND CAREER SUCCESS: Graduates will demonstrate the ability to work both individually and collaboratively in the examination of
architectural topics, the ability to cooperate with other students when working as members of a design team and in other settings, and the ability to employ basic methods of data collection and analysis to inform the programming and design process. Graduates will also demonstrate the ability to formulate ethical responses to clients’ needs.

All the 32 Student Performance Criteria included in the School’s NAAB Accreditation evaluation relate to professional competency and success, but the following 9 most closely address employer-focused performance issues:

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

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

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

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

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

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

Criterion C.8 Ethics and Professional Judgment: Understanding of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues in architectural design and practice.
Criterion C.9  Community and Social Responsibility: Understanding of the architect’s responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.

Our performance relative to these goals is reviewed by the faculty and administration each year, and by a national team of experts at each reaccreditation. The review team consist of architects and regulators representing the National Architectural Registration Boards (NCARB) and the American Institute of Architects (AIA); architectural educators representing the Association of Collegiate Schools of Architecture; and a student representing the American Institute of Architecture Students. The performance of the Division of Architecture relative to these measures was last evaluated by the NAAB in 2005, and is currently being evaluated by the NAAB again. The review interval is based on a schedule that the NAAB develops for all schools of architecture across the nation. The six-year review that we are currently undergoing is the longest that the NAAB makes – a strong endorsement and sign of confidence in our program’s outstanding performance on these measures.

The Division of Engineering Technology uses biennial employer and alumni surveys to measure their graduates’ performance in the workplace. The results from these indicate an extremely high degree of satisfaction with the educational value of these degrees.

C. Do you have measurable goals for each graduate in the areas of writing proficiency and critical thinking? If so, please send them to me with the goals and include the results for the last five to ten years.

The two the Program Outcomes below, from the School’s Academic Learning Compact, address our graduates’ performance in writing proficiency and critical thinking.

COMMUNICATION SKILLS: Graduates will demonstrate proficiency in oral, written, and traditional graphic communication skills when explaining issues in the field of architecture and demonstrate the ability to speak and write effectively on subject matter contained in the curriculum. Graduates will demonstrate proficiency in digital communication skills.

CRITICAL THINKING: Graduates will exhibit critical thinking skills in the selection of different building material assemblies and primary structural systems appropriate for an architectural design and demonstrate the ability to make a comprehensive analysis and evaluation of a building, building complex, or urban
space. Graduates will also exhibit critical thinking skills throughout the schematic and design development phases of design projects.

Division of Architecture students are also evaluated for their communication and critical thinking skills by the following 3 NAAB Student Performance Criteria:

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

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

Criterion A.5  
Investigative Skills:  
Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.

Student performance relative to these goals is reviewed by the faculty and administration each year, and by a national panel of experts at each reaccreditation. Our performance relative to these measures was last evaluated by the NAAB in 2005, and is currently being evaluated by the NAAB again. The review interval is based on a schedule that the NAAB develops for all schools of architecture across the nation. The six-year review that we are currently undergoing is the longest that the NAAB makes – a strong endorsement and sign of confidence in our program’s outstanding performance on these measures.

E. Are professors required to integrate writing proficiency and critical thinking into all courses? If so, what oversight is provided to ensure that these skills are being taught? How are these skills integrated into course assessments?

Although many architecture courses focus on visual and oral communication skills more than on writing, written papers are explicitly required in ARC 1000, 1211, 1301, 2201, 3207, 3463, 3703, 4341, 5206, 5353, 5361, 5910, 6245, 6259, 6357, 6624, 6910 and 6912. Syllabi for these courses are available at http://www.famu.edu/index.cfm?Architecture&Syllabi.

F. Do you have measurable goals for student success after graduation? If so, please send me the goals and the results for the last five to ten years.
The architecture program has always worked to have 100% of our graduates who are seeking work obtain employment. A large number of our graduates pursue advanced degrees and are, therefore, neither employed immediately after graduation nor failures of the program. A sampling of the accomplishments of FAMU Architecture Program graduates includes:

- Tom Donaudy, Vice President for Facilities and University Architect, Florida Atlantic University.
- Ruffin Rhodes and Max Brito, principals of Brito+Rhodes in Orlando, whose projects total over $500-million and include the FAMU College of Law, the University of Central Florida, Rosen College of Hospitality, and the Airside 2 Terminal Building at the Orlando International Airport.
- Doug Barlowe, Principal. Barnett Fronczak Barlowe Architects, Tallahassee. Projects include the $110-million FSU Academic Center/University Center, the FAMU/FSU College of Engineering, Dick Howser Stadium, the Florida League of Cities, and the First District Court of Appeals.
- Rodney Lewis and Charles Whitlock, Lewis + Whitlock, PA, Tallahassee, whose projects include FSU’s Albert + Judith Dunlap Student Success Center and the Center for Global Engagement, and the Women’s Softball Training Facility at Florida State University.
- Mark Schendel, managing principal of Studio Gang Architects, Chicago, whose projects include the 82-story Aqua Tower – named the 2009 *Emporis* Skyscraper of the Year. From the Studio Gang website: The firm’s provocative and alluring architecture is exemplified by such recent projects as the Aqua Tower (the 2009 Emporis Skyscraper of the Year), Columbia College Chicago’s Media Production Center (a cutting-edge film production and teaching facility), and the Nature Boardwalk at Lincoln Park Zoo (an educational pavilion and landscape that is quickly becoming a new Chicago landmark).

The work of Studio Gang has received national and international recognition and has been published and exhibited widely, most notably at the International Venice Biennale, the Smithsonian Institution’s National Building Museum, and the Art Institute of Chicago. A recent documentary about Aqua and Studio Gang was produced by the Checkerboard Film Foundation as part of their acclaimed Architecture Series. Reveal.

- Sam Andras, Principal, Andras Allen Starr Architects, Colombus, GA
- John Barranco, partner, Barranco Gonzalez Architecture, Ft. Lauderdale
- Carlos Gonzales, partner, Barranco Gonzalez Architecture, Ft. Lauderdale
- Frank Navarro, Managing Principal, NavarroLowery, Inc., West Palm Beach
- Eduardo Valiente, Principal and Vice President of PVL Architects, Tampa.
- Alberto Vargas, Principal, Martin & Vargas Design, Winter Park
As another measure of program success in preparing graduates for the professional workforce, School of Architecture alumni are registered to practice architecture in Alabama, California, Colorado, Connecticut, District of Columbia, Florida, Georgia, Idaho, Illinois, Indiana, Louisiana, Maryland, Minnesota, Missouri, New Jersey, New York, North Carolina, Oregon, Puerto Rico, Rhode Island, South Carolina, Texas, Virginia, Washington and foreign countries including the Bahamas, Greece, Haiti, Jamaica, Mexico and Nigeria.

Division of Architecture graduates have also been appointed to full-time faculty positions at several universities, including Hampton University, the University of Oregon, the University of Kansas, and Southern Polytechnic Institute.

The Division of Engineering Technology defines its career success goals as follows:

Graduates of this program will demonstrate exposure to an environment that enables students to pursue their goals in an innovative program that is rigorous and challenging, open and supportive.

Graduates of this program will demonstrate the possession of skills and knowledge to advance in industry and to be successful in graduate studies.

Performance is monitored by way of biennial surveys of faculty and alumni, and has been overwhelmingly positive.

M. What programs do you have to educate students regarding job opportunities? What are your measurable goals for each program? Do you use information similar to the data available from the Florida education and Training Placement Information Program (FETPIP) to prepare students prior to admission and prior to selection of major? Please provide me the results for the last five to ten years.

All first year Division of Architecture students are required to take an Orientation to Architecture course, typically taught by the Dean. This course helps inform students about the many roles within profession and the various opportunities available to them to choose the most appropriate degree program to meet their individual goals.

The Intern Development Program (IDP) is a comprehensive training program created to ensure that interns in the architecture profession gain the knowledge and skills required
for the independent practice of architecture. The IDP was created jointly in the 1970s by
the National Council of Architectural Registration Boards (NCARB) and the American
Institute of Architects (AIA) and is administered by NCARB.

The Division of Architecture actively participates in the Intern Development Program
(IDP) of the National Council of Architectural Accrediting Boards (NCARB). We have a
faculty member assigned as the liaison between the students and NCARB. That professor
has frequent meetings and email communications with students in the professional degree
programs, assisting them in establishing their IDP record, documenting their eligibility
date, and familiarizing the students with the rules and regulations of the IDP program.

The Center for the Study of Practice at the University of Cincinnati publishes a Directory
of African-American Architects (http://blackarch.uc.edu/) that documents the licensure of
African-Americans in the U.S. and its territories. Of the Center’s 90 licensed African-
American architects in Florida, 20 (or 23%) are FAMU SOA alumni.

Q. Please provide me with any additional information you think way be helpful, including your
thought process to make sure we are headed in the right direction.