Architecture
Program Report

Texas A&M University
Department of Architecture

September 07, 2022

NAAB

National
Architectural
Accrediting
Board, Inc.

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Architecture Program Report (APR)
2020 Conditions for Accreditation
2020 Procedures for Accreditation

Institution	**Texas A&M University**
Name of Academic Unit	Department of Architecture
Degree(s) *(check all that apply)* **Track(s)** *(Please include all tracks offered by the program under the respective degree, including total number of credits. Examples:* *150 semester undergraduate credit hours* *Undergraduate degree with architecture major + 60 graduate semester credit hours* *Undergraduate degree with non-architecture major + 90 graduate semester credit hours)*	☐ Bachelor of Architecture Track: N/A **x Master of Architecture** **Track: 2 year (55 graduate semester credit hours)** ☐ Doctor of Architecture Track: N/A Track: N/A
Application for Accreditation	**Continuing Accreditation**
Year of Previous Visit	2013-2014
Current Term of Accreditation *(refer to most recent decision letter)*	**Continuing Accreditation (8-Year Term)**
Program Administrator	Dr. Ahmed K. Ali, Associate Department Head for Professional Programs
Chief Administrator for the academic unit in which the program is located *(e.g., dean or department chair)*	Dr. Gregory A. Luhan, Department Head
Chief Academic Officer of the Institution	Dr. Alan Sams, Interim Provost and Vice President for Academic Affairs
President of the Institution	Dr. Katherine Banks, President
Individual submitting the APR	Dr. Gregory A. Luhan, Department Head
Name and email address of individual to whom questions should be directed	Dr. Gregory A. Luhan, gregory.luhan@tamu.edu

Submission Requirements:

- The APR must be submitted as one PDF document, with supporting materials
- The APR must not exceed 20 MB and 150 pages
- The APR template document shall not be reformatted

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INTRODUCTION

Progress since the Previous Visit (limit 5 pages)

In this Introduction to the APR, the program must document all actions taken since the previous visit to address Conditions Not Met and Causes of Concern cited in the most recent VTR.

The APR must include the exact text quoted from the previous VTR, as well as the summary of activities.

Program Response:

Our last NAAB accreditation visit took place in 2014. The Summary of Team Findings noted four areas where conditions were met with distinction. From the 2014 Visit Team Report:

I.1.3.A Architecture Education and the Academic Community *"The M.Arch program makes a strong and unique contribution to, and benefits from, the multi-layered and committed TAMU academic community. This is evident throughout the work and activities of the Department of Architecture. Commitment to a respectful, collegial environment, design creativity, and the development of new knowledge are hallmarks of its learning culture."*

I.1.3.E Architecture Education and the Public Good ***"****The structure and mission of the various Centers engaging the Master of Architecture Program include:*

- *Heritage Conservation*
- *Health Systems and Design*
- *CRS Center for Leadership and Management in the Design and Construction Industry*
- *Hazard Reduction and Recovery*
- *Housing and Urban Development*
- *Applied Creativity*
- *Sustainable Coastal Communities*
- *Energy Systems Laboratory*

are particularly beneficial in integrating students into research-supported projects benefiting the public."

I.2.3 Physical Resources - Architecture Ranch *"Facilities, equipment, and expert staff experimentation and research into digital fabrication at the TAMU RELLIS Campus (formerly the Riverside campus)."*

The Summary of Team Findings noted six areas where conditions were not met. From the 2014 Visiting Team Report:

- **Conditions Not Met**
  - *A.4 Technical Documentation (primarily outline specifications)*
  - *B.6 Comprehensive Design*
  - *B.7 Financial Considerations*
  - *B.10 Building Envelope Systems*
  - *B.11 Building Service Systems Integration*
  - *C.1. Collaboration*

- **Causes for Concern: Coordination and Documentation of Student Outcomes** *"The Conditions Not Met involving Student Performance Criteria identified during the visit involved laudable attempts by the faculty to successfully integrate a broad range of content into the three required design studios ARCH 605, 606, 607 Design I-III. Variations in the attention to and coordination of student work addressing these SPCs between studio sections resulted in inconsistent achievement by the students of the level aspired to."*

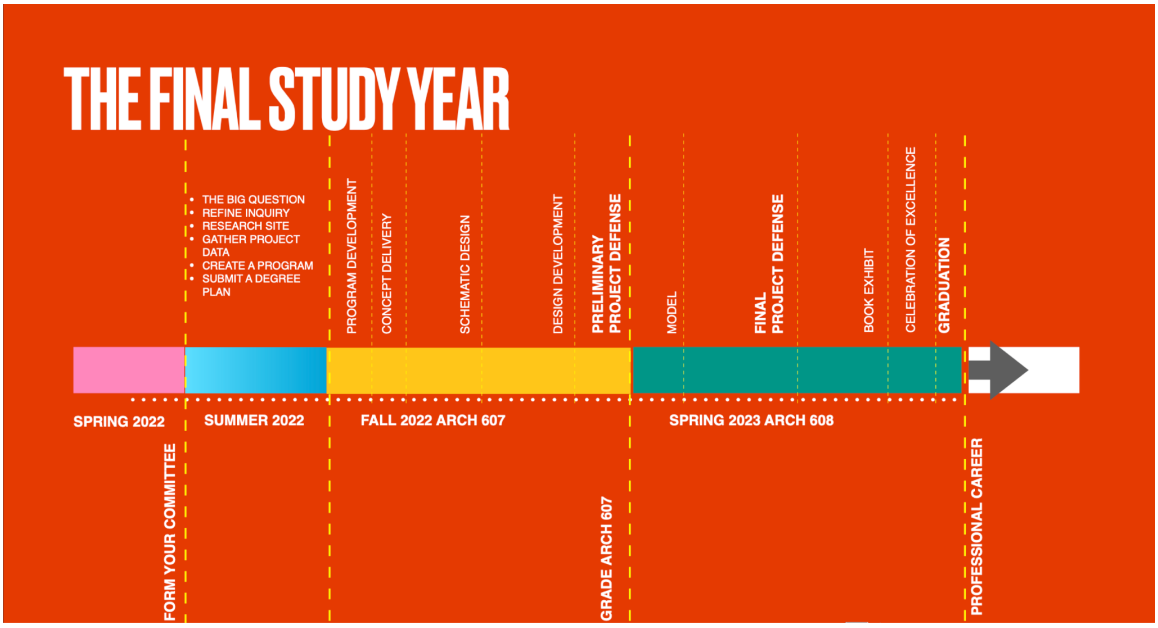
Summary of activities to address conditions not met:
In the 2014 response to the NAAB team report, the Department of Architecture stated the following: "Our faculty teams in the core studio courses, ARCH 605, 606, and 607, are improving in their ability to meet the SPC's assigned to their respective courses, to develop new teaching models like the inclusion of technical faculty in the studio environment, to integrate the broad range of content making up the SPC's, and to do so with a focus on high-quality student work. The Department's internal evaluation identified areas where we will be improving consistency across course sections, specifically: the development of an outline specification for the projects in ARCH 607, the inclusion of basic building system concerns during the programming, schematic, and early design development stages in ARCH 606 and ARCH 607, closer mentoring of students in regarding life safety issues, the ongoing development of a cost estimating in ARCH 606 and ARCH 607, a renewed focus on plans, section, and details necessary for technical documentation in ARCH ARCH 658 and ARCH 606, and the collaboration with allied design professions in ARCH 605."

To achieve these goals, the Department of Architecture adjusted the composition of the faculty team in ARCH 605, ARCH 606, and ARCH 607/ARCH 608 to be staffed with faculty having deeper insight into professional practice issues in those courses. The Department Head and Associate Department meet with studio faculty prior to each semester to clarify the PC and SC, curricular expectations, and assessment for the studio. The Department Head and Associate Department Head participate in Midterm reviews to observe that SPC's are addressed and ensure compliance by the end of the semester. The Department Head, Associate Department Head, and M.Arch Curriculum Committee evaluate the outcomes of these core studios annually and adjust faculty assignments, expectations, and curriculum to meet the PC and SC.

In 2016, a major restructuring of the final study year took place. Originally, ARCH 607 (Advanced Design Studio III) was a stand-alone studio in the curriculum. Students were directed to develop their "final study project" in the spring semester of their final year with the help of an advising committee of their choice. In 2016, the M.Arch Committee repositioned ARCH 607 as the first of a two-studio sequence named "final study year." A diagram illustrating the milestones and deliverables of this year can be viewed below. The rationale for this change was to increase the depth and rigor of students' inquiries in design and architecture and to elevate their final work from a "project" to what is equivalent to a "thesis."

As a structure for this new model, a final semester studio was renamed ARCH 608 (6 credit hours), and an additional 1-credit hour of ARCH 685 was dedicated to the book publication. ARCH 607 and ARCH 608 operate under the same studio professors (3-4 sections) throughout the year. Students still seek and secure separate advising committee members (a chair, a member, and one external member). This model

positions the studio instructor as the "format manager" and the committee chair as the "content manager." The studio instructor and the student's committee seek to collaborate and support the student throughout his or her final study year. An illustration of the final study year process and milestones is below:



The prototyping, evaluation, and implementation of curriculum changes to address the 2014 concerns regarding A.4, B10, and B.11 were successfully completed by the spring of 2018 in the form of a new required course, ARCH 658 Building Materials & Assemblies. The ARCH 658 course specifically addresses the technical aspects of superstructure and building envelope materials and systems. Criteria B.6 and B.7 remain in the ARCH 606 (Advanced Design Studio II) course as required topics and specific presentation products.

Program Changes

Further, if the Accreditation Conditions have changed since the previous visit, the APR must include a brief description of changes made to the program as a result of changes in the Conditions.

This section is limited to 5 pages, total.

Program Response:

The Department of Architecture has made minor changes to the curriculum and the assigned learning objectives based on the new NAAB 2020 Program Criteria and Student Criteria. In response to the 2014 NAAB team visit, the Department of

Architecture and its M.Arch Curriculum committee started an annual review of the curriculum and its alignment with SPC's and emerging trends in the field. By 2020, the Department instituted a thorough programmatic review in conjunction with both external and internal review of M.Arch student "learning portfolios" that aligns with and advances its SACSCOS Assessment protocols.

Since the 2014 NAAB report, the Department of Architecture added *ARCH 658 Building Materials & Assemblies* to the required curriculum to address previous team concerns regarding technical documentation and consistency across design sections. As a 3-credit hour addition to the curriculum, ARCH 658 provides lectures and workshops in technical content that directly support the student's efforts to integrate technical information into their design studio coursework. ARCH 658 raises the total number of credits in the Master of Architecture from 52 to 55. ARCH 658 is offered in both fall and spring semesters for the convenience of students. The Texas Higher Education Coordinating Board approved the request to change semester credit hours. It reads as below:

Option 2: Increase in Semester Credit Hours
Provide detailed documentation, such as changes in the accrediting agency or licensing body requirements, workforce needs, or academic and professional standards and needs, describing a compelling reason for the change in the number of SCH:

The Master of Architecture is the accredited professional degree in Architecture offered by Texas A&M University and, as such, is required to meet student performance criteria published by the NAAB (National Architecture Accrediting Board). The proposed three (3) hour change is to add a required course to satisfy the following NAAB Learning outcomes:

1. Articulate an understanding of the basic principles utilized in the appropriate selection of interior and exterior construction materials, finishes, products, components, and assemblies based on their inherent performance, including environmental impact and reuse. (National Architectural Accreditation Board [NAAB] Student Performance Criterion B.8).

2. Demonstrate an ability to make technically clear drawings, prepare outline specifications, and construct models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design. (National Architectural Accreditation Board [NAAB] Student Performance Criterion B.4)
A review of similar Master of Architecture degree programs at eight peer universities finds a range of credit hours between 52 and 60, with a majority requiring 60. The proposed addition of 3 hours to the program at Texas A&M would place this Master of Architecture degree program in the median of required credit hours.

Since the 2014 NAAB Report, Texas A&M University has experienced significant changes in upper administration leadership – three interim and two non-interim presidents that brought unique visions to the university – which impacted the College of Architecture (now School of Architecture) and the Department of Architecture. Both the School and department have worked to remain agile to support the upper administration's initiatives. Since 2014, three department heads (two interims and one hired) have guided the Department of Architecture. These Department Heads

collectively appointed three Associate Department Heads to guide the Master of Architecture degree program during this same time period.

Our longest-serving Dean, Dr. Jorge Vanegas, oversaw successes in the College of Architecture during his tenure (2008 - 2021). These successes include the growth of the College's Department of Construction Science and the Department of Visualization and their various degree programs. Dr. Vanegas developed the current exhibition space, renovated the previous architecture technical resource center (TRC) and moved the book-based assets of the TRC collection to the Evans library *(see section 5.8 Information Resources of this report)*, and distributed the remaining collection across studio spaces on the 4th floor of Langford Hall.

Currently, Dr. Gregory Luhan leads the Department of Architecture as the Head (appointed in 2020), succeeding Interim Head Professor Robert Warden (2016-2020) and Interim Head Professor Ward V. Wells (2008-2016). In September 2021, Dr. Luhan appointed Dr. Ahmed K. Ali as the Associate Department Head for Professional Programs. Previous to Dr. Ali's appointment, Dr. James Haliburton (2017-2021) and Associate Professor of the Practice Marcel Erminy (2010-2017) served as the Associate Department Heads for Professional Programs since the last NAAB Accreditation visit.

Since his arrival, Dr. Luhan intensified the department's relationship with the Architectural Profession in the State of Texas and across the country. He is actively working to reposition the Department of Architecture for success within the "new" School of Architecture. Under Dr. Luhan's leadership, the Department of Architecture implemented the National Council of Architecture Registration Board's Integrated Path for Architecture Licensure (iPAL) program within the Master of Architecture program. Students participating in this program show advanced skills in collaboration and professionally oriented visioning when they return to the program's studios, thus raising the performance level of many of their colleagues. Dr. Ali recently developed and streamlined an agreement with Texas A&M University Libraries to provide an online documents repository, the OakTrust, to receive, archive, and make the final study "book" document available worldwide, a step that seeks to enhance the quality of the final study work for future generations. As of 25 August 2022, there are 94 items (books) published and archivably retrievable for the years 2020, 2021, and 2022.

Although the M.Arch program is officially listed at Texas A&M University as a "Non-Thesis" degree, the final study books are currently classified at OakTrust under "Thesis & Dissertations," which motivates the faculty and students to continuously elevate the quality of work and publication standards in the future. This step also gives credit and recognition to the advising faculty and committee members as their respective students' work shows on their TAMU Scholar pages beyond the required workload report.

The program's PC's and SC's Matrix can be found in this link. An expanded and interactive version of this matrix including a program overview, plan of study, curriculum map, assessment plan, and focus areas are available at the dedicated website built for NAAB Accreditation. www.tamuarch.com (passcode: tamu)

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NARRATIVE TEMPLATE

1—Context and Mission

To help the NAAB and the visiting team understand the specific circumstances of the school, the program must describe the following:

The institutional context and geographic setting (public or private, urban or rural, size, etc.), and how the program's mission and culture influence its architecture pedagogy and impact its development. Programs that exist within a larger educational institution must also describe the mission of the college or university and how that shapes or influences the program.

Program must specify their delivery format (virtual/on-campus).

Program Response:

The Department of Architecture primarily delivers its instruction on campus, although like most of the world during COVID-19, the Department rapidly shifted its course delivery to online only 2020-2021, hybrid in spring 2021, and face-to-face on campus starting in Spring 2022 and continuing face-to-face in Fall 2022.

Texas A&M University Historical context: Texas A&M University (Texas A&M) opened in 1876 as the state's first public institution of higher education. Texas A&M is one of a select few institutions in the nation to hold land grant, sea grant (1971) and space grant (1989) designations. A mandatory military component was a part of the land grant designation until 1965. Texas A&M remains one of only six senior military colleges that provide Reserve Officer Training Corps (ROTC) programs under US Code Title 10 with a full-time Corps of Cadets leading to commissions in all branches of service. The institution's ROTC programs are administratively housed in the School of Military Science and are offered through the departments of Aerospace Studies, Military Science, and Naval Science; academic matters are under the purview of the Associate Provost for Undergraduate Studies. Texas A&M has 16 academic colleges and schools; two branch campuses, one in Galveston, TX, (established in 1962, officially merged with Texas A&M in 1991) and one in Doha, Qatar (established in 2003); and 17 SACSCOC-approved off-campus instructional locations (OCIS) at which 50% or more of the total credit hours for specified academic programs is provided. In 2013, the Texas A&M University System Health Science Center merged with Texas A&M University. This same year, the university acquired the School of Law from Texas Wesleyan University. Texas A&M is classified by the Carnegie Foundation as a Research University (very high research activity).

Texas A&M University Mission: Texas A&M University is dedicated to the discovery, development, communication, and application of knowledge in a wide range of academic and professional fields. Its mission of providing the highest quality undergraduate and graduate programs is inseparable from its mission of developing new understandings through research and creativity. It prepares students to assume roles in leadership, responsibility, and service to society. Texas A&M assumes as its historic trust the maintenance of freedom of inquiry and an intellectual environment nurturing the human mind and spirit. It welcomes and seeks to serve persons of all racial, ethnic and geographic groups as it addresses the needs of an increasingly diverse population and a

global economy. In the 21st century, Texas A&M University seeks to assume a place of preeminence among public universities while respecting its history and traditions.

Texas A&M University Enrollment Profile. Fall 2021 total enrollment was 73,283 students (across all campuses and locations), with 67,133 (92%) located on the main campus in College Station. Undergraduate enrollment accounted for 78% (57,428) of the total student body, with 26% (18,905) of the total student body composed of Hispanic, Black, and American Indian students. Texas A&M University at Galveston branch campus enrolled 2,175 students as of fall, 2021, with Texas A&M University at Qatar branch campus enrolling 650 students.

Texas A&M University Admissions Process. Reviews for undergraduate first time in college (FTIC) admissions are handled centrally by the Office of Admissions for all applicants other than those applying for admission to either of the branch campuses. Applicants who are Texas residents and who are enrolled in a recognized public or private high school with a rank in the top 10% of their high school graduating class are automatically admitted per Texas Education Code (Tex. Educ. Code § 51.803, as amended by SB 175). All other FTIC applicants are reviewed based on their application and accompanying essay, including consideration of the applicant's academic record and potential, distinguishing characteristics, exceptional circumstances, and personal achievements. Transfer admission decisions, as well as decisions for admission to graduate or professional programs, are decentralized to the college, department, or program level as appropriate.

Architecture History at Texas A&M University: In June 1906, the first graduating class of Texas's first formal architectural education program received degrees from our institution (known then as the Agricultural and Mechanical College of Texas). The program developed under the direction of Dr. Frederick E. Giesecke after graduating in 1886 with a BS in Mechanical Engineering (A&M), studying architecture at Cornell University and Massachusetts Institute of Technology in 1904, and receiving his PhD from the University of Illinois in 1927. Through 1939, Giesecke designed and supervised the construction of many campus buildings. Under the direction of Ernest Langford, the Department of Architecture emerged as a Division of Architecture in the College of Engineering in 1955. It became a College of Architecture and Environmental Design in 1969 under the direction of Edward J. Romieniec with five departments: Environmental Design, Architecture, Building Construction, Landscape Architecturem and Urban + Regional Plannning. In 1977, Jack R. Yardley, '58 of HKS Dallas, designed the Langford Architecture Complex and it has served as the primary home for the College of Architecture since that time. In 1985 the Department of Environmental Design merged with the Department of Architecture. The Department of Architecture at TAMU has been long and widely regarded for its influence on teaching and research aligned with design and academic innovation, architectural research, and service to the profession [producing more national presidents (7) of the American Institute of Architects and Chancellors (7) of the AIA College of Fellows than any other architecture program in the United States]. The College of Architecture created the CRS Center as the first and only academic Center established and endowed by an architecture firm (1990). In 2020, Department of Architecture the established the first Integrated Pathway to Architecture Licensure (iPAL) in the State of Texas. The College of Architecture at Texas A&M University was officially renamed the School of Architecture on September 1, 2022. This change comes as part of President Katherine Banks' *Path Forward initiative*, an

extensive and ambitious administrative reorganization of the university intended to streamline operations, strengthen student outcomes, and better position the university for long-term success. As such, the Department of Architecture is one of three departments in the School of Architecture, along with Construction Science and Landscape Architecture, and Urban Planning. Further information about the *Path Forward initiative* is here: https://president.tamu.edu/path-forward/index.html.

The program's role in and relationship to its academic context and university community, including how the program benefits–and benefits from–its institutional setting and how the program as a unit and/or its individual faculty members participate in university-wide initiatives and the university's academic plan. Also describe how the program, as a unit, develops multidisciplinary relationships and leverages unique opportunities in the institution and the community.

Program Response:
The Program's benefit to the institution:
The Master of Architecture program benefits the Department of Architecture, School of Architecture, and Texas A&M University as a whole through the global student demographic it attracts to campus, the depth of knowledge the students have, which supports undergraduate learning through teaching and research assistants and by bringing students who are passionate about their culture, profession, and key issues affecting the world. These students contribute in the classroom, in student organizations, in student leadership positions, and to globalizing the predominantly native Texan culture of the undergraduate population.

Faculty and students bring professionals to campus through a variety of platforms, including design studio reviews, Architecture+Industry Advisory Council (A+IAC) events, the Health Industry Advisory Council, The Preservation Symposium, The Rowlett Lecture, the Department of Architecture Lecture Series, the Department Architecture Workshop Series, the Architecture for Health Lecture Series, the student-led Department of Architecture + AIAS Career Fair, and through service-learning/engagement-based design studio settings. Faculty contributions to grant proposal evaluation and steering the Glasscock Center for Humanities Research and the Texas Energy Systems Laboratory are critical to the success of the university as a whole, contributing to patents, as are innovations in pedagogy that integrate the arts and technology, and through the Department's design-build programs that produce installations and full-scale affordable housing prototypes.

Benefits of the institution to the program:
As a large-enrollment Carnegie Research I institution, Texas A&M has a diverse graduate student population. This is widely understood by global applicants who know they will be able to find a supportive community from their part of the world when they arrive at Texas A&M, in addition to the quality infrastructure for recreation, travel, transportation, and financial aid. These elements are a distinct advantage to the Master of Architecture program as it recruits applicants from the global community.

Similarly, the university's rigor, high expectations, and diligence at all levels of faculty review towards tenure and promotion is an advantage to the M.Arch program, it assures

the highest qualified faculty, and their publications and conference presentations around the world are invaluable aid in recruiting applicants to the program.

The combination of large enrollment and high standards for faculty performance yields strong collaborative partners for students and faculty in research and project proposals.

Texas A&M University's long history of traditions and leadership-oriented values make academic integrity, tolerance, and informed discourse an expectation rather than a policy.

The NAAB-accredited Master of Architecture degree program is situated within the Department of Architecture, one of three departments currently within the School of Architecture, the others being Construction Science and Landscape Architecture + Urban Planning.

The Master of Architecture degree is strongly linked to the College Research Centers, the Center for Health Systems and Design, the Center for Heritage Conservation, The Hazard Reduction and Recovery Center, the Center for Housing and Urban Development, and the CRS Center for Leadership and Management in the Design & Construction Industry. The centers also benefit the School of Architecture student body through the certificate programs offered by each center. Further, the Department of Architecture faculty and their record of research, publication, scholarship, and public engagement with these research centers sustain the mutually beneficial relationship between the School of Architecture, the Department of Architecture, and its Master of Architecture degree program.

Department of Architecture Faculty Fellows who participate in School of Architecture Research Centers and Institutes include:

- Center for Health Systems and Design - twenty-nine (29) Department of Architecture Faculty Fellows
- Center for Heritage Conservation - eleven (11) Department of Architecture Faculty Fellows and two (2) emeritus faculty members
- The Hazard Reduction and Recovery Center - one (1) Department of Architecture Faculty Fellows
- Center for Housing and Urban Development - six (6) Department of Architecture Faculty Fellows
- CRS Center for Leadership and Management in the Design & Construction Industry - four (4) Department of Architecture Faculty Fellows
- The Institute for Applied Creativity - two (2) Department of Architecture Faculty Fellows

Department of Architecture faculty play critical roles in the Texas A&M Engineering Experiment Station (TEES) through the Energy Systems Laboratory (ESL) and its Texas Emissions Reductions Program (TERP) and Continuous Commissioning projects.

- Energy Systems Lab (ESL) - three (3) Department of Architecture Faculty Fellows

The faculty of the Department of Architecture are also active with the greater university community through the Academy for the Visual and Performing Arts (AVPA), the Melbern G. Glasscock Center for Humanities Research, the Mays Innovation Research Center, the Texas Target Communities (TxTC) engagement program, The Colonias Program for education and development in the Rio Grande Valley, the REACH program for historically invisible services members of the university community, the Build student-led program to construct and deploy portable medical clinics around the globe.

- Texas Target Communities (TxTC) - nine (9) Department of Architecture Faculty Fellows

Each of these has strengthened interdisciplinary opportunities for faculty development, research, scholarship, and high-impact learning opportunities for students in the Department of Architecture and the Master of Architecture program.

The ways in which the program encourages students and faculty to learn both inside and outside the classroom through individual and collective opportunities (e.g., field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities).

Program Response:
Our students have many opportunities to learn beyond the classroom. Students engage directly with area professionals through guest lecture series that feature world-renowned designers and architects, active-learning workshops, internships, AIAS-led Freedom By Design, and the Department of Architecture's Integrated Path for Architectural Licensure (iPAL) program.

The Department of Architecture encourages its students and faculty to continuously learn through on-campus and off-campus experiences that include faculty-led field trips in the United States, faculty-led study abroad programs (Spain, Italy, Japan), AIAS-initiated workshops for software operation, career fair interactions, graduate school applications, participation in the AIAS grassroots conference, advocacy for student participation in the TxA Annual meeting, and attendance at the Department of Architecture annual lecture series. Since the 2014 accreditation visit, approximately 564 students have participated in the study abroad programs. Some students have been able to participate at a reduced cost due to the grants and endowed scholarships available. In addition to Departmental support, the School of Architecture also supports graduate student travel to conferences by awarding funds to students traveling to domestic and international conferences where they are presenting peer-reviewed work.

Students may also join various student organizations and participate in networking opportunities with architects and designers outside of class. Founded in 1992, students at Texas A&M University actively participate in the American Institute of Architecture Students (AIAS) Chapter. AIAS helps to organize the annual Career Fair, which in 2022 featured 56 architecture firms from across Texas. AIAS, also through its *AXIOM* publication, situates highly curated work in a bound and printed publication. AIAS also organizes a lecture/workshop event that features emerging architects. In 2020, the Department of Architecture worked with the student body to organize a TAMU National Organization of Minority Architecture Students Chapter (NOMAS) and, in collaboration

with the College of Architecture Diversity Counci, provided financial support for participation in regional and national meetings. NOMAS, like AIAS, hosts events each semester to strengthen the Department's commitment to diversity, equity, and inclusion. Qualifying students may also join the Tau Sigma Delta Honor Society, which recognizes top architecture and environmental design students in our program since 1970. The Student Health Environments Association (SHEA) is a grassroots student organization that advances interest and knowledge in the field of health design. By providing a space for students, faculty, and professionals to interact and learn from each other, SHEA promotes current and future advancements in health care. SHEA is becoming a nationally recognized organization, with Texas A&M University forming its first chapter. In 2021, the School of Architecture founded the *Fresh Vision Exhibit* in the Wright Gallery in Langford Hall to situate a highly-curated show that features work throughout the School. The programs in the Department of Architecture (Bachelor of Environmental Design, MS in Architecture, M.Arch, and PhD in Architecture feature prominently in the show and in the first two years of the exhibition program received awards for Best-in-Show. The Department of Architecture faculty also encourages all of their students to participate in Association of Collegiate Schools of Architecture (ACSA), Architecture Research Centers Consortium (ARCC), Texas Society of Architects (TxA), and American Institute of Architects (AIA) design competitions and award submissions.

Summary Statement of 1 – Context and Mission

This paragraph will be included in the VTR; limit to maximum 250 words.

Program Response:

The Texas A&M University Department of Architecture provides an on-campus, face-to-face, two-year, 55-credit hour NAAB-accredited Master of Architecture degree program situated in the School of Architecture at Texas A&M University. It is one of three departments having teaching, research, and academic links through the School's research centers, creative institutes, Texas Target Communities, and the Texas A&M Engineering Experiment Station.

The mission of the NAAB-accredited Master's program is to prepare students for the design and practice of architecture on a professional level. Our faculty commits to 21st-century, student-centered pedagogical approaches that seamlessly weave diversity, inclusivity, and critical thinking throughout our program's courses. Our programs align extensive scientific and humanistic inquiry with their educational missions. Faculty members and students engage in research and creative and scholarly activities that situate them as individuals and collaborators while being on the leading edge of disciplinary knowledge development and investigation. We serve the people of Texas, the United States, and the world through engagement-focused projects with tangible and enduring value. Our department serves societal, cultural, and professional needs through innovative combinations of meaning, making, materials, and technology.

2—Shared Values of the Discipline and Profession

The program must report on how it responds to the following values, all of which affect the education and development of architects. The response to each value must also identify how the program will continue to address these values as part of its long-range planning. These values are foundational, not exhaustive.

Introduction:
As a tier-one research, land-, sea-, space-grant University in the State of Texas, the mission of Texas A&M University is “dedicated to the discovery, development, communication, and application of knowledge in a wide range of academic and professional fields by developing new understandings through research and creativity. It prepares students to assume roles in leadership, responsibility, and service to society. Texas A&M Assumes its historical trust, the maintenance of freedom of inquiry, and an intellectual environment nurturing the human mind and spirit. It welcomes and seeks to serve persons of all racial, ethnic and geographic groups as it addresses the needs of an increasingly diverse population and global economy.”

This mission aligns - directly and indirectly - with the core values identified by the National Architectural Accrediting Board. The School of Architecture and Department of Architecture implement this mission and reinforce it by aligning our teaching, research, and service initiatives. We furthermore commit our daily work within the liminal spaces of teaching, research, and service to the six core values of Texas A&M University - RELLIS - Respect, Excellence, Integrity, Leadership, Loyalty, and Selfless Service. We outline below how each of the core values of the University aligns with and reinforces the values of the discipline and profession of architecture. Our six Shared Values are illustrated in the dedicated TAMU-NAAB website www.tamuarch.com (password: tamu)

Design: Architects design better, safer, more equitable, resilient, and sustainable built environments. Design thinking and integrated design solutions are hallmarks of architecture education, the discipline, and the profession.

Program Response:
We believe design is the activity at the core of all that we as architects do and all that we as a program embody. Design is a process and endeavor that requires a synergistic pursuit of **Excellence,** the practice of **Leadership**, and the earning of **Respect** from our students, faculty colleagues, community, and industry partners. The overlap of these three values occur at all levels of our program. The M.Arch curriculum is a place imbued with practice-based creativity and design thinking that continually expands and integrates the complex frameworks that produce safe, equitable, resilient, and sustainable built environments. The two-year NAAB Accredited program features four design studios that develop and expand design fundamentals and research acumen. Licensed architects and leading-edge researchers lead ARCH 605 and ARCH 606 through research-driven scenarios that infuse building programming with structural designs, systems integration, building envelope design, and contextual site analysis. The Masters’ Project – ARCH 607 and ARCH 608 – continues to embody this technical knowledge, but rather than the design being led by faculty research interests, the Masters’ Project focuses specifically on student research interests. The ARCH 607 and ARCH 608 studios are taught in conjunction with systems and structures courses which teach them how to apply and integrate layers of technology to a given project.

Environmental Stewardship and Professional Responsibility: Architects are responsible for the impact of their work on the natural world and on public health, safety,

and welfare. As professionals and designers of the built environment, we embrace these responsibilities and act ethically to accomplish them.

Program Response:
Architecture has the ethical responsibility to support and maintain the human condition as both a discipline and a profession. Realizing the professional's role as steward of the environment through our professional responsibility as creators of the built environment requires instilling **Integrity** and practicing **Selfless Service**. At Texas A&M University, we instill professional integrity by making explicit the knowledge-based role of the architect as a steward of the built and natural environment. The Department of Architecture instills selfless service by reinforcing that the right thing to do and the hard thing to do are so often the same. The program encourages students to always think and act critically by understanding the impact of their decisions at multiple scales simultaneously. The M.Arch curriculum ensures that students learn core concepts and the knowledge necessary to apply them under different conditions. These exercises ensure responsible stewardship of materials and demonstration of sustainability and resilience. Recent design studios include developing sustainable solutions for small towns outside of urban centers along the Texas Triangle, from high-performance single-family homes for Habitat for Humanity to high-performance Cross-Laminated Timber (CLT) multi-family homes for the City of Lufkin (TX). The projects individually and collectively reinforce the Department's ethos to build higher quality, lighter buildings with reduced foundations and fewer deliveries to the site, which leads to safer, cleaner, more environmentally sound, and quieter sites. Several faculty are leading experts in sustainable design, high-performance built environments, and resilient material studies. For example, architecture faculty are working with the Texas Department of Forestry to develop innovative structural uses of Southern Yellow Pine (SYP) by integrating it into cross-laminated timber (CLT) panels. Faculty are also working with the Texas A&M University Center for Infrastructure Renewal (CIR) to develop new additive manufacturing processes for non-formwork-based, 3d printed concrete forms. Faculty positioned the outcomes of these CLT and concrete studies in high-impact peer-reviewed journals, and exhibitions or submitted their findings for design awards. James Tate and Dr. Stephen Caffey also received an Innovation X grant entitled *"Innovation for Sustainability: Outlining Opportunities to Transition Texas A&M to Carbon Neutrality,"* which aims to advance interdisciplinary approaches for engaged student learning and empowerment to mobilize TAMU's technological and human resources for sustained action toward a carbon neutral TAMU. Involved students and faculty critically engage with existing sustainability efforts to innovate and enable systemic change across campus. Collaborative teams also work closely with UES, the Office of Sustainability, diverse campus students, faculty, staff, and other stakeholders to mobilize TAMU's potential.

The Department of Architecture has four research labs - BIM-SIM, ESL, T4T, and RBDR/Lab to channel its research. The Department of Architecture's BIM-Sim Group focuses on Building Information Modeling (BIM) and Simulation (SIM) and synergistically links BIM+SIM to robotics, environmental modeling, simulation, and computational design, with specializations including architectural geometry, parametric modeling, augmented reality, visual computing and immersive media/virtual reality. The Energy Systems Laboratory (ESL) is a Texas A&M Engineering Experiment Station division that partners with the Department of Architecture, focusing on energy-related research, energy efficiency, and emissions reduction. It develops research, education, and

technology innovations, offers solutions that help improve the quality of life, fosters economic development, and enhances education by optimizing commercial and industrial building operations. These include continuous commissioning, energy efficiency in buildings through research, simulation, and data analysis; the measurement and verification of energy savings for commercial buildings; and the research and calibrated testing on HVAC systems. The Theory for Technology (T4T) Lab is a 21st-century workshop-based forum that engages in the vertical integration of design experimentation using contemporary tools, mediums, and technologies such as artificial intelligence, robotic assembly, and fabrication as aligned to theoretical approaches to analytical thinking, problem identification, and design dissemination. The Resource-Based Design Research Lab (RBDR/Lab) researches and develops solutions for building components and assemblies from industrial manufacturers' waste flow and by-products. The lab partners with the United States Business Council for Sustainable Development, the industry, and other research institutions in cross-disciplinary collaborations to design and assess new forms of architecture and products.

Equity, Diversity, and Inclusion: Architects commit to equity and inclusion in the environments we design, the policies we adopt, the words we speak, the actions we take, and the respectful learning, teaching, and working environments we create. Architects seek fairness, diversity, and social justice in the profession and in society and support a range of pathways for students seeking access to an architecture education.

Program Response:
The cultures we create can define the people we become, the lives we touch, and the futures we create. Our program aligns with Texas A&M's mission of equity, diversity, and inclusion through the values of **Respect**, **Integrity**, and **Loyalty**. We instill these values in graduates of our program by practicing them among ourselves. We respect the intellectual rigor of our colleagues and students, and through that respect, we show integrity in our research, teaching, and service. We are loyal to the idea that our efforts toward a better world are the aim and measure of our success. Recent projects include designing installations for Juneteeth in Galveston, single- and multi-family houses for REACH, housing for educators in rural school districts, multi-cultural housing for transient populations along the US and Mexico border, and inclusive memorial designs for *Black Lives Matter* at the civic engagement scale.

To address the expanded narratives related to diversity and equity, the Department of Architecture has all faculty revisit their syllabi, reading list, and guest lecturers to identify key areas to showcase innovation in the field. As part of public information, the Department of Architecture statement on Justice, Equity, Diversity & Inclusion reads on the Department's website as follows:

"In order for all faculty, staff, students, and former students in the Department of Architecture at Texas A&M University to genuinely flourish and contest our discipline and profession's complicit history and lack of action in the past, the Department will hold as essential, fundamental, invaluable, and undeniable the principles and practices of civil, social, environmental, and racial justice and equity; a diversity of voices, bodies, and cultures; and the inclusion of historically oppressed groups and individuals.

- *The Department will commit to a diverse and inclusive educational and rich academic climate in which all faculty, staff, students, former students, and guests feel valued throughout our programs, activities, events, policies, and services.*
- *The Department will commit to fostering and cultivating a community of engaged scholars, practitioners, and students where multiplicities of worldviews, perspectives, ideas, and faiths continually promote a culture of well-being, empathy, and human rights for everyone.*
- *The Department administration will commit to implementing an actionable approach to recruiting, hiring, and onboarding new faculty and staff and mentoring and supporting new and current faculty and staff to ensure a just and equitable working environment.*
- *The Department administration and faculty will commit to integrating anti-racism and anti-discrimination principles and practices throughout all course offerings at the undergraduate, Master's, and Ph.D. levels.*
- *The Department staff will create a consistently welcoming academic environment where all administrators, faculty, and students feel heard, respected, and valued in all formal and informal interactions.*
- *The Department will commit to instilling and cultivating students' attitudes and actions that reflect a deep understanding of justice, equity, diversity, and inclusion as imperative to a successful academic experience.*
- *The Department will commit to call out and hold accountable all individuals, groups, organizations, and institutions whose words, acts, and/or attitudes promote hate, racism, white supremacy, xenophobia, ableism, or in any way discriminate against, demean, marginalize, exclude, or otherwise target individuals and/or groups upon the bases of (but not limited to): race, ethnicity, country of origin, age, sex, gender identity, sexual orientation, faith, neurodiversity, disability, economic status, political affiliation, and/or any other basis rooted in perceptions of difference."*

Knowledge and Innovation: Architects create and disseminate knowledge focused on design and the built environment in response to ever-changing conditions. New knowledge advances architecture as a cultural force, drives innovation, and prompts the continuous improvement of the discipline.

Program Response:
Creating and disseminating knowledge within the built environments is the responsibility of the professional, practitioner, and academician. Our program embraces this responsibility through striving for and expecting **Excellence** in all facets of our work as faculty and students. Through those efforts, we foster a **Respect** for the process of innovation driven by both our contributions to and consumption of the continually advancing understandings of the discipline.

Faculty | As an integral part of Texas A&M's Carnegie Classification, the Department of Architecture is responsible for generating new knowledge that advances the discipline and practice of architecture. The research conducted by the Department's faculty advances the field in multiple ways. For instance, the Department actively champions a research-centered forum and facility where investigations co-exist and expand to include the business and monetizable aspects of design and collaboration that achieve structural performance, thermal performance, anchoring, and appearance while exploring new

materials, systems designs, and fabrication processes. Many of the architecture faculty received T3 and X-grants to amplify this research to support their innovative work. Faculty also received a $4.3 million National Science Foundation (NSF) grant to examine innovative uses of Hempcrete, $50,000 to design a high-performance modular house, and $181,000 to masterplan and design a high-performance community in West Texas. The Department of Architecture is part of a multi-institutional (Politechnico di Milano, Massachusetts Institute of Technology - MIT, and Texas A&M University) and mulit-nation (Italy and the United States) collaborative team to plan, design, and mitigate the Impacts of the 2026 Winter Olympics on the Cultural Heritage and Land Development in six clustered areas of Northern Italy. The Department of Architecture is also part of an interdisciplinary team working to address and solve the affordable housing crisis in the United States. The Department's faculty are leading experts in their fields. Their research is the foundation of emerging scientific and creative design solutions that are economical, energy-efficient, resilient, and architecturally attractive. The courses these faculty teach enable hands-on, projected-based educational opportunities that narrow the gap between the classroom and the profession and blend new sustainable concepts, technologies, and aesthetics, thus, positively impacting student workforce readiness in the academy and upon graduation.

The Department of Architecture has tenured and tenure-track faculty who pursue funded and non-funded scholarly research. The scholarly output of the tenured and tenure-track faculty consists of books, exhibitions, journal articles, installations, and presentations at national and international venues. The Department of Architecture also has Academic Professional Track (APT) faculty members, who are architectural and engineering practitioners. These faculty hold Professors of Practice titles. Whereas the tenure and tenure-track faculty dedicate 40%-50% towards research, APT faculty dedicate 50%-100% towards teaching by bringing real-world problems, expertise, and applied research into the classrooms and design studios. Tenured/tenure-track and APT faculty receive ACSA, AIA, and TxA (Texas Society of Architects) awards and federal and non-federal grants from traditional and non-traditional sources. Two faculty members - Dr. Wei Yan and Dr. Xuemei Zhu - were recognized as *Texas A&M University Presidential Impact Fellows* who embody the university's commitment to advancing knowledge through transformational learning, discovery, innovation, and impact for Texas and the world. Several recent examples of faculty demonstrating excellence, innovation, and recognition include Harold L. Adams receiving the National Academy of Construction's Ted C. Kennedy Award – the Academy's Highest Honor in recognition of his distinguished contributions to the industry and expertise as a service to the nation; Dr. Ahmed Ali, receiving a $50,000 Global Engagement Grant for his project *Developing a Global Collaborative Learning Environment for Architecture Product Innovation and Sustainable Manufacturing*; Dr. Juan-Carlos Baltzar receiving a $224,965 research grant for his QC/QA Analysis of Texas A&M University Buildings Energy Consumption Patterns project and $500,000 from the Department of Energy to develop a Performance Assessment Center; Gabriel Esquivel exhibiting his *Serlio Code* research in the Venice Biennale (Italy); Jonathan Louie and Nicole McIntosh exhibited their *Swissness* research at the Seoul Biennale (South Korea); Dr. Gregory Luhan being elevated to Fellow in the America Institute of Architects, the highest recognition in the Academy achieved by less than three percent of architects worldwide; Dr. Gregory Luhan publishing two books Global Studio: Beijing+Cincinnai and Global Studio: Shanghai+Louisville; Shawn Lutz receiving a Prix Versailles design award; and Miguel Roldan and his firm, Roldan-

Berengue Arquitectes, being awarded the prestigious FAD Award for Architecture and Interiors.

New tenure-track faculty receive an average start-up package totaling $100,000. To earn tenure and promotion, faculty must demonstrate how their research advances the discipline and provides evidence that their work has been disseminated and recognized through publications, exhibitions, conferences, design competitions, grants, and awards programs. The Department of Architecture supports travel to peer-reviewed regional, national, and international conferences for its faculty and students who are accepted to deliver presentations. Further, the School of Architecture provides awards for faculty travel to international venues. The Department of Architecture provides design-research incentive funding of $1,000 per publication in prestigious publications or highly-prestigious design awards. Lastly, our faculty serve on editorial boards of leading journals - Journal of Architectural Education (JAE), Technology Architecture + Design (TAD), the International Jounral of Architectual Computing (IJAC), and Health Environments Research + Design (HERD) as frequent peer reviewers for Scientific Boards, conference committees, journal articles, or editors of content-specific journal issues.

Students | Undergraduate and Graduate students in the Department of Architecture actively engage in research knowledge creation and dissemination both inside and outside the classroom and studio. Faculty introduce students to the value of research, contemporary issues, new developments in the field, and allow them to participate in faculty-led research projects. Additionally, faculty introduce their students to innovations in design technologies, including digital and fabrication software and processes, visualization tools, rendering, animation, virtual reality, and material research. For instance, Dr. Wei Yan recently received an $849,971 National Science Foundation (NSF) grant to research *Using Augmented Reality and Artificial Intelligence to Improve Teaching and Learning Spatial Transformations* and their mathematical representations in STEM Disciplines.

Department | In the Department of Architecture, we invite students to broaden their perspectives on innovations in the field of architecture by hosting events and curating experiences that feature invited guests. In addition to delivering lectures on their research practice, we work with our guests to host workshops with students in which they learn about these emerging technologies. For example, in 2022, the Department hosted the Outpost Office, a Columbus (OH)-based architecture practice, which conducted a weekend installation workshop for our students. The workshop produced labyrinthian patterns on the Architecture Quad at Texas A&M drawn at a 1:1 scale using a Turf Tank robot. In 2021, the Department invited Professor Abigail Coover Hume to conduct a 2D-to-3D-to-4D workshop that enabled students to work across scales while developing design approaches that directly influenced and impacted their design studio projects.

University | The Department of Architecture contributes to research at the highest level, and in the field of architecture, we consistently demonstrate our capacity for innovation and advancement in prestigious journals, events, and venues. Through faculty research, student-engaged projects, and invited guests, our program offers a range of opportunities for faculty and students to learn about emerging themes, innovative methods, and new technologies in architecture and design.

Leadership, Collaboration, and Community Engagement: Architects practice design as a collaborative, inclusive, creative, and empathetic enterprise with other disciplines, the communities we serve, and the clients for whom we work.

Program Response:
As representatives of Land Grant University, we recognize our roles and responsibilities as leaders in the built environment. We exercise this **Leadership** through **Selfless Service** to local, state, national, and international communities. Our internal and external collaborations on all scales will be characterized by our **Integrity,** and we instill this in our students through our actions and work.

The Department of Architecture prides itself on the diverse expertise of its faculty and the wide array of student interests that are attracted to its program. The design studio is a dynamic conduit between the academy, industry, and profession. The M.Arch program positions itself through individual and team-based curricular and extracurricular activities that tap into public interest projects, diverse client/user needs, and sites throughout the Texas Triangle and beyond, from urban to metropolitan to micropolitan to rural sites and communities. The curriculum amplifies these opportunities for students encouraging them to play active roles in the design process. The Department's iPAL program further extends the classroom into the professional setting. During their internships, students acquire professional knowledge that informs their Masters' projects, ensuring broad representation and integrated learning. Masters of Architecture students are also active participants in the program as Graduate Research Assistants (GARs) or Graduate Assistants Non-Teaching (GANTs), where the Department allows students to engage in faculty-led research projects or assist undergraduate students in advancing their learning. M.Arch students are also actively involved in the student organizations of AIAS and SHEA, which extend ways of gaining leadership skills and growing as a leader within their organizations on campus. Together, our program's curricular and extracurricular structures help foster a culture of relationship building and leadership training among our students.

The Department of Architecture program has five primary trajectories that organize its curriculum - representation, history/theory/criticism, design, technology, and engagement. Through engagement with the communities served, the Department of Architecture advances Texas A&M's land-, sea-, and space-grant missions by leveraging leading-edge technology, scholarship, and research in innovative ways to advance the public good and to foster the development of citizen architects-scholars. Engagement extends beyond the curriculum through its Architecture + Industry Advisory Council (A+IAC), which enables the Department to build upon existing relationships and forge new community and industry partnerships. Faculty and students practice community engagement through design studio courses, community-based studio initiatives, and other outreach projects that engage and collaborate with the public, community leaders and stakeholders, and experts from other disciplines. Community-scaled projects include the Texas A&M Forest Service, Salvation Army, Habitat for Humanity, the City of Lufkin, the City of Bryan, the NAi Cultural Center (Galveston), and the City of Buffalo Gap (TX). Regarding extended outreach and positioning of Departmental efforts, faculty exhibited their community-engaged projects at the Venice Biennale (Italy) and the Seoul Biennale (South Korea), and just started a multi-year research project focused on Planning,

Designing, and Mitigating the potential impacts of the 2026 Winter Olympics on the Cultural Heritage and Land Development in six clustered areas of Northern Italy.

Lifelong Learning: Architects value educational breadth and depth, including a thorough understanding of the discipline's body of knowledge, histories and theories, and architecture's role in cultural, social, environmental, economic, and built contexts. The practice of architecture demands lifelong learning, which is a shared responsibility between academic and practice settings.

Program Response:
The Department of Architecture recognizes that its Master of Architecture program is at the beginning of a lifelong architectural education whose impact will be measured long after our initial educational contribution. Therefore, it is imperative that the Department and its programs continually reinforce our connection to the profession by fostering mutual **Respect** between the practice and the discipline, which is earned through a commitment to **Excellence**. In doing so, the Department believes that it creates a foundation for lifelong learning that will be the touchstone for our graduates as they grow, through giving and receiving **Leadership** within Architecture.

The Department of Architecture recognizes disciplinary and professional practice as mutually informing and integrative domains. Often, the design studio lessons serve as the primary intersection point between the discipline and profession of architecture. The studio topics are both timeless and current in that they address enduring values and principles while developing meaningful solutions related to contemporary societal issues that have a sense of immediacy, relevance, and purposefulness around their work. Beyond the studio sequence, students engage in required courses related to systems, structures, building technology, history and theory courses, and topical seminars that expand the body of knowledge related to the built environment. Through these courses, students realize that the only constant in architecture is change; therefore, the time spent in academia is only one part of a continuous and lifelong learning pathway. The Department of Architecture brings external experts and practitioners into the design studio for internal presentations, formal and informal studio reviews, and desk critiques allowing students to intersect with leading design professionals in collective and one-on-one discussions. The Department and AIAS also facilitate workshops where leading edge practitioners or experts-in-the-field teach technologies to the student that influence their design studio projects or synergistically connect BIM, infrared thermography, and ground-based and drone-connected LIDAR scanning to capture multiple scales of data about a building or site.

Further, through its iPAL program and internships, the Department of Architecture also bridges the gap between academic and professional settings by deepening lessons learned in the classroom and translating them into professional applications. Faculty who are licensed architects or engineers bring those diverse, real-world perspectives into the studios and classrooms. Similarly, research-driven faculty bring emerging forms of scholarship into their classes to demonstrate the intrinsic and extrinsic value of pursuing and documenting new forms of knowledge in architecture.

3—Program and Student Criteria

These criteria seek to evaluate the outcomes of architecture programs and student work within their unique institutional, regional, national, international, and professional contexts, while encouraging innovative approaches to architecture education and professional preparation.

3.1 Program Criteria (PC)

A program must demonstrate how its curriculum, structure, and other experiences address the following criteria.

PC.1 Career Paths—How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge.

Program Response:

The Texas A&M University Master of Architecture program structures its student criteria in three nested levels: - Program (awareness), Course (understanding), and Student (ability). The **Program Level** (awareness) includes all NAAB PC's and SC's. Within this holistic awareness macro level, two sub-levels (micro) nest; the **Course Level** (understanding), which includes SC.1, SC.2, SC.3, and SC.4, and the **Student Level** (ability), which includes SC.5 and SC.6. Please refer to the interactive Curriculum Map diagram in our dedicated TAMU-NAAB Accreditation website (www.tamuarch.com) (password: tamu).

All students in the NAAB-accredited Master of Architecture program are required to take and pass ARCH 657 (Advanced Professional Practice and Ethics), which focuses on developing an awareness and understanding of the profession, paths to the profession, careers within the profession, as well as ethical, social, and legal responsibilities of the architect as a professional holding the public trust. In addition, other core courses and design studios are available to students. These courses include ARCH 458 (Cultural and Ethical Considerations for Global Practice), ARCH 645 (Seminar in Architectural Theory), ARCH 660 (Design Programming), ARCH 605 (Architectural Design Studio I), ARCH 606 (Architectural Design Studio II), ARCH 607 (Architectural Design Studio III), and ARCH 608 (Architectural Design Studio IV) that individually and collectively introduce and emphasize the different career paths and opportunities in their curriculum.

The ARCH 657 Advanced Professional Practice and Ethics course addresses the history of licensure in the United States, the current path to licensure through NCARB's AXP process, the structure and content of the ARE, the role of state licensing boards, and the different types of professional practice. The course also reviews the demographics and statistics of the architectural profession, how these have changed over time, and what graduates are likely to encounter when entering the workforce. Beyond the required courses, we offer additional opportunities for professional development and career training in architecture and related fields through professional and AIAS-led workshops and career fairs. The Department of Architecture and AIAS collaborate to host the Architecture Career Fair. The Career Fair event invites design firms from a range of disciplines, including architecture, interior design, and product design, to participate in the event. In recent years, many of our students have received job offers as a result of their participation in this event.

Individual faculty also connect students to local and national firms that frequently hire our students for summer internships. If taken for internship elective credit, the department works with firms to mentor the student while they are working. The Department of Architecture also has the first iPAL program in the State of Texas. The iPAL program has an AXP and iPAL coordinator who provides monthly presentations to students and firms, weekly check-ins with students, and end-of-semester milestones with students enrolled in the iPAL program.

PC.2 Design—How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.

Program Response: The TAMU NAAB-accredited Master of Architecture program features ARCH 658 (Building Materials and Assemblies) as part of the building materials, case study of historic and contemporary examples of architecture, and its four (4) required design studios.

The first design studio, ARCH 605 (Architectural Design Studio I), helps students to develop their architectural proposition and stance for approaching architectural design by focusing explicitly on PC.2 as a learning outcome. Student work and faculty teaching include a range of scales that emphasize stakeholder identification, demographic mapping, and current and historical policy discussions on the design of city infrastructure, culminating in design proposals for infrastructure deployment to ensure equity in public investment in services and facilities.

The second design studio, ARCH 606 (Architectural Design Studio II), has more integration and technical-based focus, beginning with identifying the stakeholders in the project and their needs and values. When combined, these needs develop into an evaluation criteria that apply to esquisse and parti strategies and design scheme alternatives that can be scored and moved forward to become the basis for the building and site design proposal.

The third design studio, ARCH 607 (Architectural Design Studio III), occurs in the first semester of students' final study year. Students independently apply the design process skills undertaken in their first two design studios to a specific stakeholder, climate, typology, and issue-based research from which to develop design research and alternatives that lead them to their final semester.

The fourth design studio, ARCH 608 (Architectural Design Studio IV), is the final studio course in the NAAB-accredited Master of Architecture curriculum. Students again independently apply their design-process skills as they drill deeper into their design proposals to develop a higher level of design resolution for research-focused final projects.

In addition to the ARCH 658 and ARCH 605-608 studio sequence, the M.Arch program broadens students' exposure to how architects and design professionals engage with issues relating to decision-making, design process, and construction in relation to climate change and environmental impact. The Departmental lecture

series features practitioners specializing in architectural and landscape design using innovative materials and advanced technological processes, demonstrating these lessons to the students in workshop settings. While the lecture series topics vary from year-to-year, but always feature leading practitioners, theorists, and educators who examine the environmental impacts of the built environment and the moral imperatives concerning contemporary architecture practices today. Faculty arrange office visits to regional, national, and international firms, as well as to manufacturing facilities and regional construction sites, to increase the students' broad comprehension of how ecologically responsible design operates in practice.

PC.3 Ecological Knowledge and Responsibility—How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.

Program Response: The holistic nature of the relationship between a design proposal and its carbon, thermal, ecological, and hydrological implications is introduced in the ARCH 633 (Applied Architecture Systems), where the study of Climate, Daylight, Sun Protection is integrated with the studies of thermal comfort and building systems. ARCH 631 (Applied Architectural Structures) includes environmental aspects of structural system selection and specifically cites PC.3 in its learning outcomes. Additional ecological issues are briefly introduced in courses ARCH 645 (Seminar in Architectural Theory), ARCH 657 (Advanced Architectural Practice and Ethics), and ARCH 658 (Building Materials and Assemblies).

In ARCH 606 (newly implemented this year 2022 but was not added to the current curriculum map at this time), the second design studio in the accredited Master of Architecture curriculum subsequently asks the students to apply ecological knowledge and responsibility to a design studio project, using energy analysis tools to evaluate alternative massings and fenestration, to consider water conservation, collection, and reuse, and application the recyclability, carbon sequestration, and ease of disassembly are introduced as factors affecting the student's choice of system design as relates to their design studio project. In the past six years, a large number of ARCH 605 (Architectural Design Studio I) and ARCH 606 (Architectural Design Studio II) courses have been dedicated to undertaking ecological issues such as waste, circular economy, and industrial symbiosis. These topics are central to the Department of Architecture's Resource-Based Design Research Lab (RBDR/Lab) efforts to engage fifty graduate students/year for the three-year duration (2017-2020) of the interdisciplinary research project.

PC.4 History and Theory—How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.

Program Response: The admission requirements for the Master of Architecture program require successful completion of two baccalaureate level or higher history of architecture courses in order to be considered for admission.

The Master of Architecture curriculum recommends an additional six (6) credit hours of graduate-level History/Theory courses. The history and theory of architecture sequence prepares graduate students for careers in architecture and related fields by equipping them with a broad knowledge of the built environment's history and the ability to evaluate their own role in its formation. The Department offers three History/Theory courses each semester specifically for graduate architecture students - ARCH 644 (Seminar in Art & Architectural History), ARCH 645 (Seminar in Architectural Theory), and ARCH 646 (Historic Preservation Theory and Practice). These courses offer advanced topics that cover western and non-western traditions, theories, and approaches through case studies. While the topics may vary each semester, the courses have a common ground that confronts structures, practices, and policies that disenfranchise communities of color (particularly Black people, Indigenous people, and immigrants from the Global South).

In addition to the required topical history and theory of architecture framed by diverse social, cultural, economic, and political forces that continually remind students that their work situates in a long, ever-evolving history of architectural design, the first three design studios in the Master of Architecture program ARCH 605 (Architectural Design Studio I), ARCH 606 (Architectural Design Studio II), and ARCH 607 (Architectural Design Studio III) immerse in faculty-led design research projects that integrated history and theory at various scales to consider contextual social, cultural, economic, and political forces that influence design. The courses also help students to develop an unbiased platform for discuss architecture, in general, and their own work in a larger context. Each course in the sequence explores not only the formal and spatial qualities of buildings but also elucidates the social, intellectual, cultural, political, and technological contexts in which they were formed. Pedagogically, we aim to impress in students a critical understanding of the history of a profession and practice, which has always had implicit social roles and responsibilities. A guiding principle of the history and theory sequence is to demonstrate the importance of the past in informing new design ideas, just as current practice and contemporary concerns influence the questions asked about the past.

PC.5 Research and Innovation—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.

Program Response:
To ensure that 100% of the Master of Architecture students develop and apply research skills, ARCH 605 (Architectural Design Studio I) explicitly requires students to engage in research efforts related to the design project. Students in the Master of Architecture program can actively pursue advanced certificates from one or more of the college’s research centers. These include Certificates in Community Development, Environmental Hazard Management, Health Systems & Design, Historic Preservation, Sustainable Urbanism, Transportation Planning, and Facility and Asset Management. In 2022, more than 30% of our graduates undertook coursework that enhances their research capabilities through one of these six certificates. Students bring this knowledge to directly bear upon their ARCH 608 (Architectural Design Studio IV) Final Study project. These research efforts included material and fabrication processes, evidence-based design in healthcare facilities,

urban form, and community contexts. Students applied these research skills directly to real-world projects with client groups.

In addition to certificate-based and studio-based coursework, 100% of the MARCH students enroll in ARCH 631 (Applied Architectural Structures) and ARCH 633 (Applied Architectural Systems) courses that encourage students to develop research and innovation skills related to structures and building systems. At the same time, ARCH 644 (Seminar in Art and Architectural History) and ARCH 645 (Seminar in Architectural Theory) introduce students to advanced architectural history and theory dimensions of western and non-western research and innovation.

PC.6 Leadership and Collaboration—How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems.

Program Response:
Architecture, by nature of its interdisciplinary profession, relies on successfully cultivating relationships among a diverse set of professionals and stakeholders. In the School of Architecture, M.Arch students can easily forge multidisciplinary pathways. The curriculum promotes leadership in multidisciplinary teams by offering students formative opportunities for understanding their capabilities as leaders amongst undergraduate and graduate students in Construction Science, Landscape Architecture, Urban Planning, Land and Property Development, and Visualization.

The final studio setting uniquely positions the M.Arch students to understand how to approach the leadership of multidisciplinary teams while reconciling expert recommendations with design ambitions enables students to exercise their disciplinary expertise and critical thinking. The final study year consists of two-sequence studios, ARCH 607 (Architectural Design Studio III) and ARCH 608 (Architectural Design Studio IV), designed as a framework for students to develop a culmination final project under the guidance of a committee chair, member, and an external member and a studio advisor/professor who ensures that students are on track and submit deliverables. Students engage diverse stakeholder constituents, participate in dynamic physical and social contexts, and effectively apply collaboration skills to address and solve complex problems.

100% of the students in the accredited Master of Architecture program are required to pass ARCH 657 (Advanced Professional Practice and Ethics), which focuses on developing an awareness and understanding of the profession, paths to the professional careers within the profession, as well as the ability to apply ethical, social, and legal responsibilities of the architect as a professional holding the public trust. The ARCH 657 syllabus identifies learning outcome D.2 (on page 3 under the project management heading), which develops an understanding of team assembly, consultants' roles, and work plans for the appropriate project delivery method. The schedule for the class shows this topic in week 11 of the semester. Additionally, ARCH 631 (Applied Architectural Structures) and ARCH 633 (Applied Architectural Systems) introduce issues of collaboration and coordination with structural, MEP, and other specialty stakeholders.

PC.7 Learning and Teaching Culture—How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.

Program Response:
The Master of Architecture program continuously develops a positive student/faculty learning environment. The curriculum explicitly emphasizes the role of learning and teaching culture in all design studios and includes a *Studio Culture Statement* in each of its four required studios, ARCH 605 (Architectural Design Studio I), ARCH 606 (Architectural Design Studio II), ARCH 607 (Architectural Design Studio III), and ARCH 608 (Architectural Design Studio IV) syllabi. The Department of Architecture establishes its values and communicates its priorities in this statement.

The Studio Culture statement reads:
"All students, faculty, administration, and staff of the Department of Architecture at Texas A&M University are dedicated to the principle that the Design Studio is the central component of an effective education in architecture. They are equally dedicated to the belief that students and faculty must lead balanced lives and use time wisely, including time outside the design studio, to gain from all aspects of a university education and world experiences. They also believe that design is the integration of many parts, that process is as important as the product, and that the act of design and professional practice is inherently interdisciplinary, requiring active and respectful collaboration with others. Students and faculty in every design studio will embody the fundamental values of optimism, respect, sharing, engagement, and innovation. Every design studio will therefore encourage the rigorous exploration of ideas, diverse viewpoints, and the integration of all aspects of architecture (practical, theoretical, scientific, spiritual, and artistic) by providing a safe and supportive environment for thoughtful innovation. Every design studio will increase professional communication skills through drawing, modeling, writing, and speaking.

Every design studio will, as part of the syllabus introduced at the start of each class, include a clear statement on time management, and recognition of the critical importance of academic and personal growth, inside and outside the studio environment. As such, it will be expected that faculty members and students devote quality time to studio activities while respecting the need to attend to the broad spectrum of academic life. Every design studio will establish opportunities for timely and effective review of both processes and products. Studio reviews will include student and faculty peer review. Where external reviewers are introduced, the design studio instructor will ensure that the visitors are aware of the Studio Culture Statement and recognize that the design critique is an integral part of the learning experience. The design studio will be recognized as a place for open communication and movement while respecting the needs of others and the facilities."

In addition to the statement on studio culture, the Department of Architecture establishes pedagogical priorities and studio expectations in its program materials: "Studying at Texas A&M offers motivated and tenacious students the unique opportunity to engage with the discipline and profession of Architecture at an

impactful level through the diverse faculty comprising both breadth and depth of expertise."

The Master of Architecture (M.Arch) program lets students explore a range of professional directions related to faculty expertise. Faculty encourage students to develop a personalized course of study by emphasizing areas related to Architectural design; History, Theory, and Criticism; Design Computation; Interiors; Energy Modeling; and Design for Health across multiple design scales. The Master of Architecture (M.Arch) curriculum produces conceptual comprehension and technical competency in designing buildings and environments by weaving together five constituent trajectories: Design, Representation, History/Theory/Criticism, Technology, and Engagement. Integral within these woven trajectories is the focus on the principles and practice of design synthesis as the confluence of processes and workflows; systems of construction; relationships to environmental, social, historical, and geographical contexts; and an in-depth understanding of topics ranging from aesthetics and symbolism to the complex relationships between human behavior and design.

The M.Arch program advances the collective spirit of learning and teaching through studio-related travel and local site visits that benefit our students' learning and provide a broader worldview. Travel occurs during a designated week in the semester. The Departmental Administration, faculty, and staff work together to create itineraries for travel experiences regionally, nationally, and internationally. In recent years, students and faculty participated in guided tours of prominent architectural sites in and around Texas including Houston, Dallas, San Antonio, Austin, and Marfa as well as project sites in Chicago (IL) and Columbus (IN). In some instances, graduate students serve as GATs for the Third-year undergraduate study away experience and travel with faculty to studio/research-specific locations in Castiglion Fiorentino (Italy) and Barcelona (Spain) to experience projects and sites relevant to their projects.

To foster student involvement in the Department and its curriculum, the Department Head of Architecture holds town hall listening sessions each month with each level of the undergraduate and graduate curriculum including Environmental Design, MS in Architecture, MArchitecture, and PhD in Architecture. These venues enable students to speak freely about ways for soliciting feedback and suggesting changes in teaching and learning. At these meetings, the Department Head and Associate Department Head hear concerns in an unfiltered way and ensure students that their voices and opinions have value, increase their impact in improving their work environment, and see the program from their vantage point.

PC.8 Social Equity and Inclusion—How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.

Program Response:
The Master of Architecture program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into

built environments that equitable support and include stakeholders of diverse backgrounds and resources through projects chosen to provoke research into broad user needs and user empathy in programming stages, infrastructure and demographic studies mapping policy equity across urban areas, and a focus on site and building design for ADA compliance. The influence of these projects in the design studios (ARCH 605 and ARCH 606) is now apparent in the topic and project choices the students are making in the final studies studios (ARCH 607 and ARCH 608) which have included immigrant facilities, US and Mexico border issues, homeless populations, urban agriculture, shelters for people leaving abusive relationships, and affordable housing to name a few. Faculty in the Master of Architecture program are also from diverse backgrounds, cultures, and environments. The rich background of the faculty exposes students to the world beyond the state of Texas and the United States.

The program further places emphasis on the issues of social equity and inclusion by including the following statement in the syllabi of all classes taught in the Master of Architecture program: *Statement of Inclusion: "Texas A&M University is committed to enriching the learning and working environment for all visitors, students, faculty, and staff by promoting a culture that embraces inclusion, diversity, equity, and accountability. Diverse perspectives, talents, and identities are vital to accomplishing our mission and living our core values."*

In addition to the design studio courses, each history and theory course, ARCH 644 (Seminar in Art and Architectural History) and ARCH 645 (Seminar in Architectural Theory) individually and collectively cultivate a culture of learning through case studies on social equity and inclusive environments are also introduced in both history and theory courses ARCH 644, and ARCH 645. The ARCH 657 (Advanced Professional Practice and Ethics) instills life-long learning through professional practice and ethics.

The School of Architecture developed a Diversity Council in 2011. The Diversity Council is an executive advisory council composed of faculty, staff, undergraduate, and graduate students representing every department housed in the school. It is a hands-on committee dedicated to equal treatment of all, despite of ethnic background, religious beliefs, age, political beliefs, socioeconomic status, sexual orientation, physical ability, gender, and more. The Diversity Council meets monthly to discuss upcoming events and future initiatives. In 2020, the Department of Architecture founded its National Organization of Minority Architecture Students (NOMAS) Chapter to ensure that all students have an equal voice. The TAMU NOMAS Chapter has a faculty advisor, several advocates, and an active membership.

As an integral part of the Department of Architecture Lecture Series, the Lectures+Exhibitions Committee makes a concerted effort to identify a broad range of international scholars, architects, industry leaders, and visionaries from various backgrounds and cultures. While most of the COVID-19 impacts have been negative, COVID enabled access to a broader range of lecturers, lecture attendees, and studio reviewers to inform our social equity and inclusion initiatives, such as presentations and participation from various cultures, backgrounds, and societal factors across all continents.

Faculty and students in the Department of Architecture also designed an exhibition for the NIA Cultural Center to celebrate the 2022 Juneteenth event in Galveston, TX. The triptych design panels exhibition presented its collaborative research and interaction between the Texas A&M Department of Architecture and Prairie View A&M architecture students. The exhibit's centerpiece was a stainless steel bell cast by Brad Oldham and Christy Coltrin (Dallas), which will serve as the initial bell of a 76-bell carillon bell ensemble open-air public art museum project for Galveston. The team also presented its work at the Juneteenth Museum Christening, recognized by Sheila Jackson Lee, Member of the US Congress, 18th District, Texas, at the Old Galveston Custom House. The Juneteenth Project will continue to be an fall and spring annual collaboration between Texas A&M University, Prairie View A&M University, and Texas A&M University-Galveston.

3.2 Student Criteria (SC): Student Learning Objectives and Outcomes

A program must demonstrate how it addresses the following criteria through program curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment.

SC.1 Health, Safety and Welfare in the Built Environment—How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.

Program Response:

Students demonstrate health, safety, and welfare understanding in the built environment in several ways. The Master of Architecture program design studio ARCH 606 (Architectural Design Studio II) serves as the “building integration studio” that ensures that all students understand the impact of the built environment on human health, safety, and welfare at the scale of a building through urban and site design. Students minimize pedestrian/vehicular conflicts, separate loading idling zones from fresh air intakes, and preserve fire and emergency access. At the building scale, students incorporate planning by choosing exercise/stairs over elevators, air quality through material choice selection, use of passive and active approaches to shading for daylighting, use of diffuser location and airflow as determinants for patterns of health, building planning to support accessibility, egress planning to support life safety, code studies to establish heights, areas, and appropriate construction types. The required ARCH 658 (Building Materials and Assemblies) reinforces the architect’s responsibility for the Health, Safety, and Welfare (HSW) of the general public through a thorough investigation of materials related to air quality or process-related exposure risks. The ARCH 645 (Seminar in Architectural Theory) ensures that students increase their understanding of HSW’s impact on the built environment through theoretical practices as analyzed through case studies.

ARCH 631 (Applied Architectural Structures) combines structural analysis, selection and economics of the structural system, and a review and application of current structural design codes to ensure safe construction practices. ARCH 633 (Applied Architectural Systems) integrates building energy consumption patterns and

conservation strategies, natural and mechanical subsystems for environmental control, subsystem design criteria, and economic considerations into its whole building analysis. ARCH 634 (Architectural Lighting) presents environmental lighting considerations related to lighting and energy issues, daylight availability, building design for daylighting, heat loss control, solar shading, daylighting models, graphical analytical and computer methods of analysis, visual and lighting comfort evaluation, integration of daylight and electric light, and its attribution to healthy circadian lighting design goals and human physiology and psychology.

Beyond the classroom and in addition to designing for the health, safety, and welfare of users in the studio design projects, and real-world/theoretical applications, students experience health, safety, and welfare principles through guided tours of buildings under construction and recently completed buildings on campus or in the College Station/Bryan context. As a further extension of these principles, the Department of Architecture promotes accessible design principles and concepts through its lecture series. The Lectures+Exhibitions committee invites practicing architects and leading academics to demonstrate health, safety, and welfare in the built environment as implemented in their practices and projects.

SC.2 Professional Practice—How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects.

Program Response:
Students demonstrate professional ethics, regulatory requirements, and fundamental business understanding in US architectural practice in several ways. All NAAB-Accredited Master of Architecture students must pass ARCH 657 (Advanced Professional Practice and Ethics). ARCH 657 focuses on developing a thorough awareness and understanding of the profession, professional ethics, the regulatory environment, and the architect's charge to protect the general public's health, safety, and welfare. The course examines the AIA Code of Ethics and supplements it with presentations by visiting professionals and testing knowledge during the final examination.

Students extend their application of health, safety, and welfare principles through additional core courses and design studios are available to students. These courses include ARCH 458 (Cultural and Ethical Considerations for Global Practice), ARCH 645 (Seminar in Architectural Theory), ARCH 660 (Design Programming), ARCH 605 (Architectural Design Studio I), ARCH 606 (Architectural Design Studio II), ARCH 607 (Architectural Design Studio III), and ARCH 608 (Architectural Design Studio IV) that individually and collectively cultivate a deeper understanding of the fundamental business processes through the integration of systems, professional ethics, and regulatory requirements. ARCH 658 (Building Materials and Assemblies) elevates the students' understanding of the professional practice and the architect’s responsibility through the lens of building materials, assemblies, code, and zoning issues.

SC.3 Regulatory Context—How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project.

Program Response:
As part of its focus on the regulatory context of the profession, ARCH 657 (Advanced Professional Practice and Ethics) provides an understanding of the multi-layered regulations and codes to which the profession is bound that affect the health, safety, and welfare of the general public. Lessons learned in this course are further reinforced through application in the design studio ARCH 605 (Architectural Design Studio I), which requires students to evaluate the occupancy, height, area, construction type, fire ratings, and egress, integrating these into their unique design project. The ARCH 605 studio assignment aligns with ARCH 658 (Building Materials and Assemblies) through its final drawing deliverables. ARCH 658 similarly dedicates weeks 8 and 9 of classes to project code review, zoning, and regulations. Although not explicitly listed in the Master of Architecture curriculum map, ARCH 633 (Applied Architectural Systems) supports the regulatory context noted in the syllabi for weeks 12 and 13, Life Safety and ASHRAE standards. ARCH 631 (Applied Architectural Structures) similarly supports the evaluation and synthesis of structural systems in the context of codes and standards related to loading.

SC.4 Technical Knowledge—How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects.

Program Response:
An in-depth understanding of technical knowledge in the Master of Architecture program develops across three required courses in the curriculum - ARCH 631 (Applied Architectural Structures), ARCH 633 (Applied Architectural Systems), and ARCH 658 (Building Materials and Assemblies). ARCH 631 supports the development of current and emerging structural systems, their comprehension, application, sizing, and analysis in the context of architectural projects. This course reinforces the decision-making necessary for the social and economic selection of the most appropriate choice. ARCH 633 (Applied Architectural Systems) supports the development of knowledge pertaining to passive strategies to reduce loads and the application of active, current, and emerging mechanical systems related to holistic and smart building performance, performance simulation platforms, acoustics, vertical transportation, sun shading strategies, and lighting/daylighting design. ARCH 658 (Building Materials and Assemblies) supports the development of knowledge about historic, contemporary and innovative building materials and their applications in building systems. ARCH 658 studies building assemblies - structure, wall, and roof assemblies - of wood, masonry, concrete, steel, and glass in the context of building and zoning codes and their interaction with various soil conditions and foundations.

SC.5 Design Synthesis—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions.

Program Response:
The Department of Architecture and its Master of Architecture program offers many opportunities for design synthesis among curricular and extracurricular offerings emphasizing the enduring value of synthesizing accumulated information and experience in the design process. With a focus on iterative design processes, the program encourages students to use the curricular and extracurricular frameworks as springboards for further study and research that draw upon outside influences, professional internships, site visits, and personal experiences that can extend their learning beyond the classroom.

The Master of Architecture curriculum ensures that students can demonstrate their ability to synthesize complex variables in a capstone project. Master of Architecture students must complete the required ARCH 631 (Applied Architectural Structures), ARCH 633 (Applied Architectural Systems), and ARCH 657 (Professional Practice and Ethics) courses and the ARCH 605 (Architectural Design Studio I) and ARCH 606 (Architectural Design Studio II) studio sequence. In these courses, students analyze precedent projects at multiple scales to familiarize themselves with user programmatic requirements and contextual regulatory and code requirements that impact design decisions. Students translate this knowledge, leverage site design considerations relative to localized environmental conditions, gain exposure to the multiple factors that affect human comfort, and incorporate accessible design criteria that influence design decision-making.

After completing the required prerequisite courses, students enroll in the required ARCH 607 (Architectural Design Studio III) and ARCH 608 (Architectural Design Studio IV) design studios. These "final study" studios allow the students to demonstrate their ability to define and develop an individually selected design project with major architectural significance and complexity. The students' final study project is a vehicle for a holistic design that synthesizes their findings on climate, user requirements, regulatory requirements, accessibility, life safety, and quantitative impacts of their design decisions. Students must develop the ability to make design decisions with architectural projects while demonstrating a synthesis of five dimensions: user requirements, regulatory requirements, site conditions, accessible design, and the consideration of the measurable impacts of design decisions. Students begin the ARCH 607 studio by researching building typologies and precedent projects relevant to their specific topic. Students use this research to establish a qualitative and quantitative program. Students develop a project brief that articulates their project goals, research questions, and criteria by which to evaluate their design. With feedback from their committee and studio coordinator, students work iteratively to research building programs, blocking, stacking, and massing strategies for situating the project on their selected site, considering its local context and culture. Through this process, students think critically about their design strategies and balance their approach against relevant histories and theories of architecture. Students must demonstrate measurable learning abilities through

drawings, models, simulations, and written text. In ARCH 607 and ARCH 608, students investigate critical issues related to the project, site, and context types; demonstrate design thinking skills and develop formal ordering systems in response to the findings of the investigation of the project issues; produce the technical documents demonstrating an understanding of the profession's responsibility to historical traditions, global culture, accessibility, sustainability, site design, life safety, environmental and structural systems; and demonstrate initiative, curiosity, discipline, and integrity throughout the design process. These learning outcomes measure how well students synthesized these dimensions into a final architectural design project.

The culminating studio experience ARCH 608 (Architectural Design IV) brings these iterative designs to a poetic conclusion by resolving their preliminary design research in a well-developed project and publication that documents the entire process. Students present broad integration and consideration of environmental stewardship, technical documentation, accessibility diagrams detailing spatial flows, site conditions – sun, wind, topography, floodplain, climate and temperature data, life safety, environmental systems, structural systems, and building envelope systems and assemblies through drawings and diagrams that include: site diagrams and plans, programmatic stacking diagrams, square footage for the entire building program, code analysis and pertinent code information for the building, egress requirements with paths of exit from each floor, vertical circulation, systems & environmental diagrams related to sustainability and resiliency, the proposed systems and daylighting solution for the project, and structural design including the structure, foundation, and lateral/seismic force resistance as demonstrated through a bones model, structural details and wall assemblies, and depending upon the scale of the project a detailed material selection and interior finishes.

Students communicate these abilities in two presentations - one at midterm, where they present to an advisory committee of experts. The eight (8) member review team, comprised of external practicing professionals and educators, probe the student's understanding of key issues, professional responsibilities, and performance impacts of design decisions in a "book" document and a three-minute "elevator pitch" presentation at the annual departmental *Celebration of Excellence*. After this presentation, the external review team, composed of national and international experts, identifies the top five students from the class. Following the *Celebration of Excellence*, the team meets with the departmental administrators to discuss their observations related to the strengths and weaknesses of the student work and offer strategies for improving the Master of Architecture curriculum. The jurors share their observations with the entire faculty at the final faculty meeting of the year. The Departmental Leadership team then translates this critique and feedback into action items for the MARCH Committee to investigate as part of their internal program assessment.

In the spring 2022 semester, the M.Arch Committee prototyped the following sub-criteria and aligned them with structured learning outcomes with specific deliverables. The Assessment section of this report details the outcomes of the internal evaluation. The results were promising and will be further implemented in the fall 2022 and spring 2023 semesters and coordinated with the faculty to deepen the learning experience.

SC.6 Building Integration—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.

Program Response:
The Department of Architecture and its Master of Architecture program offers many opportunities for the building integration of envelope systems and assemblies, structural systems, environmental control systems, and life safety systems amongst its curricular and extracurricular offerings by emphasizing measurable outcomes of building performance.

ARCH 606 (Architectural Design Studio II) requires students to fully understand and apply professional roles and responsibilities by researching and applying user needs, the application of structural systems, understanding materials and methods of construction, and mechanical system design and regulatory code issues. Prior to taking ARCH 606, Master of Architecture students enrolled in ARCH 631 (Applied Architectural Structures), ARCH 658 (Building Materials and Assemblies), and ARCH 633 (Applied Architectural Systems). In these courses, students learn how concepts operate in theory and practice, use precedent analysis to discover design principles and techniques, and develop iterative design solutions that equip students for integrated application in their design studio projects. Given the topic-centric approach of each of these classes, the ARCH 606 studio course learning outcomes focus on holistically integrating these discrete points of information into knowledge about strategies of “whole building design.” ARCH 606 uses case studies to tabulate net to gross floor plan efficiency, floor to floor heights, identify structural systems, and climate case studies evaluating glazing exposures, whereby understanding how one system influences another system, whether physical systems or policy systems.

ARCH 606 uses a combination of class lectures and individual consultations to refresh the information from the individual classes and support the assimilation of information that forms the student’s knowledge. Faculty, students, and industry experts participate in one-on-one consultations to verify the student’s proposition and test how well it complies with or exceeds regulations, meets owner and stakeholder expectations, competes with the building efficiencies of recent case studies, and meets the environmental land constraints and climate of a given area. In addition to these one-on-one sessions, a group of external practicing architects conduct an in-depth review of the student propositions at midterm and offer additional strategies for improving the project. The students work with the faculty throughout the remainder of the semester to rework the project design and space planning for maximum efficiencies, site flows, mechanical system routing in concert with structural systems, and building envelope design. Through this interactive process, 100% of the students develop the ability to make measurable architectural design decisions while demonstrating integration of five distinct items: building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and building performance.

The ARCH 606 learning outcomes measure how well students integrated these aspects into an architectural design project. The studio deliverables address SC6.1-SC6.5 through Building Envelopes and Assemblies, Structural Systems, Environmental Control Systems, Life Safety Systems, and Building Performance integration.

Building Envelopes and Assemblies | Students present broad integration through technical documentation of building envelope systems and assemblies, resolving specific details through drawings and diagrams demonstrating the basic parameters of building design, structural design, environmental controls, life safety, and fire protection. These representations and drawings include a narrative summary for occupancy determination and construction type choice; detailed code analysis; architectural site plans, floor plans, roof plans, building elevations and section drawings, wall sections, isometric views, renderings, and visualizations; thermal insulation criteria and performative data that may influence the building design and building envelope material selection.

Structural Design | Students, develop structural design solutions, detail the structural continuity from cladding to the primary structure of the architectural design, provide consistent drawings that detail and accurately depict system depths in sections and details, and provide renderings/visualizations highlighting structural components (columns, lateral bracing). Students highlight structural components (beams, girders decking) through 3-dimensional views of either physical or digital structural models, diagram framing plans, and gridlines that indicate beam, girder, column, shear walls, load paths from roof to grade, articulate structural spans, and depths; provide a comparative analysis of floor plans and sections for alternative structural systems.

Systems Design | Students develop environmental control systems appropriate to the geographic location, user requirements, thermal performance, and envelope continuity. Students provide a narrative for system selection for project scale and location, locate system components and rooftop equipment, size ductwork, provide a percentage of glazing, develop daylighting and solar control shading design solutions, design a renewable energy strategy, and size photovoltaic arrays to offset building load. Students also provide a comparative analysis of building versions using energy simulation software such as Sefaria and diagram solar control alternatives.

Life Safety | Students design the building egress system, poche rated assemblies for each floor, provide floor plans with dimensioned dead-end corridors, stair separations, and egress pathways from each space, and provide a worksheet establishing occupancy group(s) and occupancy separations, allowable height and area, construction type, fire protection strategy, and locate fire suppression pumps and fire department access.

Building Performance | Students measure building performance through comparative for alternative mechanical systems and façade studies for reduced exposure to western and southern uncontrolled sunlight.

In the spring 2022 semester, the M.Arch Committee prototyped the following subcriteria and aligned them with structured learning outcomes with specific

deliverables in ARCH 606. The Assessment section of this report details the outcomes. The results were promising and will be further implemented in the spring 2023 semesters and coordinated with the faculty.

4—Curricular Framework

This condition addresses the institution's regional accreditation and the program's degree nomenclature, credit-hour and curricular requirements, and the process used to evaluate student preparatory work.

4.1 Institutional Accreditation

The APR must include a copy of the most recent letter from the regional accrediting commission/agency regarding the institution's term of accreditation.

Program Response:

Texas A&M University is accredited through the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Click here for the Texas A&M University accreditation page by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Texas A&M University's most current SACSOC Institutional Summary Forms prepared for Commission Review is available at the link provided here. Texas A&M University will not receive its new official letter until January 2023 (following the final vote of the SACSCOC Board during its December 2022 board meeting), however, a copy of the January 2013 letter can be viewed here.

4.2 Professional Degrees and Curriculum

The NAAB accredits professional degree programs with the following titles: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and optional studies.

4.2.1 Professional Studies. Courses with architectural content required of all students in the NAAB-accredited program are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3—Program and Student Criteria. The degree program has the flexibility to add additional professional studies courses to address its mission or institutional context. In its documentation, the program must clearly indicate which professional courses are required for all students.

Programs must include a link to the documentation that contains professional courses are required for all students.

Program Response:

The Department of Architecture pre-professional and professional studies curriculum organizes into five thematic trajectories: representation, history/theory/criticism, design, technology, and engagement. The professional curriculum has four clustered groupings: Design Studio, HTC (History, Theory, Criticism), TSP (Technology, Systems, Practice), and Electives. Please click on the course's box to view a dedicated Google Drive containing all required information about the course and samples of students' work.

The Master of Architecture requires a minimum of 55 credit hours to complete its curriculum. The first year of the Master of Architecture curriculum of required courses is available at this link. The second year of the Master of Architecture professional degree program required courses is available at this link.

The Master of Architecture program offers a well-structured Plan of Study, as illustrated in the interactive TAMU-NAAB dedicated website (password: tamu). Each circle represents a course or a group of courses. Please click on the circle to learn more about the course catalog description, meeting times, instructor CVs, and course syllabus. Additionally, a color-coded Curriculum Map structures where courses and studios organize according to NAAB PCs and SCs.

4.2.2 General Studies. An important component of architecture education, general studies provide basic knowledge and methodologies of the humanities, fine arts, mathematics, natural sciences, and social sciences. Programs must document how students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge.

In most cases, the general studies requirement can be satisfied by the general education program of an institution's baccalaureate degree. Graduate programs must describe and document the criteria and process used to evaluate applicants' prior academic experience relative to this requirement. Programs accepting transfers from other institutions must document the criteria and process used to ensure that the general education requirement was covered at another institution.

Programs must state the minimum number of credits for general education required by their institution and the minimum number of credits for general education required by their institutional regional accreditor.

Program Response:
In order to gain admittance into the Texas A&M University Master of Architecture program, a student must hold a bachelor's or pre-professional degree or equivalent degree that demonstrates a broad education that captures an understanding of human knowledge. Our institutional regional accreditor, Southern Association of Colleges and Schools Commission on Colleges, also requires a minimum of 30 semester hours or the equivalent of general education for its baccalaureate programs, which our current undergraduate degree, the Bachleor of Environmental Design degree conveys.

The Department's Admissions Committee evaluates graduate transfer students on an individual basis, to ensure that they have fulfilled all required core courses. Based on the assessments of each of this review, the Department requires transfer students to enroll in the required core courses that have not yet been satisfied. During the graduate admissions process, each applicant must first gain admission to the Texas A&M University Graduate School, which reviews each applicant's transcript to ensure they meet the general education requirements. The applications are then reviewed at the Department level.

The Texas A&M University Graduate admissions requirements are available here. As a summary of these requirements, the application to any graduate program requires the student to:

- hold a bachelor's or pre-professional degree or equivalent,
- provide transcripts from all colleges and universities attended
- provide GRE scores (waived for the COVID-19 until Fall 2023)
- pay the application fee

The department of architecture further requires. (link to requirements here)

- A resume (one to two pages)
- A statement of goals and purpose for graduate study
- Three letters of recommendation (academic references preferred, if possible)
- GRE scores of at least 146 verbal and a 295+ combined verbal and quantitative score (GRE was waived across TAMU during COVID-19 period)
- A portfolio in PDF format demonstrating ability and skills in:
    - Architecture Theory and Design
    - Analytical and programmatic methods
    - Evidence of tectonics as part of a comprehensive design
    - Proficiency in the use of digital tools
    - Proficiency in the use of English language
- The portfolio must also include:
    - Documentation of at least six projects from a design studio sequence
    - Clear identification of the individual's role in the work, if in a team project

At the graduate level in our Master of Architecture degree program, the Department reinforces the importance of a broad education by encouraging students to enroll in courses whose subject matter aligns with their area of interest. In many cases, as notd belows, the M.Arch student pursue Certificates that are available in the School's Research Centers, where a large number of courses that fulfill certificate requirements are offered by Colleges and Departments across Texas A&M University.

4.2.3 Optional Studies. All professional degree programs must provide sufficient flexibility in the curriculum to allow students to develop additional expertise, either by taking additional courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the required professional studies curriculum. These courses may be configured in a variety of curricular structures, including elective offerings, concentrations, certificate programs, and minors.

The program must describe what options they provide to students to pursue optional studies both within and outside of the Department of Architecture.

Program Response:
Students who enroll in the Master of Architecture degree program may develop additional expertise as recognized by certificate annotation on their diploma from the School of Architecture's Research Centers. The following certificates, linked here, may be earned by Master of Architecture students:

- Community Development Certificate
- Environmental Hazard Management Certificate

- Health Systems and Design Certificate *
- Historic Preservation Certificate *
- Sustainable Urbanism Certificate *
- Transportation Planning Certificate
- Facility and Asset Management Certificate

* indicates certificates more frequently achieved by Master of Architecture students.

In addition, students must enroll in a total of 25 credit hours of specialization courses, including 12 elective credit hours that enable the student to structure a program of study related to an established departmental emphasis area, certificate program, or a unique exploration topic that has faculty support. During the second semester of study, the student will, with advice from the faculty, select an advisory committee and develop a degree plan using one of the patterns of study as a guide. Based on this plan, which may include international opportunities, the student should identify coursework that clearly leads to the development of skills and the acquisition of knowledge that will prepare them for the final study year.

The student and their committee should be aware of the importance of the broader educational opportunities available at Texas A&M University that will provide more breadth and depth for the Master of Architecture degree. A typical degree plan affords students an opportunity to take a minimum of 12 credit hours of elective course work, thus enabling them to synthesize ecological, technological, social, behavioral, and aesthetic contexts and constraints into healthy, sustainable, human, and natural environments into a design project. The graduate program provides an opportunity to examine the past, be equipped for the present, and be prepared for future challenges in Architecture.

NAAB-accredited professional degree programs have the exclusive right to use the B. Arch., M. Arch., and/or D. Arch. titles, which are recognized by the public as accredited degrees and therefore may not be used by non-accredited programs.

Programs must list all degree programs, if any, offered in the same administrative unit as the accredited architecture degree program, especially pre-professional degrees in architecture and post-professional degrees.

Program Response:
The Department of Architecture in the School of Architecture at Texas A&M University offers four degree programs:

- The Bachelor of Environmental Design Degree
- The Master of Architecture Degree
- The Master of Science in Architecture Degree
- The Doctor of Philosophy (Ph.D.) in Architecture Degree

The number of credit hours for each degree is outlined below. All accredited programs must conform to minimum credit-hour requirements established by the institution's regional accreditor. Programs must provide accredited degree titles, including separate tracks.

4.2.4 Bachelor of Architecture. The B. Arch. degree consists of a minimum of 150 semester credit hours, or the quarter-hour equivalent, in academic coursework in general studies, professional studies, and optional studies, all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. Programs must document the required professional studies courses (course numbers, titles, and credits), the elective professional studies courses (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

Program Response:
The Bachelor of Architecture Degree is not currently offered by the Department of Architecture at Texas A&M University.

4.2.5 Master of Architecture. The M. Arch. degree consists of a minimum of 168 semester credit hours, or the quarter-hour equivalent, of combined undergraduate coursework and a minimum of 30 semester credits of graduate coursework. Programs must document the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for both the undergraduate and graduate degrees.

Program Response:
The Master of Architecture degree requires students to submit a transcript certifying a previously completed Bachelor's degree (113 semester hours) and the successful completion of university core requirements in mathematics, english, science, and history as required by the degree granting institution. The transcript must further articulate successful completion of:

- *Four (4) sequential design studio courses,*
- *Two (2) courses in structures,*
- *Two (2) courses in environmental technology,*
- *Two (2) history of architecture courses,*
- *One (1) course in social and behavioral sciences, and*
- *One (1) course in cultural diversity.*

These prerequisites plus the 55 credit hours of completed graduate coursework are required to achieve the NAAB-accredited Master of Architecture Degree at the Texas A&M University Department of Architecture.

4.2.6 Doctor of Architecture. The D. Arch. degree consists of a minimum of 210 credits, or the quarter-hour equivalent, of combined undergraduate and graduate coursework. The D. Arch. requires a minimum of 90 graduate-level semester credit hours, or the graduate-level 135 quarter-hour equivalent, in academic coursework in professional studies and optional studies. Programs must document, for both undergraduate and graduate degrees, the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes

(course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

Program Response:
The Doctor of Architecture (D.Arch) Degree is not offered by the Department of Architecture at Texas A&M University.

4.3 Evaluation of Preparatory Education

The NAAB recognizes that students transferring to an undergraduate accredited program or entering a graduate accredited program come from different types of programs and have different needs, aptitudes, and knowledge bases. In this condition, a program must demonstrate that it utilizes a thorough and equitable process to evaluate incoming students and that it documents the accreditation criteria it expects students to have met in their education experiences in non-accredited programs.

4.3.1 A program must document its process for evaluating a student's prior academic coursework related to satisfying NAAB accreditation criteria when it admits a student to the professional degree program.

See also Condition 6.5

Program Response:
The Texas A&M University Department of Architecture's Master of Architecture curriculum assumes full responsibility for offering the coursework related to satisfying NAAB-accreditation criteria. No prior academic coursework is used for the purposes of satisfying the curriculum requirements towards the accredited degree.

4.3.2 In the event a program relies on the preparatory education experience to ensure that admitted students have met certain accreditation criteria, the program must demonstrate it has established standards for ensuring these accreditation criteria are met and for determining whether any gaps exist**.**

Program Response:
The Texas A&M University Department of Architecture's Master of Architecture curriculum assumes full responsibility for offering the coursework related to satisfying NAAB accreditation criteria. No prior academic coursework is used for the purposes of satisfying the curriculum requirements towards the accredited degree.

4.3.3 A program must demonstrate that it has clearly articulated the evaluation of baccalaureate-degree or associate-degree content in the admissions process, and that a candidate understands the evaluation process and its implications for the length of a professional degree program before accepting an offer of admission.

Program Response:
The Texas A&M University Department of Architecture's Master of Architecture program lists its degree requirements as well as the Texas A&M University Graduate Admission requirements here. The weblink states the following:

"A four-year pre-professional architectural degree is required for admission to the Master of Architecture program. The preparation each student brings from their own pre-professional experience is critical to continued development toward the completion of core courses in advanced architectural knowledge leading to this professional degree. Each applicant should be able to demonstrate successful completion of the following courses or their equivalents as part of their undergraduate pre-professional degree:

- *Four (4) sequential architecture design studio courses*
- *Two (2) courses in structures*
- *Two (2) courses in environment technology*
- *Two (2) history of architecture courses*
- *One (1) course in the social behavior sciences*
- *One (1) course in cultural diversity*

Admitted applicants who are still earning the prerequisite degree are admitted contingent on the completion of that degree. Applicants who do not meet this contingency must reapply after graduation. Those who are interested in the Master of Architecture that does not meet the minimum educational requirements can apply for the Master of Architecture Career Change Program."

5—Resources

5.1 Structure and Governance

The program must describe the administrative and governance processes that provide for organizational continuity, clarity, and fairness and allow for improvement and change.

5.1.1 Administrative Structure: Describe the administrative structure and identify key personnel in the program and school, college, and institution.

Program Response:
All Texas A&M University System (TAMUS) institutions are governed by the Chancellor, and Board of Regents appointed by the Governor. The University President, Dr. Kathryn Banks, is selected by and reports to the Chancellor. The Interim University Provost and Vice President for Academic Affairs, Dr. Alan Sams serves as the University's chief academic officer and is responsible for the teaching, research, and service missions of the university. An Academic Dean leads each of the following at Texas A&M University Campus locations at the College Station Main Campus unless otherwise noted below:

- The College of Agriculture & Life Sciences
- The School of Architecture
- The College of Arts & Sciences
- The Mays Business School
- The School of Dentistry (Dallas)
- The School of Education & Human Development
- The College of Engineering

- The School of Engineering Medicine (Houston)
- The Bush School of Government & Public Service
- The School of Law (Fort Worth)
- The School of Medicine
- The School of Nursing
- The School of Performance, Visualization & Fine Arts
- The Irma Lerma Rangel School of Pharmacy
- The School of Public Health
- The School of Veterinary Medicine & Biomedical Sciences

The School of Architecture comprises the Department of Architecture, the Department of Construction Science, and the Department of Landscape Architecture & Urban Planning.

The School of Architecture's Dean's Office is the administrative center that leads and supports the academic, administrative, and financial efforts of departments and units to achieve excellence in teaching, research, and service. The School administration includes Interim Dean Dr. Patrick Suermann, Executive Associate Dean and Associate dean for research, Dr. Shannon Van Zandt, Associate Dean for International Programs and Facilities Leslie Feigenbaum, Assistant Dean for Diversity and Inclusion Dr. Deidre Davis, Associate Dean for Academic Affairs Shelley D. Holliday, and Assistant Dean for Graduate Studies Dr. Katie Reed. The School provides a centralized Business Office led by Assistant Dean for Finance and Administration Chris Novosad.

The Department of Architecture leadership team includes Dr. Gregory A. Luhan, FAIA, the Ward V. Wells Endowed Professor of Architecture and the Department Head of Architecture. The Department Head is responsible for all the activities concerning the Department, including finances, policies, and procedures for graduate and undergraduate programs, oversight of faculty and faculty committees, faculty recruitment and hiring, and the promotion and tenure process. The administration team that supports Dr. Luhan in this capacity comprises Dr. Stephen Caffey - the Associate Department Head for the Master of Science and Ph.D. programs, Dr. Ahmed K. Ali - the Associate Department Head for the Master of Architecture and Career Change Professional Degree Programs, and Dr. Weiling He - the Associate Department Head for the Bachelor of Environmental Design Program. The Department of Architecture has its own dedicated staff: Senior Administrative Coordinator Melinda D. Randle, Senior Administrative Coordinator Ginger White, and Administrative Coordinator Shanielle Veazie.

5.1.2 Governance: Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.

Program Response:
At the University level, Students, Faculty, and Staff each have a governance structure at the Texas A&M University. The student senate includes elected representatives from each College or School, the University Staff Council similarly represents the staff, and the Faculty Senate represents the faculty. Each governance

body has one or more representatives from the college or school as determined by open elections. Each governance body holds regular open meetings wherein a student, faculty, or staff member may bring issues to the body, contribute to policy evolution and creation, or express concerns regarding rules, policies, or procedures affecting them. Leaders within university administration develop their own unique relationship within the shared governance structure.

Faculty | All committees adhere to the university-level rules and standard administrative procedures that are based on Texas A&M University System (TAMUS) policy (the System is comprised of 11 universities, a comprehensive health science center, and eight state agencies).

At the departmental level, ten (10) committees serve as its governance structure. The faculty actively participate in the Departmental operations and policymaking through a set of elected/appointed committees that serve as advisories to the Department Head of Architecture:

- The Department of Architecture Promotion + Tenure Committee
    - Promotion and Tenure, Faculty Mentoring
- Academic Professional Track (APT) Committee
    - Promotion and Tenure, Faculty Mentoring
- The Master of Science and Ph.D. Committee
    - Recruitment, admissions, curriculum, program and learning outcome assessment, graduation, job placement, and pre- and post-surveys of MS & PhD Students
- The Master of Architecture Committee
    - Recruitment, admissions, NAAB criteria alignment to curriculum, program assessment, learning outcomes, graduation, job placement, and pre- and post-surveys of MARCH Students
- The Bachelor of Environmental Design (BED) Committee
    - Recruitment, admissions, curriculum, program and learning outcome assessment, graduation, job placement, and pre- and post-surveys of BED Students
- The Department of Architecture Academic Affairs Committee (DAAC)
    - Curriculum and education policy issues for the department, review of program, course, and curriculum proposals to ensure that proposals meet the college's educational goals and objectives
- The Scholarship Committee
    - Student Scholarships and Awards
- The Honors and Awards Committee
    - To promote a culture of faculty excellence and success by recognizing and celebrating honors and awards, the committee will develop and maintain a comprehensive knowledge base with indicators of honors and awards success to ensure that the departmental faculty are aware of the key performance indicators and the trajectories of success.
- The Lectures and Exhibitions Committee
    - Coordinate all lectures and exhibitions within the department and college in a centralized manner to ensure that all activities support the department's academic mission by advancing the research and

intellectual development of the faculty and students of the Department and benefit the Departmental community, the profession, and the public.
    - Coordinate the exhibition of representative examples and documentation of student work systematically collected and prepared for exhibitions by the degree programs.
    - Coordinate the set-up and/or installation of any materials necessary for lectures, exhibitions, events, and/or programs not directly produced by the units, including the Department End of the Year Show.
- The Faculty Search Committee (as needed)
    - Recruit and review potential faculty hires

In addition to the Departmental standing committees, the Department of Architecture has five (5) Trajectory Task Forces related to Design, Representation, History/Theory/Criticism, Technology, and Engagement. These taskforces span both undergraduate and graduate level curriculum and research interest areas. The task forces self-organize to review and plan course offerings, develop new course offerings for submission to DAAC for formal approvals, or take on particular tasks as organized by the Department Head. These processes ensure relevant curriculum development and alignment with professional development and responsiveness to industry trends.

Staff | In terms of staff, three primary staff functions service the department. The staff is vital to the Department of Architecture's Executive Committee or EXCO.

Students | At this time, the Department has no formal student government or student council structure. However, the Department Head of Architecture meets each month with the officers of the student chapters of the American Institute of Architecture Students (AIAS) and National Organization of Minority Architecture Students (NOMAS) student organizations and has monthly assembly meetings with students from each year level of the Bachelor of Environmental Design (BED) undergraduate program, meets with the entirety of the Master of Architecture students, and collectively with the Master of Science in Architecture and PhD in Architecture students. Through these assemblies, students from each academic level regularly meet for open discussion and listening sessions to discuss their perceptions, identify notable opportunities, present strategies and ideas for improvement, or address and resolve issues.

5.2 Planning and Assessment

The program must demonstrate that it has a planning process for **continuous improvement** that identifies:

5.2.1 The program's multi year strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.

Program Response:
In the summer of 2021, the Department of Architecture faculty, including tenured, tenure-track, and Academic Professional Track (APT) developed a strategic plan to

guide the direction of the department. The strategic plan aligns with the priorites and goals of Texas A&M University's Path Forward, which was released on 14 December 2021 and details forty-one (41) recommendations for reorganization of TAMU in direct response to the MGT Report.

The five (5) Strategic Aspirations for the Department (from Department of Architecture Strategic Planning Retreat 08/2021):

1. Become a Top 10-ranked program in the United States as ranked in Design Intelligence by 2025 [Professional Graduate Program]
2. Increase diversity within the Department (faculty, staff + students) and support university diversity initiatives [Undergraduate and Graduate programs]
3. Expand, modernize, and continuously improve curriculum to align with 21st century design demands [Undergraduate and Graduate programs]
4. Be a National Leader in Architectural Education, Design, Research, and Innovation [Faculty + Undergraduate and Graduate programs]
5. Develop sustainable models for growth and development through new research labs and facilities [Faculty]

An implementation plan accompanying the Department's Strategic Plan will help to strengthen and grow the Department of Architecture.

- Driven by Positioning | Tell our story to the World and position the Department for success
- Driven by People | Promote Student Success - Attract and retain top students
- Driven by Pedagogy | Lead through impact-driven curriculum, measurable learning outcomes and design research portfolio
- Driven by Innovation | Integrate Architecture Design and Research into the Curriculum
- Driven by Expertise | Develop a culture that attracts and retains faculty with research and design expertise

To achieve and implement these goals the program developed a continuous improvement plan that occur at all levels of the Department. Formal assessment and reporting occurs through the university's AEFIS platform, where each degree program must establish learning outcomes and a plan to gather and report evidence about the extent to which outcomes are achieved. The program has integrated the NAAB outcomes into its AEFIS report so that requirements for each are integrated as much as possible.

Under the leadership of the new Department Head, Dr. Gregory A. Luhan, FAIA the program made significant changes to their formal assessment procedures beginning in 2021. The outcomes identified align with the NAAB criteria (Practice Knowledge, Discipline Knowledge, Design Synthesis, and Building Integration). Artifacts are collected for each corresponding outcome/course, and then are reviewed by a subset of faculty. The rubric asks faculty to score work on a range from "Not Present" to "Distinguished." Then, the scores are summarized and reported via the AEFIS platform. The university also requires that programs contextualize their findings and identify areas for improvement. The AEFIS reports are submitted annually, and a workflow ensures that multiple parties provide input on and review the report.

The AEFIS platform focuses primarily on student learning outcomes, but the program also engages in more general continuous improvement efforts related to the curriculum and program quality overall through less formal means (e.g., faculty meetings and discussions). For example, the addition of the ARCH 658 course (the new course that brought it up to 55 hours) came from the faculty seeing a need for content in this area. In the Fall of 2019 the faculty proposed a new course, ARCH 658 Architectural Materials and Assembly Design. This course was approved at the College and University levels and the syllabus can be found in the appendix. In conjunction with the creation of the ARCH 658 course the faculty proposed to add three hours to the current 52 hour curriculum with the intent to make ARCH 658 a required course within the core curriculum. To investigate the impacts of this addition the faculty compared the current 52 credit hour Master of Architecture program and curriculum to other similarly structured 2-year NAAB accredited Master of Architecture programs. It was determined that adding 3 credit hours, resulting in a 55 credit hour program, would accomplish two goals. Adding this course would strengthen the core offerings of our program and keep in step with a noticed trend of Materials and Methods style seminar courses being offered at other programs. The additional 3 credit hours added to the program would keep us competitive with other similarly structured 2-year programs as they range from 52 credit hours to 60 credit hours. This addition was approved at the College and University levels and was part of the catalog and degree plan for all incoming students beginning in the fall semester 2020.

In 2020 the Department of Architecture decided to pursue iPAL designation based on their goals related to maintaining program competitiveness and the professional education in preparation for licensed architects. The Integrated Path to Architectural Licensure (IPAL) is a program offered by the National Council of Architectural Registration Boards (NCARB) to motivated students studying architecture who seek to become licensed professional architects. This program enables students to simultaneously pursue the three essential components for licensure, i.e. Education (NAAB accredited degree), Experience (AXP), Examination (ARE 5.9), and thereby reduce the overall time required to obtain an architectural license. The IPAL option offered by the Department of Architecture at Texas A&M University was approved by NCARB in July 2021. In the fall 2021, the first cohort of iPAL students entered the program. The Integrated Path to Architectural Licensure (IPAL) option offered by the Department of Architecture follows the normal curriculum as the Bachelor of Environmental Design (BED) degree and the Master of Architecture (MArch) degree. In addition, IPAL students receive mentoring and guidance in obtaining employment that will accumulate AXP credit toward licensure. IPAL students will have exclusive access to study materials and aids when they are ready to begin taking the Architectural Registration Examination (ARE 5.0). There are no additional academic costs to be enrolled in IPAL. Several students who joined our Master of Architecture degree program have already recorded considerable AXP experience with NCARB. They are advised to meet with the IPAL & AXP advisor to apply for admission to the appropriate IPAL cohort.

The Master of Architecture is a professional degree program accredited by the National Architectural Accrediting Board (NAAB) and it is the key educational component in the process of becoming a licensed Architect. At Texas A&M University this program creates the epistemological foundation for leaders and

practitioners in the highly diverse discipline of Architecture who have positive impacts on design and environmental issues at local, national, and international levels.

The Spring 2021 Assessment cycle was the ***first*** implementation of a new process of the program self-assessment. In Spring 2021, a Google doc data collection tool was used, in Spring 2022, a Qualtrics assessment tool was developed and used to score faculty evaluation of students work submitted at the end of the year by course instructors. A data collection spreadsheet was developed and linked to separate Google Drive Folders. Faculty were asked to upload their course materials and students work on the designated links.

The Master of Architecture program committee has developed an assessment methodology with a long-term vision of creating a "process of continuous improvement" that would satisfy ***four*** simultaneous goals as below.

1. Meet AEFIS Requirements
2. Meet NAAB Requirements
3. Integrate the creation of assessment artifacts by **students** into the culture of our semester long / year-long design processes and archiving.
4. Integrate the creation of assessment processes by **faculty** into the culture of our design processes to ensure a systematic continuous self-improvement.

We look at assessment as more than something done at the end of the academic year cycle. Assessment is the barometer for how we measure where we are going based on what we have done. Architecture students complete unique design projects in each course based on a design brief. The design brief, in each course section, is a unique creation based on faculty expertise, interests, and experience intended to meet the learning objectives of specific courses and the dimensions of the rubrics.

Not Present: The work presented does not show any evidence.
Emerging: The work presented shows awareness or understanding, but does not communicate the beginnings of ability.
Novice: The work presented shows the beginnings of ability to synthesize, but lacks meaningful development or clarity.
Proficient: The work presented shows ability to synthesize at such a level that any missing information could easily be added.
Distinguished: The work presented clearly and effectively shows the ability to synthesize this dimension.

The four (4) self-assessment criteria set by the department of architecture and used for the scoring system include:

1. **Practice Knowledge**
   PC.1 Career Paths
   PC.8 Social Equity and Inclusive Environments

   SC.1 Health Safety and Welfare in Built Environments
   SC.2 Professional Practice
   SC.3 Regulatory Context
   SC.4 Technical Knowledge

2. **Discipline Knowledge**
   PC.2 Design
   PC.3 Ecological Knowledge & Responsibility
   PC.4 History and Theory
   PC.5 Research and Innovation
   PC.6 Leadership and Collaboration
   PC.7 Learning and Teaching Culture

3. **Design Synthesis (**SC.5)
   SC 5.1 User requirement
   SC 5.2 Regulatory Environments
   SC 5.3 Site Conditions
   SC 5.4 Accessible Design
   SC 5.5 Measurable Impacts of Design Decisions

4. **Building Integration (**SC.6)
   SC 6.1 Integration of Building Envelopes and Assemblies
   SC 6.2 Structural Systems
   SC 6.3 Environmental Control Systems
   SC 6.4 Life Safety Systems
   SC 6.5 Measurable Outcomes of Building Performance

1. **Practice Knowledge:** Students must develop awareness and understanding of SIX diverse and interconnected aspects of professional architectural practice. These include Technical Knowledge, Career Paths, Social Equity & Inclusive Environment, Health Safety & Welfare in the Built Environment, Regulatory Contexts, and Professional Practice. After a review of the assessment artifacts and the results the faculty concluded that upon extended inspection and review Practice knowledge is evident in the work but is not immediately evident in all the assessment artifacts as presented. This indicates a need for both a norming process within the faculty as well as some instruction on methods of making evidence of Practice Knowledge gained in the work done explicitly in the artifacts.

   - PC.1 Career Paths: This dimension measures how well the work reflects an understanding of the available career opportunities within the discipline and practice of architecture.

   - PC.8 Social Equity and Inclusive Environments: This dimension measures the depth of understanding regarding diverse cultural and social contexts and how well that understanding has translated into a built environment that equitably supports and includes people of different backgrounds, resources, and abilities.

   - SC.1 Health Safety and Welfare in the Built Environments: This dimension measures understanding of the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.

- SC.2 Professional Practice: This dimension measures understanding of professional ethics, the regulatory requirements, the fundamental business processes relevant to architectural practice in the United States, and forces influencing change in these areas.

- SC.3 Regulatory Context: This dimension measures understanding of the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project.

- SC.4 Technical Knowledge: This dimension measures understanding of established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design economics and performance objectives of projects.

2. **Discipline Knowledge:** Students must develop awareness and understanding of SIX diverse and interconnected aspects of the discipline of architecture. These include Design, History & Theory, Ecological Knowledge, Research & Innovation, Learning & Teaching Culture, and Leadership & Collaboration. After a review of the assessment artifacts and the results the faculty concluded that upon extended inspection and review Disciplinary knowledge is evident in the work but is not immediately evident in all the assessment artifacts as presented. This indicates a need for both a norming process within the faculty as well as some instruction on methods of making evidence of Disciplinary Knowledge gained in the work done explicitly in the artifacts.

    - PC.2 Design: This dimension measures how well the student understands a design process of integrating multiple factors across multiple scales of development.

    - PC.3 Ecological Knowledge: This dimension measures the holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaption, and resilience principles in their work and advocacy activities. This dimension measures the depth of understanding of the dynamic between built and naturally occurring environments.

    - PC.4 History and Theory: This dimension measures the understanding of the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.

    - PC.5 Research and Innovation: The dimension measures the level of preparedness to engage and participate in architectural research to test and evaluate innovations in the field.

    - PC.6 Leadership and Collaboration: This dimension measures the understanding of approaches to leadership in multidisciplinary teams,

diverse stakeholder constituents, and dynamic physical and social contexts, through evidence of collaboration to solve complex problems.

- PC.7 Learning and Teaching Culture: This dimension measures understanding of the importance of a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.

3. **Design Synthesis (SC.5) (ARCH 608):** Students must develop the ability to make design decisions with architectural projects while demonstrating synthesis of FIVE dimensions: user requirements, regulatory requirements, site conditions, accessible design, and the consideration of the measurable impacts of design decisions. Learning outcomes measure how well students synthesized each of these five dimensions into a year-long architectural design project. After a review of the assessment artifacts and the results the faculty concluded that synthesis is happening in the design work but is not evident in all the assessment artifacts. This indicates a need for both a norming process within the faculty as well as instruction on methods of making evidence of synthesis explicit in the artifacts.

    - SC 5.1 User requirements: measures how well the proposed design work takes into account the specific requirements of the intended users. This could be as simple as ensuring proper sight lines in an auditorium or as complex as how well the work for a school simultaneously accounts for forward looking learning curriculum and increased school security.

    - SC 5.2 Regulatory Environments: measures how well the proposed design work acknowledges the regulated aspects of building design. This could range from simple building code compliance to complex interweaving of design requirements provided by specific agencies.

    - SC 5.3 Site conditions: measures how well the proposed work integrates specific site issues into a design project. Site conditions include, but are not limited to, climatic, solar, topographical, geo-technical, ecological, cultural, social, and economic factors.

    - SC 5.4 Accessible Design: measures how well the proposed design work integrates issues of the ADAAG and creates works that meet or exceed the minimum standards for accessibility and inclusive environments.

    - SC 5.5 Measurable impacts of design decisions evaluate the method by which students measured the impacts of their design works across any of the dimensions listed above.

4. **Building Integration (SC.6) (ARCH 606):** Students must develop the ability to make design decisions within architectural projects while demonstrating integration of FIVE distinct items: building envelope systems & assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance. This learning outcome measures how well students integrated these five aspects into a semester-long architectural design project. After a review of the assessment artifacts and the results the

faculty concluded that integration is happening in the design work but is not evident in all the assessment artifacts. This indicates a need for both a norming process within the faculty as well as some instruction on methods of making evidence of integration explicit in the artifacts.

- SC 6.1 Integration of Building Envelopes and Assemblies: measures how well the proposed design work resolves specific details of building envelopes and construction assemblies.

- SC 6.2 Structural Systems: measures how well the proposed structural work integrates into the architectural design.

- SC 6.3 Environmental Control Systems: measures the appropriateness of the system selection to geographic location and use requirements.

- SC 6.4 Life Safety Systems: measures how well the proposed work takes into account the basic parameters of life safety in building design focusing on means of egress and fire protection.

- SC 6.5 Measurable outcomes of building performance: evaluate the method by which students measured building performance across any of the dimensions listed above.

Findings from Spring 2021 data collection (For academic year F20/S21):
While the initial target average of 5 was not met, we believe the goal was partially met. As a student and faculty collective we succeeded in implementing a robust collection and assessment process that will now become part of our routine semester activities. The lessons we learned are:

1. The Faculty needed a ***norming session(s)*** to calibrate the assessment instrument by the end of each semester.
2. Students needed guidance on creating the assessment artifacts; guidance on making explicit that which was previously implicit.

The learning portfolios were evaluated by a group of graduate faculty using a 0-8 scale with 0 being not present and 8 being fully present and distinguished.

The target was an average of 5 out of 8 (based on 0-8 Likert scale assessment score entered by internal faculty members).

Action plan to meet the self-assessment goals:

- Faculty will go over the rubric with students prior to submitting their portfolios; class time will be dedicated to discussing the rubric, using examples of student work to illustrate the dimensions of the rubric, and allow students time to ask questions and get feedback on their work.
- Learning portfolio will be curated to the specific learning outcomes in the course syllabus. Students will be asked to submit a learning portfolio that responds to each learning outcome supported by evidence from their work (artifacts, images, drawings, and text). Example: if a course has 5 learning outcomes, the students are expected to submit 5 pages. One page for each for each learning outcome.

**As part of the continuous assessment and evaluation process, the Department of Architecture Master of Architecture Committee discovered that limiting the deliverables to these specific deliverables did not fully capture the comprehensive nature of the studio work. Beginning in the fall 2022 semester, studio faculty will collect all student work, regardless of connection to the learning outcomes, so that the work can be more fully assessed and evaluated.*

5.2.2 Key performance indicators (KPI's) used by the unit and the institution

Program Response:
Texas A&M University identifies several indicators to measure success. As part of the Vision 2020 Metrics that Texas A&M University measures include: Student-to-Faculty Ratios, Admission selectivity and yields (applied, admitted, enrolled reports), In-State Tuition and Education Expenditure per student, Student Retention and Graduation rates by educational expenditure per student, Time to Degree, Percent of Underrepresented Minorities, Faculty Accomplishment, Research Expenditures, and Endowed Assets and Alumni Giving Rate. These indicators are available through TAMU Accountability. Additional metrics available through DARS include Weighted Student Credit Hour/Student Credit Hour, University student enrollment and demographic information by level, classification, and entry status.

Before 2020, the Department of Architecture did not have robust reporting data on the number of licensed architects produced, Job placement upon graduation, and internship participation. With the Department having the first Integrated Path to Architectural Licensure (iPAL) in the State of Texas, the Department is now tracking that data along with iPAL participation. While neither Texas A&M University nor the School of Architecture has set specific target goals for these indicators, the MGT Report identified the need for producing more licensed architects. Therefore, the Department of Architecture will emphasize these new data points significantly.

5.2.3 How well the program is progressing toward its mission and stated multiyear objectives.

Program Response:
The Department of Architecture believes that our program-driven objectives are attainable and will continue to strengthen, deepen, and identify opportunities for our faculty, staff, and students alike that equate to success at all levels and for the entire department. The Department is committed to developing new opportunities to strengthen our undergraduate and graduate programs, create new experiences for our students, diversify our faculty and student composition, and better position our Department for near-term and long-term success, as outlined in the Department's Strategic Planning documents.

In response to the Department's Strategic Plan's first goal *(Become a Top 10-ranked program in the United States as ranked in Design Intelligence by 2025)*, in 2020, the

Department of Architecture established external and internal strategies. Externally, the Architecture + Industry Advisory Council (A+IAC), with the support of the School of Architecture, hired a full-time Design Industry liaison in 2022 who will help expand the Department's impact and position it for greater flexibility.

In response to the Department's Strategic Plan's second goal *(Increase diversity within the Department (faculty, staff + students)* and support university diversity initiatives), in 2020, the Department of Architecture established a National Organization of Minority Students (NOMAS) Chapter that is committed to giving our underrepresented students a voice in the Department and our community. In 2021, Texas A&M was officially recognized as a Hispanic Serving Institution (HSI) by the United States Department of Education. As an HSI, Texas A&M is charged with expanding the capacity of low-income, first-generation Hispanic students, and other underserved students and their communities. Increasing opportunities for underserved students to interact and engage with faculty that share their ethnic, life, and cultural experiences are essential to achieving this goal. The presence of faculty of color is also integral to the University's mission to provide the highest quality of undergraduate and graduate education and develop new understandings through research and creativity. In 2022, TAMU established the ACES Plus initiative to ensure promising faculty come to Texas A&M. With active searches beginning in the fall of 2022, the Department hopes to attract new faculty to our program that significantly advances campus goals, our land-grant mission for a demographic composition that represents the State of Texas, and positively influences our faculty composition. In 2022, the Department collaborated with the School of Architecture Office of Diversity and Inclusion to design an exhibition for the NIA Cultural Center to celebrate the 2022 Juneteenth event in Galveston (TX). The triptych design panels exhibition presented its collaborative research and interaction between the Texas A&M Department of Architecture and Prairie View A&M architecture students. The exhibit's centerpiece was a stainless steel bell cast by Brad Oldham and Christy Coltrin (Dallas), which will serve as the initial bell of a 76-bell carillon bell ensemble open-air public art museum project for Galveston. The team also presented its work at the Juneteenth Museum Christening, recognized by Sheila Jackson Lee, Member of the US Congress, 18th District, Texas, at the Old Galveston Custom House.

In response to the Department's Strategic Plan's third goal to *(Expand, modernize, and continuously improve the curriculum to align with 21st century design demands)*, since 2020, under the direction of Department Head Luhan, the Department has actively participated in measurable student learning outcomes through annual self-assessment portfolio review. This review identifies areas of improvement but also enables the faculty to fine-tune the MARCH curriculum. The Department of Architecture ensures that the design studio framework supports both critical thinking and NAAB Student Performance and Program Performance Criteria with the intellectual merit, broader impacts, and rigor of the final study book publication anticipated to elevate the depth and quality of work to a higher level and increase the level of retrievability. Further, under the new department leadership, Dr. Gregory Luhan, Department Head of Architecture, and Dr. Ahmed K. Ali, Associate Department Head for Professional Programs, the program is being constantly assessed and calibrated towards timeless values and current or emerging professional trends. The Department's committee structure enables faculty to tune, update, and revise courses or add new, relevant courses to the program through

DAAC review. An example is the Department's implementation of ARCH 658 (Building Materials and Assemblies), which provides our students with critical new knowledge related to material science, construction typologies, and building assemblies.

In response to the Department's Strategic Plan's fourth goal to *(Be a National Leader in Architectural Education, Design, Research, and Innovation)* the quality of our Master of Architecture graduate students has consistently increased since the last NAAB accreditation of 2014, as evident in the national and international recognition of our students in design competitions, peer-reviewed activities, published scholarship, and funded research opportunities such as the 2023 Solar Decathlon (DOE/NREL funded project).

In response to the Department's Strategic Plan's fifth goal to *(Develop sustainable models for growth and development through new research labs and facilities),* the Department of Architecture hosts facilities that currently serve as an interactive environment where architects, designers, construction scientists, managers, planners, and engineers prototype products through product development, delivery, and outcomes. These facilities need to continuously improve in order for the Department's faculty to pursue high dollar value research Through BIM (Building Information Modeling)-integrated design, advanced spatial analytics, cutting-edge land-use science, technology and modeling, local collaboration and citizen science, robotics and fabrication, materials testing, and building science, our primary goal is to produce more sustainable, energy-efficient, creative, affordable, economical, environmental, and more holistically designed single and multi-family housing across all income levels and demographic types. This art-to-part prototyping and manufacturing approach calls for unified, collective, collaborative and innovative research that currently only exists in small, disaggregated labs across the country. Given Texas A&M's capacity, the Department can expand its research-centered facilities where investigations co-exist and expand to include the business and monetizable aspects of design and collaboration, that achieve structural performance, thermal performance, anchoring, and appearance while exploring new materials, systems design, and fabrication processes.

5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.

Program Response:
Under the new university administration leadership, massive changes took place in response to the MGT Report at all University and School levels affecting the Department of Architecture.

In Alignment with the MGT Report Challenge, *"What will the Department of Architecture do in order to be"*

- globally recognized as the best in class,
- the first choice for talented students,
- have a unified sense of purpose,

- a unique commitment to core values and traditions and a deep connection to its intersecting communities,
- make a difference in people's lives with an immense and impactful former student network, and
- engage in Aggies supporting Aggies in a changing world.

From the Department of Architecture Strategic Plan + Implementation Plan, in order to be globally recognized as the best in class, the Department of Architecture must have openness to failure and experimentation for students and faculty to encourage innovation, have the right blend of cutting-edge practitioners and research faculty, continue to press forward with technological innovations within the discipline, such as computational design and design for virtual worlds, and improve external communications to share better the story of the department and our former students (alums) with the world.

From the Department of Architecture Strategic Plan + Implementation Plan, in order to be the first choice for talented students, the Department of Architecture must promote a culture of experimentation among studio students, increase financial and mentorship support from the discipline for all majors and grad students, take advantage of its "Third-Coast" geographic location, develop a flexible curriculum that keeps pace with design and architecture trends enabling multiple paths for students to choose, work with students to identify real-world problems that drive studio work, and help students to understand how to develop business plans for their projects.

From the Department of Architecture Strategic Plan + Implementation Plan, in order to present a unique commitment to core values and traditions and a deep connection to its intersecting communities, the Department of Architecture must work on a better blend of theory and history curriculum with practical training and practitioner faculty projects and "decolonize" architectural practice through recognition of local and indigenous knowledge.

From the Department of Architecture Strategic Plan + Implementation Plan, in order to make a difference in people's lives with an immense and impactful former student network, the Department of Architecture must promote community advocacy through engaged studios and develop more internship and industry-connected studios throughout the student's experience beyond the capstone project.

From the Department of Architecture Strategic Plan + Implementation Plan, in order to engage in Aggies supporting Aggies in a changing world, the Department of Architecture must develop opportunities to strengthen studio-industry relations by working with former students, promote more international internships, structure opportunities for students to share their work through structured debriefs, presentation reviews and strategy sessions, demonstration projects, gather industry insights from recent graduates, and facilitate introductions to global project sites and practitioners.

To produce the Department of Architecture's 2021 Strategic Plan and Implementation Plan, the faculty developed an appreciative inquiry to develop its SOAR - strengths, opportunities, aspirations, and results framework.

Strengths | The Department of Architecture has many strengths, from its well-known faculty, strong undergraduate scholarship funding, its dynamic heritage of combining research & design, a comprehensive departmental culture of critical thinking and imagination, facilities, strong industry connections, and extensive international networks. The Department uses these strengths to achieve a balanced faculty workload between teaching, research, and service and to support its students through research, internships, or teaching assistantships. All faculty are supported with research stipends, conference funding, travel, and if requested, special equipment purchases. Recent hires also receive generous start-up packages to jump-start their research programs. The Department of Architecture has a long and strong history of industry connections and community-based engagement that enable faculty and students to work on real-world projects across various scales and complexities. The faculty and students utilize the existing research and fabrication facilities to develop projects that positively impact the communities that we serve. The scale of engagement and the level of emerging research has since led to the need for expanding our research and teaching facilities. The extensive network of Aggies continues to grow and impact the Department. In 2020, the Department of Architecture developed its A+IAC to advocate for increased alumni engagement and serve as a sounding board that aligns emerging industry and professional trends with the curricular framework in the academy. Many of our alumni founded award-winning firms or have assumed leadership roles in highly-successful, world-renowned firms. Through their involvement in studio reviews or partnerships with the A+IAC, these former students facilitate the hiring and placement of our students and graduates in firms worldwide. The activity of the A+IAC has also expanded our already successful career fair and helped to sponsor students who participate in the Department's iPAL program.

Opportunities | The Department of Architecture has expanded its presence across Texas through its research and teaching activities. The Department identified ways of expanding degree, minor, and certificate offerings to achieve this opportunity. The Department of Architecture is moving forward with STEM Designation for MS programs and dual MArch-MS degree. The MS in Architecture is also diversifying to strategically connect faculty research within the educational context to enable concentrations in Robotics/Fabrication, Health, Interiors, and Energy. In the last two years, the Department had five senior faculty retire and two tenure/tenure-track faculty leave the University for outside employment. The Department has hired two new tenure-track faculty and plans to hire two more during the 2022-2023AY. The Department has developed a 3-year plan for hiring and retaining faculty to "Do Fewer Things Better" and to ensure the best use of available resources while increasing undergraduate and graduate preparation of its students. The Department is actively recruiting new faculty to increase departmental diversity and inclusivity while retaining its faculty. The Department is considering post-COVID work trends by embracing architectural needs and practices within virtual worlds, exploring areas of specialization through curriculum and internships and industry-connected studios, and increasing business/entrepreneurial education and coursework within the program.

Aspirations | The Department of Architecture seeks to improve and enhance its visibility through its website, social media, and branding. The Department of Architecture is working to move beyond the perception of infighting for resources and

ideologies between and within the School of Architecture Departments. Due to differing opinions about the School's identity and by extension, the Department, and how it should be portrayed, the Department of Architecture faculty, staff, and students are largely dissatisfied with the lack of communication regarding the School and its Department. The new Department Head of Architecture established a transparent environment and shared vision that the faculty wholeheartedly agree with and approved through voting in a 2020 faculty meeting. Before 2020, the Department of Architecture's presence on the Web and Social Media was decades behind comparable schools in the nation, primarily due to multilayers of scrutiny and bureaucracy at the School level and the Department's inability to control its own narrative. Since early 2022, the Department of Architecture has been working directly with the School of Architecture and TAMU Division of Marketing & Communications (MarComm) to take control of its ARCH designation and rebrand the School as SOA. As of 06 September 2022, this is still a work-in-progress, with two of the four Departmental social media accounts aligned to a consistent TAMUarch branding. There is a common belief that once completed, this will elevate the School and Department's identity, focus, quality, and strength and remove the barriers of having a common "Architecture" designation. With new leadership in place at the School and Department level, this is an opportunity to make positive change and progress in this regard. The Department and its faculty are elevated their IRB-approved research and studio work for publication, increased participation and impact in professional and disciplinary associations and organizations, and are actively pursuing ways to address social and environmental problems through architecture.

Results | The Department of Architecture has seen significant results since its last NAAB Accreditation visit, particularly in the last two years. Since 2020, the Department has increased the number of promotion-eligible faculty, has found a way to optimize for and measure the innovation of its creative scholarship and high-impact research, increased the number and quality of outside reviewers of studio work, increased the number of funded and endowed scholarships, increased the amount of Departmental fundraising, and increased the number of students seeking professional licensure through its A+IAC, iPAL, and internship programs. The Department annually distributes more than $500,000 in scholarships to support its students. This support in on top of the nearly $200,000 of research and teaching assistantships provided by the University/School/Department. For the 2022-2023AY the Departmental Scholarships is estimated to be approximately $860,000 as shown in the table in section 5.7.

5.2.5 Ongoing outside input from others, including practitioners.

Program Response:
The Department of Architecture has six primary forms of external engagement with and gaining input from individuals outside the college, including practitioners, academics, former students, and industry leaders in diverse fields. These include the Architecture+Industry Advisory Council; faculty participation in professional organizations related to faculty research and professional practice interests; national and international professional engagement in the studio reviews; committee membership; Internships, iPAL, and Career Fair; and departmental leadership visits to former students and donors.

A+AIC | In 2020, the Department of Architecture developed an external A+IAC to advocate for increased alumni engagement and serve as a sounding board that aligns emerging industry and professional trends with the curricular framework in the academy. The composition of the A+IAC is intentionally diverse in terms of demographic composition, industry relations, and geographic location. The A+IAC meets in person twice a year - once in the fall and once in the spring with virtual exchanges with the Departmental leadership during the summer and in advance of the fall and spring meetings. During the in-person meetings, the A+IAC members meet faculty and students to discuss emerging trends in professional practice, student job opportunities, market conditions, curriculum enhancement, emerging technologies, and research areas that the A+IAC could facilitate.

As follows is the Department of Architecture | Architecture + Industry Advisory Council (A+IAC) member bio link.

Faculty Participation in Professional Organizations | Many faculty in the Department of Architecture, especially those that teach design studios, are licensed architects or Associate Professors of Practice who run local practices in the College Station/Bryan area. Because of their professional engagement and practice, they are conduits for external points of view. Several of the faculty also serve on the Editorial Boards for national/international peer-reviewed journals such as the Journal of Architectural Education (JAE), Technology | Architecture Design (TAD), and Health Environments Research & Design Journal (HERD), where current emerging research gets published. The faculty are active members of the Board of Directors of professional organizations American Institute of Architects (AIA), Associate of Collegiate Schools of Architecture (ACSA), Society of Architectural Historians (SAH), the Association for Computer Aided Design in Architecture (ACADIA) The faculty bring these external vantage points to bear upon their teaching and during open faculty forums each semester.

Studio Reviews | The Department of Architecture leadership and faculty members regularly invite external collaborators, practitioners, community officials, and industry partners to participate in design studio reviews. Individual studio professors coordinate these activities independently or in collaboration with the Lecture Series Committee when guest lecturers participate as part of their visit. The timing of the reviews enables direct interaction with the students, and they often discuss the relevance and application of their firm's design work in the process. Faculty can also engage with these guests in formal and informal settings that the Department facilitates.

Committee Membership | The Department of Architecture committee structure encourages external participation on its committees. These external viewpoints have extreme value to our curriculum and enable yet another form of engagement with the local AIA Chapter – AIA Brazos.

Internships, iPAL, and Career Fair | The Department of Architecture Bachelor of Environmental Design degree program requires students to have a study away experience during the third year of study. Internships are also available throughout the school year and summer for credit and non-credit. During the for-credit

experiences, students are assigned in-office advisors who mentor the interns. As part of the final grade for the class, these office mentors are required to provide invaluable feedback about the student and their education and frequently offer insights into our program based on these professional experiences. In addition to this feedback, the Department Head of Architecture frequently meets with local and state practitioners to receive feedback on how well graduates fare in their offices and what they are looking for in their future recruits. In 2022, the Career Fair also provided the Department additional input from participating firms following their student interviews. The Department and AIAS developed a survey to collect their observations regarding student portfolios, resumes, and interview skills that the Department will use to plan and improve upcoming career fairs.

Former Student Visits | Due to COVID, the Department Head had limited in-person travel visits to Former Students of the program. As a result, the Department Head arranged for meetings with former students via zoom to discuss their practices and identify additional former students that the Department Head needed to meet. Since January 2022, the Department Head has traveled to many areas in the Texas Triangle, Kentucky, California, Illinois, and New York to meet with Former Students or architectural firms where our students work. During these visits, the Department Head collects valuable insights that he shares with the Department's Executive Leadership Team (EXCO) and faculty during monthly faculty and committee meetings.

The program must also demonstrate that it regularly uses the results of self-assessments to advise and encourage changes and adjustments that promote student and faculty success.

Program Response:
Texas A&M University uses the AEFIS (Assessment, Evaluation, Feedback & Intervention System) platform for its annual program level assessment, student course evaluations and core curriculum assessment. The Department of Architecture works directly with the Office of Institutional Effectiveness & Evaluation to identify key priorities for the department aligned with SACSCOC and NAAB Accreditation procedures. The School of Architecture office, through Assistant Dean for Graduate Studies Katie Reed, oversees assessment and accreditation for the School.

In 2020, the Department of Architecture instituted a robust assessment procedure using Student Learning Portfolios to collect and analyze data. The Department of Architecture has collected data using this framework for two data collection assessment cycles. Under this framework, the Department instills a process of continual improvement alongside the understanding in our faculty that assessment is an instrument and opportunity to measure the performance of our program against how we feel it is doing and guide us in aligning our everyday work toward achieving our larger term goals.

The Department of Architecture generated this document as the rubric for our first data collection and analysis round. The Master of Architecture Committee comprises the studio faculty for Career Change, and each of the two years of the program, a representative of each of the five trajectories - representation, history/theory/criticism,

design, technology, and engagement, an alumnus/practitioner, the professional practice instructor, the Past-President, President, and Incoming President of the AIA Brazos Chapter, the Associate Department Head and the Department Head. This committee's central charge relates to planning and assessment in alignment with the Office of Institutional Effectiveness + Annual Assessment by evaluating the learning portfolios against these rubrics.

5.3 Curricular Development

The program must demonstrate a well-reasoned process for assessing its curriculum and making adjustments based on the outcome of the assessment.

Programs must also identify the frequency for assessing all or part of its curriculum.

Program Response:
The Department of Architecture, through its Executive Leadership Committee (EXCO) - Department Head of Architecture, the Associate Department Head of MS/PhD Programs, the Associate Department Head of the Master of Architecture Program, and the Associate Department Head of the Environmental Design program, conduct general program and course review each year of their individual programs and provide feedback to ensure vertical continuity of curriculum throughout the Department and make recommendations for curricular adjustment.

Beyond the Executive Committee, there are four levels of internal assessment connected to curriculum development - the Master of Architecture Committee, year-level coordination, topical area coordination as adjudicated by the five (5) trajectories of representation, history/theory/criticism, design, technology, and engagement, and the Department Academic Affairs Committee (DAAC).

The Master of Architecture Committee comprises the year-level coordinators, representative faculty members from each of the five trajectories, an alumnus/practitioner, the professional practice instructor, and the Past, Present, and Incoming Presidents of the local AIA Brazos Chapter. The Department Head and Associate Department Head serve as ex-officio members of the M.Arch Committee. The MArch Committee typically meets monthly, with larger coordination meetings occurring at the beginning, midterm, and end of the semester when learning portfolios are collected for review and assessment.

The year-level coordinators are responsible for ensuring that all courses adhere to minimum Texas A&M University course syllabi standards, meet course learning outcomes and objectives, and in case of multiple sections of a course, ensure that the learning outcomes and objectives are the same regardless of faculty or section. The year-level coordinators typically have formal meetings at the beginning, midterm, and end of the semester, although informal meetings occur throughout the year.

The year-level coordinators are responsible for collecting artifacts from courses taught each semester so they can be reviewed by the appropriate committee - BED Committee, Master of Architecture Committee, or MS/PhD Committee. The BED Committee, Master of Architecture Committee, and MS/PhD Committee then report their assessments and evaluation to the Associate Department Heads in charge of those programs. The

Associate Department Heads are responsible for completing the AEFIS review of materials, adhering to the Texas A&M University Office of Institutional Effectiveness + Annual Assessment guidelines, and responding to their feedback in the AEFIS System. The Department Head then reviews the assessment reports, and in conversation with EXCO, recommends curricular adjustments to program coordinators. The program coordinators then work with the faculty assigned to those classes to ensure course development.

5.3.1 The relationship between course assessment and curricular development, including NAAB program and student criteria.

Program Response:
As noted above, the Associate Department Heads are responsible for completing and uploading the AEFIS review of materials, adhering to the Texas A&M University Office of Institutional Effectiveness + Annual Assessment guidelines and responding to their feedback in the AEFIS System based upon information collected from the year-level coordinators. The Department Head then reviews the assessment reports and, in conversation with EXCO, recommends curricular adjustments to program coordinators. The program coordinators then work with the faculty assigned to those classes to ensure course development.

The Department of Architecture purposefully embeds the NAAB Student Criteria inside the AEFIS and Program review assessment. To ensure that our Master of Architecture program meets the NAAB program criteria, the Department Head and Associate Department work together closely. In terms of curricular development, after completing the review mentioned above, individual faculty - whose expertise aligns with new curricular coursework - propose new courses. The individual faculty are responsible for presenting the syllabus, the course content rationale, and the course's need to the appropriate trajectories taskforce. The topical taskforce reviews the syllabi and course materials, offering feedback to strengthen or approve it. Once approved at the task force level, the faculty submits the course to the Department Academic Affairs Committee (DAAC) for review and process. Once through this step-by-step process, courses and their placement in the curriculum are brought forward as a motion from the DAAC Committee for review, discussion, and approval by the faculty at-large and recorded in the Department of Architecture Faculty meeting minutes. Once the Department approves the curricular change, DAAC submits it to the School Academic Affairs Committee (SAAC) for review and resource alignment.

5.3.2 The roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

Program Response:
At the Departmental level, the Department of Architecture, through its Executive Leadership Committee (EXCO) - Department Head of Architecture, the Associate Department Head of MS/PhD Programs, the Associate Department Head of the Master of Architecture Program, and the Associate Department Head of the Environmental Design program, set curricular agendas and initiatives each year for their individual programs and provide feedback and ensure vertical continuity

throughout the Department and ensure educational policies, strategies, and procedures outlined by the Texas A&M University are followed.

The Department Academic Affairs Committee (DAAC), comprised of seven (7) faculty members who serve three-year terms, is an advisory group to the department head, department, and faculty regarding curriculum and educational policy issues. It acts to approve or disapprove, on behalf of the Department's faculty, all curriculum proposals, new courses or programs, revised courses and programs, suspension or deletion of programs, and deletion of courses submitted by departmental faculty to the School. DAAC Reviews and makes recommendations on the Department's academic requirements and programs, including Departmental minors and certificates; and all other educational policy issues for transmission to the faculty and the departments. DAAC initiates new academic policies and procedures for the college as appropriate for the recommendation to the School. It apprises the administration on educational policy issues and actions brought to it by the administration. It reviews program, course, and curriculum proposals to ensure that proposals meet the School's educational goals and objectives; that the proposals are intact and complete, and in the final, Senate-Approved format (i.e., Howdy in the Curricular Approval Request System (CARS which aligns it in the Senate-Approved form) with changes, revisions, and additions for successful movement through the University Senate process. DAAC reports its actions and motions at the faculty meetings for review, discussion, and voting, and any action requiring School-level approval.

5.4 Human Resources and Human Resource Development

The program must demonstrate that it has appropriate and adequately funded human resources to support student learning and achievement. Human resources include full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. The program must:

5.4.1 Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.

Program Response:
The Texas A&M University Department of Architecture comprises a combination of tenured, tenure-track, and Academic Professional Track (APT) faculty. The Department currently has forty-two (42) full-time faculty and three (3) part-time APT faculty. Of these faculty, eighteen (18) are tenured, nine (9) are tenure track faculty, and seventeen (17) are Academic Professional Track. Professionally, sixteen (16) are licensed architects, and three (3) are licensed engineers.

The assignment of teaching loads is governed by Texas A&M University Rule 12.03.99.M1, Faculty Teaching Workload Reporting. This rule is compliant with System Policy 12.03, Faculty Academic Workload and Reporting Requirements, which in turn follows guidelines and requirements set forth in the Texas Education Code Section 51.402 (b). Rule 12.03.99.M1 states that a full-time faculty member must have 9 total teaching workload credits every semester. The rule further defines the faculty workload credits as Classroom Teaching Credits and Equivalent Teaching Credits (see Table 1). For classroom teaching credits the type of instruction

determines the amount of credit. For undergraduate courses, each lecture contact hour is equivalent to 1 workload credit. So, teaching two 3-credit-hour undergraduate courses earns 6 classroom teaching credits. For graduate courses, each lecture contact hour earns 1.5 classroom teaching credits. So, teaching a 3-credit-hour graduate course earns 4.5 classroom teaching credits. Equivalent teaching credits are given for defined activities up to a prescribed limit. For example, chairing a Ph.D. dissertation committee yields 1 equivalent teaching credit, but a faculty member may not earn more than 6 credits by chairing Ph.D. dissertation committees. A faculty member can fulfill the minimum workload requirement by adding classroom and equivalent teaching credits.

The Department of Architecture complies with Texas A&M University System Policy on faculty workload (System Policy 12.03) Faculty Academic Workload and Reporting Requirements. Systems Policy 12.03 specifically tasks the univesity with establishing faculty workloads. This policy recognizes the complexities of faculty contribution to teaching, research, service, and administration through a weighting system wherein undergraduate teaching, graduate teaching, graduate advising, and research are all recognized with different credits. The Texas A&M University System mandates that each faculty workload total at least 9 workload (not academic) credits earned through classroom teaching and equivalent teaching credits each semester. See this link for a more complete breakdown of the workload credit system. This means a faculty teaching one Master of Architecture design studio (6 academic credits hours - 5 lab + 1 lecture (5 x 0.67 + 1 x 1.5 = 4.85 workload credits) and one 3-credit hour lecture course (3 x1.5 = 4.5 workload credits) meets the required workload credits with sufficient time to pursue new knowledge creation and dissemination. The standard teaching load for the Master of Architecture program is 4 courses per year as needed to meet the Texas State-mandated utilization formula. Graduate teaching is valued slightly higher than undergraduate according to the state formula.

The Department of Architecture faculty workload distributes Teaching, Research, and Service based on the title series outlined in the Department of Architecture (ARCH) Guidelines for Faculty Evaluation, where tenured and tenure-track faculty have research expectations, whereas APT may not. To facilitate research development, the Department enables junior faculty to carry a 2/1 teaching load through their Midterm (Third-year) review. After the third year review, it shifts a 2/2 teaching load unless the faculty has significant research that would enable them to buy out of their teaching load. The Department backfills the teaching needs with a combination of full-time educators - Instructional Professors, and part-time practitioners - Professors of Practice. A typical percentage of effort for tenure-track faculty is 35% teaching, 55% research, and 10% service. A typical percentage of effort for tenured faculty is 40% teaching, 40% research, and 20% service. A typical percentage of effort for an APT faculty is 80% teaching and 20% service. By dedicating a significant percentage of effort to research, tenured and tenure-track faculty can produce new creative scholarship and stay informed on new technologies, disciplinary trends, or contemporary issues that are critical to the discipline and profession of architecture.

Texas A&M University Workload Policy link
Department of Architecture P+T Guidelines link

Department of Architecture Faculty CVs link

5.4.2 Demonstrate that it has an Architect Licensing Advisor who is actively performing the duties defined in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay up-to-date on the requirements for licensure and ensure that students have resources to make informed decisions on their path to licensure.

Program Response:
The Department of Architecture has one Architect Licensing Advisor, Dr. Valerian Miranda, FIIA, who supports students in establishing their NCARB file, progressing through the Architectural Experience Program (AXP) and Integrated Path for Architectural Licensure (iPAL) program, and having successful internship experiences. In addition to the AXP and iPAL Advisor, the Department of Architecture also has administrative oversight and staff support of the internship program under the direction of the Department Head of Architecture, Dr. Gregory Luhan, FAIA a licensed and practicing architect, Associate Dean for Academic Affairs, Shelley Holliday a licensed and practicing engineer, and Ms. Ginger White who coordinates the firm's mentors assigned to each intern. Dr. Miranda and Dr. Luhan attend the regional NCARB Meeting on behalf of the Department of Architecture.

5.4.3 Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement

Program Response:
The Department of Architecture actively supports the faculty as they work to create new knowledge and creative scholarship. As outlined in the Department of Architecture (ARCH) Guidelines for Faculty Evaluation, as a professional degree program, all forms of research and practice have equal value even if business intelligence software such as Academic Analytics cannot easily capture them. For promotion and tenure, faculty are asked to demonstrate how they have contributed to the advancement of the discipline, which can include design projects, noting that many of our faculty are licensed architects who run successful architectural firms or practices.

Each year, the Department of Architecture sets aside funds in its general operating budget to support faculty research, professional development, conference funding and travel, and special equipment purchases. Recent tenure-track hires also receive generous start-up packages to jump-start their research programs. All faculty, regardless of title series, receive conference/exhibition funding and travel support if the venue where they are presenting and publishing their work is peer-reviewed. The School of Architecture also provides matching funds to support faculty travel to international conference venues. With this level of support, the Texas A&M University Department of Architecture positions itself as a critical part of the national and international body of disciplinary and professional practice knowledge that the faculty bring back to inform their lesson plans and research and, by extension, the program.

Faculty Development Leave | Since 2014, six (6) tenure/ faculty have been supported on research or developmental leave, allowing a faculty to choose either a semester on leave at full pay or two semesters of leave at ½ pay. In general practice, all tenure-track faculty who successfully completed their Midterm review receive one full semester of teaching load release to further develop or focus on their research efforts.

The Department of Architecture also hosts two distinctly different lecture series demonstrating its commitment to professional development inside and outside the Department. The Center for Health Systems Design “Architecture for Health” (link) lecture series and the Department of Architecture lecture series provide AIA HSW, ASLA, and APA continuing education units for faculty and outside professional attendees and academic credit for students enrolled in those courses. These events see widespread participation among local practitioners and contribute to the professional development of our faculty and the larger design community. Since 2018, the Architecture for Health lectures have been filmed at KAMU-TV, thus further extending the potential for faculty and professional development and impact beyond the campus in a retrievable format and tapping into the national distribution streams of the Public Broadcasting System (PBS) network.

Moreover, faculty and staff can take advantage of the Employer Tuition Assistance program to pursue higher education to enrich their lives and help Texas A&M develop the highest quality workforce. Eligible employees must be admitted as degree-seeking students to Texas A&M through the Office of Admissions. Educational Release Time is available to eligible employees who are registered as students to attend classes, with appropriate approval, during their regularly scheduled workday. In addition to the Employee Tuition Assistance benefits, TAMU employees can also apply for fee exemption.

5.4.4 Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.

Program Response:
The Department of Architecture provides one academic advisor to advise graduate students in the Master of Architecture program on their progress towards a degree and assist them in finding appropriate resources and tools for student success. This advisor is a trained staff member who is deeply versed in issues and opportunities available to students beyond the Department or through Texas A&M University Academic Advising Services and the Graduate and Professional School. The Department Head oversees the Graduate Student Coordinator, Ms. Ginger White, and works with her and the Associate Department Head to address student-related concerns. If necessary, the Associate Dean for Academic Affairs, Shelley Holliday, will intervene when problems arise by assisting with the appropriate course of action related to academic, financial, or mental well-being. Similarly, the departmental staff advises and encourages students to submit applications for the Department of Architecture's $500,000.00 in endowed scholarships each year.

The department provides professional and academic advising services, and the greater university provides physical health services through the Student Health Services, including emergency care, preventative medicine, imaging, lab services, and phone-based consultations. Mental Health and wellness services available to all the students and referenced on each course syllabi include crisis counseling, end-of-semester care, diversity & inclusion support, and concerns for a fellow student. The School of Architecture also organizes social events to support well-being and foster camaraderie among students, including new student welcomes, monthly lunches, graduate student socials, meeting with the deans, and graduating student celebrations. Master of Architecture students are invited to attend all of these events and its annual Celebration of Excellence event. The Department of Architecture and AIAS facilitate professional development opportunities for all its students through regular seminars that bring in guests from across campus, including units such as Career Center, University Libraries, and Counseling and Psychological Services. Students also can access these units directly to support their professional and personal well-being.

The Master of Architecture program has one required course, ARCH 657 (Advanced Professional Practice and Ethics), which connects students to practice, ethics, and business aspects of running a professional architecture practice. This course features guest lectures from world-renowned architects and business professionals who have formal and informal mentoring with the students. In addition to this required course, each MArch student chooses a chair for their final study advisory committee. The chair and committee support student inquiry, preparation for job interviews, portfolio development, and progress through the final semesters of the degree program.

Currently, the Department of Architecture does not have a formal placement process for students. However, the Department serves as a conduit for distributed job postings. Through the AXP and iPAL Advisor Architecture Licensing Advisor and faculty associated with the iPAL program mentor students towards internships and obtaining goals of obtaining professional licensure. Through its iPAL program, the Department of Architecture developed a listing of 25 firms and growing that work directly with students as interns or recent graduates. Since 2020, the A+IAC, with its diverse backgrounds and identities, has further diversified graduate connections to firms throughout Texas and the United States. Faculty often directly connect students to employment opportunities, or the Master of Architecture students find employment in the profession or allied fields through their own networks or initiative.

The Texas A&M University American Institute of Architecture Students (AIAS) Chapter organizes, with support from the Department of Architecture, organizes portfolio design workshops each fall and an annual Career Fair each Spring semester where 30-50 Architecture and AE firms convene, meet, interview, and discuss a student's potential career path with their organization. This exposure to professionals augments the inclusion of practicing architects as studio faculty in the Master of Architecture program and the in-depth critiques and immediate feedback from practitioners during design studio midterm and final reviews.

5.5 Social Equity, Diversity, and Inclusion

The program must demonstrate its commitment to diversity and inclusion among current and prospective faculty, staff, and students. The program must:

5.5.1 Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.

Program Response:

The Department of Architecture strives to reflect the diversity of our students in our faculty and staff. In 2020, the Department of Architecture established a National Organization of Minority Students (NOMAS) Chapter committed to giving our underrepresented students a voice in the Department and our community.

As part of public information, the Department of Architecture statement on Justice, Equity, Diversity & Inclusion reads on the department's website as follows:

"In order for all faculty, staff, students, and former students in the Department of Architecture at Texas A&M University to genuinely flourish and contest our discipline and profession's complicit history and lack of action in the past, the Department will hold as essential, fundamental, invaluable, and undeniable the principles and practices of civil, social, environmental, and racial justice and equity; a diversity of voices, bodies, and cultures; and the inclusion of historically oppressed groups and individuals.

The Department will commit to a diverse and inclusive educational and rich academic climate in which all faculty, staff, students, former students, and guests feel valued throughout our programs, activities, events, policies, and services.

The Department will commit to fostering and cultivating a community of engaged scholars, practitioners, and students where multiplicities of worldviews, perspectives, ideas, and faiths continually promote a culture of wellbeing, empathy, and human rights for everyone.

The Department administration will commit to implementing an actionable approach to recruiting, hiring, and onboarding new faculty and staff and mentoring and supporting new and current faculty and staff to ensure a just and equitable working environment.

The Department administration and faculty will commit to integrating anti-racism and anti-discrimination principles and practices throughout all course offerings at the undergraduate, Master's, and Ph.D. levels.

The Department staff will create a consistently welcoming academic environment where all administrators, faculty, and students feel heard, respected, and valued in all formal and informal interactions.

The Department will commit to instilling and cultivating students' attitudes and actions that reflect a deep understanding of justice, equity, diversity, and inclusion as imperative to a successful academic experience.

The Department will commit to call-out and hold accountable all individuals, groups, organizations, and institutions whose words, acts, and/or attitudes promote hate, racism, white supremacy, xenophobia, ableism, or in any way discriminate against, demean, marginalize, exclude, or otherwise target individuals and/or groups upon the bases of (but not limited to): race, ethnicity, country of origin, age, sex, gender identity, sexual orientation, faith,

neurodiversity, disability, economic status, political affiliation, and/or any other basis rooted in perceptions of difference."

The Department of Architecture is not, in the opinion of its Departmental leadership, where it wants to be. To address this gap, the Department engages with our community and professional partners to broaden the scope of representation among our faculty, staff, and student. In 2022, the Department collaborated with the School of Architecture Office of Diversity and Inclusion to design an exhibition for the NIA Cultural Center to celebrate the 2022 Juneteenth event in Galveston (TX). The triptych design panels exhibition presented its collaborative research and interaction between the Texas A&M Department of Architecture and Prairie View A&M architecture students. The exhibit's centerpiece was a stainless steel bell cast by Brad Oldham and Christy Coltrin (Dallas), which will serve as the initial bell of a 76-bell carillon bell ensemble open-air public art museum project for Galveston. The team also presented its work at the Juneteenth Museum Christening, recognized by Sheila Jackson Lee, Member of the US Congress, 18th District, Texas, at the Old Galveston Custom House.

5.5.2 Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.

Program Response:
The Department of Architecture's Strategic Plan's second goal (Increase diversity within the Department (faculty, staff + students) and support university diversity initiatives) serves as the basis for increasing faculty and staff diversity since the last accreditation cycle. The Department of Architecture is progressing toward meeting these objectives and has taken additional steps to promote accessibility in our program activities. Our short-term and mid-range goal is to have faculty representation that matches that of our students.

Using Texas A&M Univerity's student and faculty demographics as a comparison:

	Texas A&M University		Department of Architecture	
Race/Ethnicity	**Faculty**	**Student**	**Faculty**	**Student**
American Indian	0.23%	0.21%	0.00%	0.00%
Asian + Pacific Islander	8.45%	9.67%	9.78%	5.41%
Black (non-Hispanic)	1.64%	3.21%	1.11%	2.39%
Hispanic	6.88%	22.37%	14.13%	30.73%

International	21.70%	7.42%	26.08%	10.19%
White	54.38%	53.23%	44.57%	48.09%

Faculty KPIs (2020 – 2025 Strategic Plan, p. 22)

- Increase by 20% the number of faculty with prestigious and highly prestigious awards.
- Increase by 20% the national and international recognition of our faculty as educators.
- Increase proportion of tenure track faculty to 65%.
- In new hires, increase by 100% the diversity of our faculty to better reflect the diversity of our student body.
- Increase by 50% the retention of women faculty on the tenure track to better reflect the diversity of our student body.

In 2021, Texas A&M was officially recognized as a Hispanic Serving Institution (HSI) by the United States Department of Education. As an HSI, Texas A&M is charged with expanding the capacity of low-income, first-generation Hispanic students, and other underserved students and their communities. Increasing opportunities for underserved students to interact and engage with faculty that share their ethnic, life, and cultural experiences are essential to achieving this goal. The presence of faculty of color is also integral to the University's mission to provide the highest quality of undergraduate and graduate education and develop new understandings through research and creativity. In 2022, TAMU established the ACES Plus initiative to ensure promising faculty come to Texas A&M. With active searches beginning in the fall of 2022, the Department hopes to attract new faculty to our program that significantly advances campus goals, our land-grant mission for a demographic composition that represents the State of Texas, and positively influence our faculty composition. When new positions are available, the Department will advertise them across multiple national and international platforms, including NOMA, ACSA, Archinect, Inside Higher Ed, Insight into Diversity, Diverse Issues in Higher Education, Latinos in Higher Education, and HigherEdJobs. We have two new tenure-track positions open next year, with six new tenure/tenure-track positions planned over the next two years.

The Department Head is working with the Texas A&M Foundation to establish a Visiting Scholars Program that would be a gateway to HBCUs and HSIs to assist with the Department's JEDI initiative. These Visiting Scholar positions would provide one year of funding for full-time visiting faculty positions to attract faculty on sabbatical and engage in collaborative research and teaching. In 2022, Texas A&M University and Prairie View A&M University, both part of the TAMU System, developed a formal MOU between the School and Department of Architecture to increase collaboration between the institutions. These include opportunities for high-impact learning, engaged and applied research, and hands-on instruction that could lead to collaborative grants and enhanced learning opportunities where faculty and students can leverage capabilities in each of our programs through faculty exchanges, collaborative design studios, cross-listed courses, and shared facilities.

5.5.3 Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's student demographics with that of the institution and other benchmarks the program deems relevant.

Program Response:
The Department of Architecture's Strategic Plan's second goal (Increase diversity within the Department (faculty, staff + students) and support university diversity initiatives) serves as the basis for increasing student diversity since the last accreditation cycle.

In 2020, Texas A&M University launched its Commission on Diversity, Equity and Inclusion (CDEI), a 45-member commission of current and former students, faculty, and staff researching and discussing racial intolerance, historical representations, and campus climate and culture topics. The work of the CDEI resulted in a report released to the campus community in January 2021 and response with immediate proposed actions and investment from the Board of Regents on January 25, 2021. On May 26, 2021, Interim President John L. Junkins submitted an executive brief to John Sharp, Chancellor of the Texas A&M University System.

The following information is available from the Texas A&M University Office for Diversity and the Texas A&M University 2020-2025 Strategic Plan Texas A&M's 2020 – 2025 Strategic Plan which provides key performance indicators (KPIs) for student enrollment, retention, campus climate, recognition and rewards, and representation.

Undergraduate Student KPIs (2020 – 2025 Strategic Plan, p. 9)

- Increase underrepresented minority (URM) undergraduate enrollment to 33%.
- Increase first-year retention to 95% with a stretch goal of 97% and decrease academic equity gaps.
- Increase four-year graduation to 65% with a stretch goal of 70% and decrease academic equity gaps.
- Increase four-year graduation rate for transfer students to 85% with a stretch goal of 88% and decrease academic equity gaps.

Graduate and Professional Student KPIs (2020 – 2025 Strategic Plan, p. 14)

- Increase URM graduate and professional enrollment to 30% of domestic students, and degrees awarded to 25%.
- Decrease median time to degree to five years, and increase five-year and 10-year completion rates to 50% and 80%, respectively, for Ph.D. students across all demographic groups.

Student Demographic Certified Data indicate the residency, gender, student status, race/ethnicity, and age of the student using the Texas Higher Education Coordinating Board (THECB) categories.

The categories are:

- White
- Black
- Hispanic
- Asian
- Native Hawaiian
- Native American
- Multi-racial excluding Black
- International
- Unknown/Not Reported

According to the website https://accountability.tamu.edu/All-Metrics/Mixed-Metrics/Student-Demographics, the Department of Architecture has seen a 10.4% increase in the number of Hispanic students, an 8.3% increase in Black students, 30.8% increase in Asian students, and 17.9% decrease in International students, while the number of White students has increased by 3.8%, thus representing the largest number of students enrolled in our programs.

In the fall of 2020, the Department of Architecture founded its National Organization of Minority Architecture Student (NOMAS) Chapter. The NOMAS Student Chapter elected its first board members in 2020 and unanimously approved its bylaws. As noted in the founding documents:

"We, the students of the TEXAS A&M UNIVERSITY Chapter of the National Organization of Minority of Architects, have come together to enhance our education, network with professionals, and begin to define solutions that will ensure a healthy living and working environment for the total community. We find, as minorities studying architecture, a community of purpose and cultural experience that warrants our combined efforts in the advancement of our future profession, our respective activities in it, and the needs of the communities we will serve. Minorities in architecture are qualified to provide professional services in all areas of our environment, but because of their particular sensitivity to the minority community; they have a unique qualification to provide services and solve problems therein. By consolidating our thinking, economic power, political power and other resources, our ability to achieve these goals is greatly enhanced. To these ends, we establish this organization which is built on the bonds of the common professional interests that bring us together; and equally, on the bonds of friendship and fraternity that will sustain and enrich our association.
We have organized to build our knowledge and expertise, and join hands with other organized disciplines to prepare to address issues confronting our communities."

To increase the diversity in the Department, the NOMAS Chapter received Departmental Support, and in concert with the College (School) of Architecture Diversity Council and the Assistant Dean of Diversity & Inclusion, the Chapter had its founding membership fees and first two years of membership dues paid in full. The NOMAS Chapter selected Assistant Professor Marcelo López-Dinardi as their faculty advisor. Together, the Chapter organizes monthly meetings, reading sessions, workshops, and collaboration opportunities that give students a voice. The Department of Architecture, through the Texas Target Communities (TxTC), led the Juneteenth Project. Professors Dr. Andrew Tripp, Dr. Gregory Luhan, and Dr. Stephen Caffey (Architecture) and their Masters of Architecture graduate and

undergraduate students designed an exhibition for the NIA Cultural Center to celebrate the 2022 Juneteenth event in Galveston, TX. The triptych design panels exhibition presented its collaborative research and interaction between the Texas A&M Department of Architecture and Prairie View A&M architecture students. The exhibit's centerpiece was a stainless steel bell cast by Brad Oldham and Christy Coltrin (Dallas), which served as the initial bell and proof-of-concept of a 76-bell carillon bell ensemble open-air public art museum project for Galveston. The Juneteenth Bell Public Art Project was partially sponsored by the Texas A&M University College of Architecture Diversity Council and the Texas A&M University Department of Architecture.

5.5.4 Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.

Program Response:
The Texas A&M University Office for Diversity implements and coordinates Texas A&M University's Diversity Plan by providing leadership and support to the academic and administrative units as they embed diversity, equity, and inclusion in academic and institutional excellence. The Office for Diversity works to advance accountability, campus climate, and equity across the university while resisting racism, bias, and discrimination.

The Texas A&M University System shall provide equal opportunity for employment to all persons regardless of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation or gender identity and will strive to achieve full and equal employment opportunity through the System for faculty and staff employees. Additionally, we must ensure employees know University and System policies and procedures. Furthermore, we must encourage and foster a workplace community where individuals are valued for their diverse backgrounds and differences. https://employees.tamu.edu/employee-relations/eeo.html

Additionally, employees must know University and System policies and procedures. As stated in System Regulation 08.01.01: Civil Rights Compliance, when alleged or suspected discrimination, sexual harassment or retaliation is experienced, observed by, or made known to an employee, that employee is responsible for reporting that information in a timely manner to the appropriate contact as outlined in the regulation and 08.01.01.M1: Civil Rights Compliance.

Procedures related to discrimination, sexual harassment, or related retaliation allegations are initiated by filing a complaint with the appropriate Official Contact of Texas A&M University in accordance with Section 1.1 of Rule 08.01.01.M1, Civil Rights Compliance.

Texas Labor Code 21.010 requires that all State employees receive mandatory Equal Employment Opportunity (EEO) training within 30 days of employment. The Code further requires each employee to complete supplemental EEO training every

two years. This includes all employees, student employees, part-time employees, and seasonal or temporary workers.

Questions should be directed to Employee Relations at: Employee-Relations@tamu.edu

Resources
President's Memo on Equal Opportunity and Affirmative Action
Texas Labor Code 21.010: Employment Discrimination Training for State Employees
System Policy 33.05: Employee Training
System Policy 08.01: Civil Rights Protections and Compliance
System Regulation 08.01.01: Civil Rights Compliance
Standard Administrative Procedure 08.01.01.M1.01: Investigation and Resolution of Allegations of Discrimination, Harassment, Retaliation, and/or Complicity Against Students, Employees, and Third Parties.
University Rule 08.01.01.M1: Civil Rights Compliance

The School of Architecture has a Diversity Council that serves as an executive advisory group comprised of faculty, staff, undergraduate and graduate students who represent every department housed in the school. The Diversity Council hosts two initiatives - a Diversity Hackathon and a Diversity Certificate (for undergraduates).

The Diversity Hackathon is a 24-hour event to challenge participants to solve diversity-related issues using creative thinking and problem-solving. This event encourages dialogue about diversity and inclusion topics on the Texas A&M campus and beyond in a creative, collaborative, and interdisciplinary environment.

The Diversity Certificate program enables students to create, synthesize, and integrate academic coursework, co-curricular experiences, and service-learning engagement to demonstrate their preparedness for participation in the modern global economy. In addition to these events, the Diversity Council, through the Assistant Dean for Diversity and Inclusion, Dr. Deidre Davis, sponsors diversity-based initiatives such as supporting NOMAS student membership fees and a portion of the Juneteenth Bell Public Art Project costs in Galveston, TX.

The Department of Architecture also allocated funding from its general operating budget for diversity, equity, and inclusion initiatives to educate and advance the Department's Justice, Equity, Diversity, and Inclusion recommendations, or those proposed by its NOMAS Chapter.

5.5.5 Describe the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities

Program Response:
TAMU provides equal opportunity to all employees, students, applicants for employment or admission, and the public regardless of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation,

or gender identity. The University is committed to maintaining an accessible campus community and providing reasonable accommodations to qualified students, faculty, staff, and visitors, including making its websites accessible and usable. https://orec.tamu.edu/ada/

The physical resources of the School of Architecture promote accessibility across a range of abilities. In each course, faculty work with students who have a documented disability to ensure equal access to all course material. The Disability Resources Division of Student Affairs has staff that can help translate the course requirements to meet individual needs. These requirements are clearly outlined in the syllabus of every course.

Students https://disability.tamu.edu/faq/ds/
Faculty https://disability.tamu.edu/facultyguide/

Minimum Syllabi
Faculty Guide: Syllabus Statement *(Last updated and approved by Faculty Senate on 11/11/2019)*
As approved by the Texas A&M University Faculty Senate, each class syllabus should include the following statement:
"Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or think you may have a disability, please contact Disability Resources in the Student Services Building or at (979) 845-1637 or visit http://disability.tamu.edu. Disabilities may include, but are not limited to attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability related needs with Disability Resources and their instructors as soon as possible."

Beyond these required accommodations, the School of Architecture and Department of Architecture made changes in 2018 to its physical resources to accommodate ADA compliance and Lactation/Mother's Room needs. In 2021, when planning the Program of Requirements (POR) for a potential new building, the Department implemented universal design principles and other inclusive design features in the physical spaces.

5.6 Physical Resources

The program must describe its physical resources and demonstrate how they safely and equitably support the program's pedagogical approach and student and faculty achievement. Physical resources include but are not limited to the following:

5.6.1 Space to support and encourage studio-based learning.

Program Response:
Studio spaces distribute among four (4) facilities - Langford Building A, Langford Building C, COA North, and the Downtown Bryan Studio. The total square footage is approximately 20,343 sq ft + Downtown Bryan studio (Hariston Building) consisting of 3 floors, 30,373 sq ft and shared between ARCH and VIZ departments. Space

allocations for the design studios in the BED degree and M.Arch. Degree is flexible depending on enrollments and needs, with each BED and Master of Architecture studio student assigned a 3’-0" x 5’-0" desk, chair, and storage locker. The Department also supplies a drafting table to its BED students. MArch students can request them as well.

All enrolled architecture students situate in a designated open design studio space where they have a cold desk, chair, and storage locker for the semester. The studios have a shared meeting table for desk crits and group discussions, and depending on the pedagogy of the studio, this shared table serves as a surface for shared studio models or additional equipment like 3D printers or foam cutters. Classrooms are located mostly in Langford Building A, 4th floor and Building C for an additional total square footage of approximately 2,724 sq ft.

The Department of Architecture (as of Fall 2022) has 14,756 square feet of net-assignable space allocated to it by the School of Architecture, with the primary space allocation for design studio instruction. Of that allocated footprint, 12,569 square feet of floor area are dedicated to studio space utilized by the non-accredited, pre-professional Bachelor of Environmental Design degree program, which enrolls 496 students (roughly 26.9 sf/student) and 2,187 square feet of net-assignable space to the NAAB Accredited Master of Architecture degree program, which enrolls 100 students or roughly (21.87 sf/student). For comparison, the Department of Architecture currently schedules approximately 19,785 assignable square feet of design studio space in Langford A and Langford B, whereas the Master of Architecture studios occupied approximately 5,758 assignable square feet during the spring semester of 2013 with 76 students enrolled in Spring 2013. The square-foot allocation per student in 2013 was approximately 75 (sf per student).

Additional design studio, collaborative space, and shop space will become available in Spring Semester 2023 when the new ILSQ building comes online on the Texas A&M West Campus.

5.6.2 Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.

Program Response:

The School of Architecture is largely based in the three buildings comprising the Langford Architecture Complex on the College Station (TX) campus of Texas A&M University. Langford "A," "B," and "C" make up most of the college's 114,000 net assignable square feet of classroom, studio, seminar space, and offices.

The School of Architecture also has approximately 11,000 sf in Scoates and Francis Halls for its research centers which include faculty offices that are under the control and budgeting of the Department of Architecture. These research centers include the Center for Health Systems and Design and the Center for Heritage Conservation, with the CRS Center located on the 4th floor of Langford A.

The Langford A MakerPlace is an open-use and general working area for students, faculty, and staff that provides 3D printing services and equipment, including a large roller paper cutter, Heavy-duty material cutter (which will cut materials such as canvas, foamboard, or cardboard), and Workbenches with non-power tools. The Langford A MakerPlace is open from 8 a.m. – 5 p.m. Monday through Friday.

An additional fabrication lab is on the first floor of Langford Building "B," featuring three laser cutters, 3d printing services, and a wood shop of approximately 2,000 sf. The Automated Fabrication & Design Lab (Fab Lab) is the School of Architecture's large-scale research and fabrication lab. The FabLab "Ranch" at the Texas A&M Rellis Campus Architecture facility, located approximately 5 miles from the Texas A&M Main Campus, contains CNC routers, welding equipment, large-scale prototyping facilities, welding, water jet cutter, CNC plasma cutters, mills, and routers. *All students and faculty must complete a safety and orientation course to access the woodshop and ranch facilities.*

Support spaces are located in Langford Building A, B, and RELLIS, as shown in the table below, for a total of 27,201 sq ft. plus 12 acres of open land for large-scale projects.

Room Number	Classification	Area (Sq. Ft.)
Langford A - 129	Office	67
Langford A - 212 A	Conference/Adam's Presentation Space	720
Langford A - 212	Wright Gallery	1830
Langford A - 400R	Conference/Review Space	756
Langford A - 426	Conference	141
Langford B - Geren	Lecture/Review Space	4189.73
Langford B - Woodshop	Woodshop	2126.37
Langford A - 107 C	Maker's Space/Fab Lab	2207
RELLIS	Automated Fabrication & Design Lab	15,000
CHC Storage 145	Storage	164
		27,201.1

5.6.3 Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.

Program Response:
The Department of Architecture leadership office locates in the Langford A Building on the 4th floor. The faculty office spaces are primarily located in Langford building A either on the 1st, 3rd, and 4th floor or in Scoates Hall's first floor. The total square footage is approximately 7,129 sq ft (net assignable office). Faculty offices consist of individual and shared spaces, with the majority being offices for one faculty member and some part-time APT faculty sharing an office between two faculty members.

Faculty whose research focus and teaching integrate robotics and full-scale fabrication receive additional space support from the Associate Dean of Facilities, the MakerPlace, Woodshop, and FabLab, where knowledgeable shop staff assists in fabrication technology, manufacturing, and programming.

Faculty whose research focus and teaching integrate the history, theory, and criticism of architecture, the Texas A&M University library staff assist with accessing special collections, purchasing new and rare books and publications, and reserving material for courses. The Department of Architecture, despite the loss of the Teaching Resource Center (TRC), continues to purchase publications and periodicals for use by the faculty and students.

All Department of Architecture faculty have designated office hours, before or after class, or at other times to discuss academic and professional topics. Faculty are required to include office hours on their course syllabi. Faculty hold office hours either in their offices or in design studios. Faculty can also reserve seminar and meetings rooms in Langford A to meet with colleagues or students, in groups or individually. These rooms have large format monitors, computers, and/or whiteboards.

Additional faculty support resources include copy/printing machine rooms, mailbox area, workspaces, conference rooms, and informal gathering space, all located in Langford A.

Additional student support resources include a printer/copy on the Langford A 4th floor and open, non-studio desk spaces for team and faculty meetings, a refrigerator and a microwave. Master of Architecture students can also reserve meeting rooms and spaces throughout the semester. Student Advising takes place for undergraduate students in the Student Services suite on Langford A, 2nd floor. Student advising takes place for graduate students in the Student Services office in Langford A, 4th floor. These FERPA-compliant offices of one advisor provide a place for students to talk confidently with advisors without faculty or other staff nearby.

5.6.4 Resources to support all learning formats and pedagogies in use by the program.

Program Response:
The Department of Architecture supports all traditional, hybrid, and virtual learning formats of the undergraduate Bachelor of Environmental Design and graduate Master of Architecture degree program instruction. Each student has a dedicated studio space with a desk, chair, and locker for each student, seminar classrooms, large classrooms, a large lecture theater (Geren Auditorium that can accommodate up to 300 people), multiple shop fabrication spaces (MakerPlace, FabLab, Woodshop, and design studios), a computer and printing lab in the MakerPlace. All facilities have equipment for hands-on learning and technologies to support digital displays and presentations. The Department of Architecture curriculum offers a mix of online or distance learning courses, enabling the quick adaptation to online-only

formats during the COVID-19 pandemic when the Texas A&M University shifted to emergency remote instruction in March 2020 and continued as remote and hybrid approaches during most of the 2020-2021 academic year.

Texas A&M University, the School of Architecture, and the Department of Architecture utilized Higher Education Emergency Relief Funds (HEERF) I, II, and III designated under the CARES Act to purchase equipment. The equipment purchases included cameras, microphones, large format screens, additional laptop computers, ipads, and a stylus for faculty and staff, which enabled the faculty to remain nimble in terms of their instruction and communication with the students. Students who had limited access to internet, cameras, or microphones were able to borrow equipment or receive Emergency Financial Aid Grants to Students to purchase equipment, cameras, or microphones. Classes instruction during the pandemic was through Zoom using MiroBoard as an online repository for work and critique. During COVID, Texas A&M University also shifted Learning Management Systems (LMS) from Blackboard to Canvas, enabling another layer of communication with the students. Once instruction resumed face-to-face, the Department of Architecture provided socially distanced in-person instruction. The university has provided comprehensive tools and resources to support online instruction throughout the pandemic.

The Department of Architecture undergraduate and graduate programs require using all available physical resources. During periods of remote or hybrid instruction, such as during the COVID-19 pandemic, facilities, such as the fabrications lab and digital output lab, remained open with limited hours. The fabrication lab was utilized primarily for student output rather than a first-hand application for students. Students would submit digital files to the MakerPlace for file verification and submission for 3D printing. Similarly, students would submit (PDF) drawing files to the PrintShop for printing. The MakerPlace would print the models, the PrintShop would print the drawings, and the students would schedule a pickup of their materials. The Department of Architecture accommodated access to the studio spaces even if their class met virtually, noting that not every student had space to work at home or had home-life issues that prevented them from working at home. The Department provided students with an assigned desk in the design studios with special provisions to ensure social distancing adherence. When the Department transitioned back to a hybrid format, studio occupancy was not allowed to exceed 50%. Often studios followed a workflow of 50% of the class in person on Monday, 50% in person on Wednesday, and 100% online on Friday, with morning and afternoon sessions alternating to ensure social distancing. Texas A&M University required faculty to be in the classroom 100% of the time. The School and Department fabricated special screens to provide social distancing. All lecture courses that met in-person or in a hybrid format were scheduled in larger classrooms across campus where students could maintain social distancing. The Department coded the Auditorium seats as green, yellow, and red to ensure social distancing between class sessions. Faculty conducted office hours via Zoom. All Department-wide meetings, faculty meetings, and town halls were held virtually via Zoom.

5.7 Financial Resources

The program must demonstrate that it has the appropriate institutional support and financial resources to support student learning and achievement during the next term of accreditation.

Program Response:
The Department of Architecture Budget includes State funding, Local founding, Differential tuition, Distance Education Differential tuition, Graduate Program fees, Office of Graduate and Professional Studies funding, Course fees, Scholarships, Donations, and Endowment revenue generation.

The budget supports all Department of Architecture payroll expenses, including forty-two (42) full-time faculty and three (3) part-time APT faculty. Of these faculty, eighteen (18) are tenured, nine (9) are tenure track faculty, and seventeen (17) are Academic Professional Track, for which the State funding, Local Funding, and Differential Tuition allocations cover. Adjustments are made during an annual budget preparation cycle, considering funding increases, merit raise increases, and one-time increases and allocations required to cover faculty hiring in support of both course requirements and pedagogical composition of the Department of Architecture faculty. The University allocates an additional lump sum to cover summer faculty teaching positions. In the summer of 2022, the lumpsum amount was $100,000.

From 2013 – 2018 Texas A&M University was in enrollment growth mode, and Departments received funding for growing enrollment, graduating students, and teaching more SCH and WSCH. Departments that went down in those areas lost funding. Following this system, the Department of Architecture lost funding in 2013, 2014, and 2015 but saw its funding allocation grow from 2016 – 2018. The Department of Architecture's budget has grown from FY 2017 (2016 – 2017 academic year) through the current FY 2023 (2022 – 2023 academic year).

2020-2021 limited in use of Distance Education Differential Tuition due to Covid
Scholarship Donations/Endowments Estimate for 22-23

Department of Architecture Budget FY 14 - FY 18					
	2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018
State Funding	$3,487,076.00	$3,389,574.00	$3,261,256.00	$3,518,551.00	$3,380,111.00
Local Funding	$69,000.00	$69,000.00	$69,000.00	$206,910.00	$324,560.00
Differential Tuition	$124,300.00	$238,000.00	$244,000.00	$267,000.00	$289,000.00
Distance Education DT	$0.00	$0.00	$0.00	$304,000.00	$650,000.00
Graduate Program Fee	$144,000.00	$431,700.00	$407,000.00	$408,000.00	$434,000.00
Office of Graduate & Professional School Funding	$187,451.00	$190,256.00	$194,823.00	$181,172.00	$175,757.00
Course Fees	$195,835.00	$0.00	$0.00	$0.00	$0.00
Scholarship Donations/Endowment	$260,039.00	$273,040.00	$242,948.00	$243,525.00	$299,094.00

s					
Total Funding	$4,467,701.00	$4,591,570.00	$4,419,027.00	$5,129,158.00	$5,552,522.00

Department of Architecture Budget FY 18 - FY 23					
	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023
State Funding	$3,487,075.00	$3,588,971.00	$3,780,304.00	$4,708,204.00	$4,705,792.00
Local Funding	$342,550.00	$396,786.00	$387,826.00	$391,498.00	$394,332.00
Differential Tuition	$304,000.00	$352,000.00	$377,000.00	$409,000.00	$395,000.00
Distance Education DT	$530,000.00	$680,000.00	$203,000.00	$958,000.00	$1,040,000.00
Graduate Program Fee	$460,500.00	$440,200.00	$493,750.00	$473,950.00	$450,350.00
Office of Graduate & Professional School Funding	$184,507.00	$232,819.00	$315,335.00	$308,660.00	$268,220.00
Course Fees	$0.00	$0.00	$0.00	$0.00	$0.00
Scholarship Donations/Endowments	$393,625.00	$398,397.00	$560,582.00	$859,729.00	$860,000.00
Total Funding	$5,702,257.00	$6,089,173.00	$6,117,797.00	$8,109,041.00	$8,113,694.00

5.8 Information Resources

The program must demonstrate that all students, faculty, and staff have convenient and equitable access to architecture literature and information, as well as appropriate visual and digital resources that support professional education in architecture. Further, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resource professionals who provide discipline-relevant information services that support teaching and research.

Program Response:

(Data Obtained from the Texas A&M University Libraries)

The Texas A&M University Libraries comprises six buildings, each supporting part of the Texas A&M Community. Sterling C. Evans Library and the Annex serve as the main library and support architecture, engineering, science, humanities, social sciences, education, and music. Additional locations include the Business Library & Collaboration Commons (BLCC), serving the business community; Policy Science & Economics Library (PSEL), serving The George Bush School of Government; the Medical Sciences Library (MSL), serving medical, veterinary, agricultural and life sciences; and The Cushing Memorial Library & Archives which serves as the university archives and special collections library. Texas A&M University Libraries also has an institutional digital

repository (OakTrust) that supports the scholarly activities of students and faculty. Julie Mosbo Ballestro currently serves as the interim dean for the Texas A&M University Libraries.

Study Spaces & Service Hours

As the primary location for supporting the programs and initiatives in the College of Architecture, the Sterling C. Evans Library & Annex comprises two buildings. Both the Evans and Annex buildings are open seven days per week with generous building and service desk hours. For late-night study, the Annex is open 24/5 (9 am Sunday through 9 pm Friday), and Evans is open Sunday to Thursday until 2 am. Both buildings have additional extended hours during finals.

Both buildings provide a variety of quiet and collaborative study spaces and rooms. Evans has 99 individual study rooms, 55 are bookable, and 44 are first come, first served. All individual study rooms are quiet study areas, and the bookable rooms are on a designated quiet floor. Evans has bookable 13 group study rooms, with two rooms on a quiet floor. The Annex has 51bookable group study rooms. Group study rooms are equipped with white/chalkboards for collaborative work. Evans also provides access to 200 graduate student carrels for long-term check-out that accommodate up to 400 students actively working on dissertations.

Wireless access is available across the Evans and Annex buildings, and the buildings have over 842 Open Access Lab computers with scanners, print stations, and a few collaboration stations equipped with Open Access Lab computers. Additionally, the Additionally, the Libraries are supporting 150 circulating laptops, which students can check out.

Services Overview

Evans Subject Librarians: The Evans Subject Librarian team includes six science and engineering librarians, one of which serves as liaisons to campus departments within the School of Architecture. Science and Engineering subject librarians serve as subject matter experts in their departments and provide collection development, instructional services, and reference support for their assigned areas.

Subject Librarian
Services:https://library.tamu.edu/services/reference_services.html

- All subject librarians and subject matter experts can be located via the Find My Librarian Directory app: https://library.tamu.edu/directory/findmylibrarian
- Library instruction: In person classroom, small group, and individual (includes graduate student consultations) instruction, as well as online instruction, is provided by the Evans Subject Librarians.
- Appointments can be requested online or through subject librarians directly
- Course instructors may request a tailored online class guide for a specific class. (See:https://tamu.libguides.com/libguides)
- Learning and Outreach librarians also provide instruction and support to the Evans Subject Librarians.
- Reference & Research Services: Just in time, in person reference services, are provided at the AskUs Service point, located on the 1st floor of Evans. The reference desk is staffed by Evans subject librarians and experienced AskUs staff seven days a week. All six engineering librarians provide reference services

from this service point, as well as through our online virtual reference (chat) service. Consultations with subject matter experts are also available by appointment. Subject librarians are scheduled for on-call reference assistance during the week and rotate to support weekend service hours.

- Research Guides are available for online reference 24/7 on campus or off:http://tamu.libguides.com/libguides
- Request a consultation:https://askus.library.tamu.edu/consultation/index
- Evans Public Services/AskUs Services: Experienced staff serve the Evans and Annex 1st floor AskUs service points and provide online information assistance through a suite of services including email, chat, and FAQs. The unit also oversees print and electronic course reserves, media and streaming media for course reserve, and equipment loan operations provided out of the 1st floor Annex AskUs service point.
- Course Reserves: Electronic & print course reserves collection
- Media equipment available for checkout:https://library.tamu.edu/services/media_services/equipment.html
- Media collection includes educational and recreation films and music CDs
- Evans Public Services has a dedicated evening and weekend librarian who provides reference and research help Sunday to Thursday 6pm to 10pm.
- AskUs online suite of services and contact information:https://askus.library.tamu.edu/
- Learning and Outreach Services: Provides strategic leadership and direction supporting the Texas A&M University Libraries' instructional mission, teaching and learning initiatives, and outreach programs. They are located on the 4th floor of the Annex. See: https://library.tamu.edu/libraryInstruction/index.html
- Research Data Management Services: Supports student and faculty researchers in meeting funder and publisher requirements for data sharing and ensuring that research data are usable over time. RDMS offers services, tools, and consultations to meet the data management needs of researchers. See: https://library.tamu.edu/services/scholarly_communication/Data_Management
- Get it For Me Services: Provides document delivery and interlibrary loan services to students and faculty.
- Traditional Interlibrary Loan – borrow material from libraries worldwide Library courier service – pick up material located in one library from a more convenient library location
- Find and hold a book in the Libraries' collection for pick-up at an AskUs Service point
- Delivery of print items to faculty offices
- Scanned copies, free of charge, of material owned in print by the TAMU Libraries, or other libraries
- Journal articles, conference papers, book chapters (50 pages or less)

The Studio

- Located on the 6th floor of the Annex: https://library.tamu.edu/libraryInstruction/the-studio.php
- Media lab equipped with specialized software and equipment for multimedia projects
- Three Whisper rooms with sound reduction spaces for audio recording

- Two One Button Studio spaces for the creation of high-quality video recordings § Includes a Lightboard, a glass chalkboard pumped full of light for recording video lecture notes

For the most up-to-date information and a complete list of library services and associated resources see: https://library.tamu.edu

Other Services

- The Texas A&M University Writing Center is located on the 2nd floor of Evans Library
- Academic Success Center provides subject tutoring in Evans Library
- Starbucks is located on the 1st floor of Evans Library

The Collection – Architecture Collection

The Sterling C. Evans Library & Annex are located just two blocks from the Architecture complex on campus and provide broad and vast holdings that support the architecture disciplines. In 2017, the more specialized architecture collection of the former Technical Reference Center (the College of Architecture's in-house library) was transferred and incorporated into the Sterling C. Evans Library's collections, thus enriching the library resources available to support the unique programs and educational mission of the College of Architecture.

The University Libraries are ranked 8th among US Public University Libraries by the Association of Research Libraries. The annual library materials expenditures are approximately $15 million for journal and database subscriptions and over $2 million for print, ebooks, and media resources. Overall, the University Libraries' collections include 1,240 databases, approximately 195,226 electronic serials, and over 5.9 million print books, ebooks, and media items, which adequately support the architecture disciplines. The most recent title count in the Evans Library shows that the architecture collections include over 81,000 monographic items and almost 2,500 journal titles:

CALL NUMBER	SUBJECT	# TITLES BOOKS	# VOLUMES BOOKS	# TITLES SERIALS	# VOLUMES SERIALS
NA	Architecture	21,124	23,483	343	7,529
N	Visual Arts	19,798	21,507	248	6,080
GE	Environmental Sciences	1,917	2,049	21	103
GV 1-200	Recreation, leisure, general	1,702	1,865	99	1,021
HD 101-1395	Land Use	3,588	3,918	127	1,815
HT 51-395	Communities, Classes, Races	6,291	6,977	101	1,352
QK 1-474	Botany, general	3,643	4,776	248	6,496
S 900-972	Agriculture, conservation of natural resources	266	311	27	442
SB 1-486	Plant culture, seeds, nurseries, propagation, field crops, horticulture, gardening, parks	10,951	12,280	966	14,499
SB 599-1110	Plant culture, diseases and pests	3,395	3,923	266	3,932
	TOTALS	**72,675**	**81,089**	**2,446**	**43,269**

Additionally, over 850 electronic journals and 6,941 ebooks in the above subjects can be accessed online, and 1,205 audio-visual (media) materials are available in the collection.

A collection of 3,800 rare architectural and design books is housed in a special collection in the Cushing Memorial Library & Archives and is available for in-library use. The collection supports the College of Architecture programs.

The University Libraries maintain subscriptions to top key databases for architecture research such as Architectural Digest Archive, Avery Index to Architectural Periodicals, ACM Digital Library, Art Index Retrospective, Art & Architecture Source, Arts and Humanities Citation Index, Artstor, Business Continuity & Disaster Recovery Reference Center, Compendex, Garden, Landscape & Horticulture Index, National Transportation Library, Oxford Art Online, TRID, Urban Studies & Planning, Urban Studies Abstracts, and Web of Science. Some relevant journal packages offered by the library are Elsevier Science Direct, ICE Virtual Library Journals, IEEE Explore, JSTOR, SAGE Journals, SpringerLink Journals, Taylor & Francis Journals, and Wiley Online Library.

Hundreds of ebooks, print books, handbooks, technical reports and standards, media items, and streaming media are added to the collection annually through individual purchases and streaming services. Some of the main streaming video and sound resources include Kanopy and SAGE Video. The University Libraries are dedicated to providing materials in various formats accessible both on campus and remotely. While the Libraries are open to the public for on-site use, the collection is developed and maintained for primary users.

- Monographic items are purchased mainly through an approval plan. Currently, the Libraries have established an approval plan with GOBI Library Solutions, which includes both print and electronic acquisitions.
- However, the Libraries have a collaborative approach to purchasing key resources in a field of study by encouraging and supporting student, faculty, and staff recommendations for new resources. Recommendations for databases, scholarly journals, and monographs can be made through the assigned library subject librarian or the library's online "Suggest a Purchase" form: Items $150 or less (one-time funds) are automatically ordered. More expensive material goes through the subject librarian.
- Upon teaching faculty request, one copy of a textbook per 100 students in a class will be purchased and put on course reserves
- Subject librarians are available to assist faculty with purchase requests and create and maintain subject-specific collection development policies that address, in greater depth, the instruction, research, and program needs of the communities they serve.
- To tailor our collections to the needs of our users, the library also supports a Demand DrivenAcquisitions (DDA) program for ebooks, by including bibliographic records for newly published titles into the library online catalog. Students and faculty have full access to these resources and a predetermined level of use of these ebooks results in their permanent addition to our electronic collections. Recently, the library introduced a similar Purchase on Demand program for print books.

Texas A&M University Libraries is a member of the Association of Research Libraries (ARL). This distinct membership is based on TAMU Libraries distinct collections, commitment to servicing the scholarly community, and leadership. In addition, TAMU Libraries currently holds membership in the Greater Western Alliance (GWLA), which allows our campus users access to the holdings of 38 other research libraries located across the United States. Another important consortium membership includes the Center for Research Libraries (CRL) whose mission is to foster and advance scholarly inquiry by granting members access to its five million newspapers, journals, dissertations, and digital resources. Lastly, the University Libraries' membership to TexShare allows access to databases of interest such as Ebsco's Small Business Reference Center and ProQuest's SciTech Premium Collection.

To summarize, the Texas A&M University Libraries is committed to supporting the School and Department of Architecture's programs and research initiatives.

6—Public Information

The NAAB expects accredited degree programs to provide information to the public about accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information about accredited and non-accredited architecture programs. The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, all NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public.

6.1 Statement on NAAB-Accredited Degrees

All institutions offering a NAAB-accredited degree program or any candidacy program must include the exact language found in the NAAB Conditions for Accreditation, 2020 Edition, Appendix 2, in catalogs and promotional media, including the program's website.

Program Response:

The following statement: "NAAB Statement on Accreditation in the United States, registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), the sole agency authorized to accredit professional degree programs in architecture offered by institutions with U.S. regional accreditation, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted an eight-year, three-year, or two-year term of accreditation, depending on its conformance with established educational standards. Doctor of Architecture and Master of Architecture degree programs may require a pre-professional undergraduate degree in architecture for admission. However, the pre-professional degree is not, by itself, recognized as an accredited degree.

The Texas A&M University Department of Architecture offers the following NAAB-accredited degree program(s):

- Master of Architecture (pre-professional degree + 55 graduate credits)

Next accreditation visit for all programs: 2023" may be found at this link.

6.2 Access to NAAB Conditions and Procedures

The program must make the following documents available to all students, faculty, and the public, via the program's website:

a) Conditions for Accreditation, 2020 Edition
b) Conditions for Accreditation in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)
c) Procedures for Accreditation, 2020 Edition
d) Procedures for Accreditation in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)

Program Response:

Access to the National Architectural Accrediting Board (NAAB) Conditions and Procedures for Accreditation is part of the publicly available documents on the Master of Architecture web page found at this link.

6.3 Access to Career Development Information

The program must demonstrate that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans.

Program Response:

All Department of Architecture students receive career counseling from the Department of Architecture's Architectural Experience Program (AXP) Advisor and Integrated Path to Architectural Licensure (iPAL) Advisor, Dr. Valerian Miranda, who regularly meets with students as a group and arranges for one-on-one advising sessions. All students can access for-credit or not-for-credit professional internship opportunities through individual applications to Architecture and A/E firms. Many firms participate in the Department of Architecture and AIAS-organized Career Fair each Spring Semester. Students also have access to the Department of Architecture's Architecture + Industry Advisory Council (A+IAC) and visiting professionals participating in design studio reviews. Students also utilize studio faculty and course faculty as formal and informal mentors. The Department Head of Architecture and faculty meet with the students to review their design portfolios and student CVs. The Department of Architecture also coordinates with the American Institute of Architecture (AIAS) chapter to arrange for design portfolio workshops whose workshop leaders help to develop and implement portfolio design strategies. Additional services are available to the students through the University Career Center found on this weblink.

6.4 Public Access to Accreditation Reports and Related Documents

To promote transparency in the process of accreditation in architecture education, the program must make the following documents available to all students, faculty, and the public, via the program's website:

a) All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit
b) All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit
c) The most recent decision letter from the NAAB
d) The Architecture Program Report submitted for the last visit
e) The final edition of the most recent Visiting Team Report, including attachments and addenda
f) The program's optional response to the Visiting Team Report
g) Plan to Correct (if applicable)
h) NCARB ARE pass rates
i) Statements and/or policies on learning and teaching culture
j) Statements and/or policies on diversity, equity, and inclusion

Program Response:

- 5-year Interim Progress Report (IPR) is available at this link. The Annual Program Reports submitted since the last team visit (2014-2021) may be found at this link.
- All NAAB responses to any Plan to Correct and NAAB Responses to the program Annual reports since the last team visit may be found at this link.
- The most recent decision letter from the NAAB (2014) may be found at this link.
- The Architecture program report submitted for the last (2014) visit may be found at this link.
- The final edition of the most recent (2014) Visiting Team Report may be found at this link.
- The program's optional response maybe be found on page 37 at this link
- The NCARB ARE pass rates may be found at this link.
- Statements and/or policies on learning and teaching culture may be found at this link
- Statements and/or policies on diversity, equity, and inclusion may be found at this link.

6.5 Admissions and Advising

The program must publicly document all policies and procedures that govern the evaluation of applicants for admission to the accredited program. These procedures must include first-time, first-year students as well as transfers from within and outside the institution. This documentation must include the following:

a) Application forms and instructions
b) Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing
c) Forms and a description of the process for evaluating the content of a non-accredited degrees
d) Requirements and forms for applying for financial aid and scholarships
e) Explanation of how student diversity goals affect admission procedures

Program Response:

All application instructions and scholarships information for Department of Architecture students, including first-time, first-year, second-year, and career change students, can be found on the Department of Architecture website link: https://www.arch.tamu.edu/arch/

- Application forms and instructions for application to the M.Arch. program are posted at this weblink on the Graduate admissions webpage.
- Admissions requirements; admissions-decision procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing are available below. All students apply to Texas A&M University through WebAdmit. The Administrative Staff Coordinator pre-reviews all applications for compliance and verification of submitted ELP scores as required by Texas A&M University requirements in the case of international student applications. Completed applications are available for review by the Master of Architecture Committee faculty assess, review statements of purpose, letters of recommendation, and score portfolios. Each committee member provides a detailed scoring for discussion with the Committee. The Committee provides a final ranking score for recommended acceptance to the Associate Department Head of the Master of Architecture Program, who decides to admit based on the Committee's recommendations. In terms of admission process review, the largest amount of time dedicates to the portfolio ranking and the weighting of GPAs, especially for international students.
- Forms and a description of the process for evaluating the content of non-accredited degrees are not posted as a four-year pre-professional architectural degree is required at this M.Arch. Admission Requirements page, and applicants without this degree are encouraged to apply to the Career Change Program at this weblink.
- Requirements and forms for applying for financial aid and scholarships are found at Aggie One Stop for financial aid at this weblink and at this weblink.
- Despite the Department of Architecture's Student Diversity goals, demographics are not part of the Department's application selection process and are not considered when making an admission decision. Admission to Texas A&M University and the Master of Architecture is based solely on qualifications.

6.6 Student Financial Information

6.6.1 The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.

Program Response:
The Department of Architecture website includes links to the "Aggie One Stop" source for financial aid information at this link. This departmental page also has links to the FAFSA, TASFA, University Scholarships, College and Departmental Scholarships, and Research center scholarship applications.

6.6.2 The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be

required during the full course of study for completing the NAAB-accredited degree program.

Program Response:
The Department of Architecture website includes a calculator for applicants to estimate their tuition and cost to attend at this weblink.

NAAB

Appendix