2023 Visiting Team Report

Texas A&M University
Department of Architecture

M.Arch.

Continuing Accreditation Visit
M.Arch. 27-29, 2023

National Architectural Accrediting Board, Inc.

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I. Summary of Visit

a. Acknowledgments and Observations

Special thanks to Dr. Gregory Luhan and Dr. Ahmed Ali for their help in planning the site visit and navigating the program and university. Through review of the APR and interviews with program leadership, faculty, staff, and students, it is clear that the culture of the Aggie standard is embraced by all and is exemplified in the actions and results of the architectural education. In comparison to other departments, the Department of Architecture is small but mighty and holds a unique place within Texas A&M University (TAMU). A budgetary realignment, approved by the Board of Regents, set forward three (3) budgets for programs – Non-STEM (Non-science and Humanities), Professional Programs (Vet Med, Business), STEM (Engineering, lab-based sciences). The current budget allocation places the Department of Architecture into the Non-STEM designation, which may create funding challenges for the program if not addressed. The university is pushing to grow the degrees offered and would like to take advantage of the undergraduate program which enrolls approximately 600 students. The program is seeing growing success in undergraduates returning for the M.Arch. degree and has created the IPAL path to further enhance their retention goals.

Challenges to the program include anticipated faculty retirements and implications for capacity as well as needed updates to their physical resources. There is a new initiative to develop their Relis Campus through a $120M donation which would provide a center for robotics, VR and AR university wide. When interviewed, the students did not cite any lacking resources. Their only concern was longer hours to access laser and 3-D printers which are dependent on student workers and are only available during studio hours.

Access to the profession and career opportunities was successful and 127 firms attended the career fair. The students obtain help from an Industry Coordinator to prepare their portfolio, resume and interview skills prior to the career fair. The students can customize their area of focus and collaborate outside of the program through the Preservation Student Organization and the Student Healthcare Association. The Center for Health Systems Design is a certificate program.

b. Conditions with a Team Recommendation to the Board as Not Achieved *(list number and title)*

SC.6 Building Integration

II. Progress Since the Previous Site Visit

2009 Conditions Not Met

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

Previous Team Report (2014): Evidence of student ability to make technical drawings and digital models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design was found in a variety of required courses including ARCH 605, ARCH 606 and ARCH 607 Design I-III. There was no evidence of student work involving preparing outline specifications.

This SPC was Not Met in 2008.

2023 Team Analysis: As of the Board of Director's 2020 review of the program's 5-year Interim report, the program demonstrated satisfactory progress toward addressing deficiencies previously identified.

ARCH 607: Design III describes student outcomes to include technical documentation. The self assessment notes that improvement is still needed in the area of documentation and the instructor will add lectures and examples on representation to the course to address the deficiencies.

B. 6. Comprehensive Design: *Ability* to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:

A.2. Design Thinking Skills	B.2. Accessibility
A.4. Technical Documentation	B.3. Sustainability
A.5. Investigative Skills	B.4. Site Design
A.8. Ordering Systems	B.5 Life Safety
A.9. Historical Traditions and Global Culture	B.7. Environmental Systems
	B.9.Structural Systems

Previous Team Report (2014): Student projects in ARCH 607 Design III did not demonstrate full integration for comprehensive design. The various studio sections of this course taught by different instructors demonstrated widely varying engagement of all the elements of this SPC.

Several individual student projects in ARCH 606 Design II demonstrated comprehensive design ability, but achievement was inconsistent among the student work displayed, and not achieved across the several ARCH 606 sections offered. The Department's integrative teaching model employed in some studios such as ARCH 606 and ARCH 693 Final Project, where selected technology faculty hold teaching assignments in conjunction with studio instructors, provides a compelling teaching approach to address this SPC. Faculty and students demonstrated keen interest in the subject matter as well as integration efforts in multiple areas of the program, but did not achieve the comprehensive design criteria.

2019 5-year IPR Board Review: After reviewing the 5-year Interim Progress Report (IPR) submitted by Texas A&M University, the National Architectural Accrediting Board (NAAB) has concluded that the program has demonstrated satisfactory progress toward addressing deficiencies identified in the 2-Year Interim Progress Report.

No further information is required at this time. Statistical Reports are still due annually.

2023 Team Analysis: As of the Board of Director's 2020 review of the program's 5-year Interim report, the program demonstrated satisfactory progress toward addressing deficiencies previously identified.

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

Previous Team Report (2014): ARCH 657 Advanced Professional Practice and Ethics was indicated as addressing this SPC, but the student work presented—in exams and final team project--does not include evidence of the development of an understanding of the fundamentals of building costs.

2023 Team Analysis*:* As of the Board of Director's 2020 review of the program's 5-year Interim report, the program demonstrated satisfactory progress toward addressing deficiencies previously identified.

ARCH 657: Advanced Professional Practice and Ethics included a lecture on "Analyzing Construction Cost Estimates". The instructor did not teach the course the entire semester and therefore did not provide a self-assessment or plan of improvement.

B.10. Building Envelope Systems: *Understanding* of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

2014 Team Assessment: Evidence of student understanding of the basic principles involved in the appropriate application and performance of building envelope systems and associated assemblies relative to all aspects of the SPC was not consistently found in ARCH 606 Design II, or elsewhere. The degree to which each attribute of the building envelope was addressed varied widely among the projects.

2023 Team Analysis: As of the Board of Director's 2020 review of the program's 5-year Interim report, the program demonstrated satisfactory progress toward addressing deficiencies previously identified.

ARCH 606: Design II included some student work that had evidence of building envelope understanding, however, the work was not consistent with a majority being at or below novice level.

B.11 Building Service Systems Integration: *Understanding* of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems.

Previous Team Report (2014): Evidence of student understanding of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security and fire protection systems was not consistently evident in the ARCH 606 Design II student projects, or elsewhere in the Team Room. While some projects demonstrated an understanding of the basic principles related to vertical transportation, consistent understanding related to other aspects of building systems was absent.

2023 Team Analysis: As of the Board of Director's 2020 review of the program's 5-year Interim report, the program demonstrated satisfactory progress toward addressing deficiencies previously identified.

ARCH 606: Design II included some student work that had evidence of building systems understanding, however, the work was not consistent and did not include building performance data.

C.1 Collaboration: *Ability* to work in collaboration with others and in multi-disciplinary teams to successfully complete design projects.

Previous Team Report (2014): While there was evidence of ARCH 605 Design I studio work involving multi-disciplinary teams of architecture and landscape architecture students, this collaboration was addressed in some studio sections and not others, at the discretion of the individual instructor. The program's design studio team teaching model which includes design studio faculty plus the regular presence and input of a structural engineering faculty member is extremely positive, augmented periodically by additional faculty from multiple backgrounds, but the presence of multi-disciplinary student teams across all sections was not found.

2023 Team Analysis*:* As of the Board of Director's 2020 review of the program's 5-year Interim report, the program demonstrated satisfactory progress toward addressing deficiencies previously identified.

III. Program Changes

If the Accreditation Conditions have changed since the previous visit, a brief description of changes made to the program because of changes in the Conditions is required.

2023 Team Analysis: Minor changes to the curriculum and the assigned learning objectives have been made based on the NAAB 2020 Conditions. In response to the 2014 team visit, the program started an annual review of the curriculum and its alignment with the SPC's. The program added ARCH 658: Building Materials & Assemblies to address concerns regarding technical documentation.

IV. Compliance with the 2020 Conditions for Accreditation

1—Context and Mission (*Guidelines*, p. 5)
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.
- 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.
- 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).

☒ **Described**

2023 Team Analysis:
Based on the APR, the Department of Architecture has been providing classes face-to-face since fall 2022, following their response to COVID which was primarily online for 2020. It gives a detailed summary of the university's history, student enrollment, admissions process for the university, the Department of Architecture's graduate program, and the history of the architecture program. It states that it is a public institution and notes the size of the university but does not address the setting that the school resides in, relating to geographical or cultural. The university's mission is well described and although the Department of Architecture's mission is not listed in the APR it was shared within the Department's Strategic plan.

The program's role with the community and university is clearly expressed as well as the mutual benefits that exist. The APR lists the multiple ways the department and the faculty participate within the university either through research or programs. Multidisciplinary relationships are also very evident through examples with the program and faculty.

The APR lists the various student organizations (AIAS, NOMAS, SHEA) that encourage learning through workshops, publications, career fairs, and conferences. It also lists the various opportunities for study abroad trips, lecture series, and competitions.

2—Shared Values of the Discipline and Profession (*Guidelines*, p. 6)

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.

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. (p.7)

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. (p.7)

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. (p.7)

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. (p.8)

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. (p.8)

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. (p.8)

☒ **Described**

2023 Team Analysis:
Design: The program encourages the shared value of design through the curricular studio series of classes (Arch 605, 606, 607, & 608) as well as multiple non-curricular offerings including the lecture series, design competitions, and the Resource-Based Design Research Lab. Studio syllabi state what each studio's learning outcomes are, so students know what will be covered. These learning outcomes cover many of the aspects of architectural design such as the value of research, testing, and evaluation in the design process. The program upholds and teaches aspects of the profession's obligations to the public's health safety and welfare, sustainability, and durability (resilience) alongside design-thinking and creative development as key aspects to design. The studio classes seek to deepen students' understanding of diverse cultural and social contexts and how that translates into equitable built environments. Design studios also address the range of available career opportunities that utilize the architecture discipline's skills and knowledge. Design studios in the second year (Arch 607 & 608) focus specifically on student research interests rather than being led by faculty research interests.

Environmental Stewardship: The program encourages the shared value of Environmental Stewardship through coursework in design studio projects. 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**.** The department also has a research lab focusing on BIM and environmental modeling as well as an energy systems lab focusing on energy research and emissions reduction.

Equity, Diversity, & Inclusion: Recent projects promote equity among historically marginalized communities by designing installations for Juneteenth in Galveston, single and multi-family housing for REACH, housing for educators in rural school districts, multi-cultural housing for transient populations along the US and Mexico border, & inclusive memorial designs for Black Lives Matter at the civic engagement scale. 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.

Knowledge and Innovation: Faculty are actively part of research and grants that focus on varying topics relating to architecture. Students engage in research with faculty. The department also hosts lectures and invited guests and provides workshops based on new technologies.

Leadership, Collaboration, and Community Engagement: Leadership opportunities exist through Graduate Research Assistants (GARs) or Graduate Assistants Non-Teaching (GANTs) positions. Additionally, leadership opportunities are available through involvement in student organizations such as AIAS. Students work in collaborative settings through professional internships via the iPAL program as well as interdisciplinary collaboration with the College of Engineering.

Collaboration is infused in the learning culture of the department. Student projects are often interwoven with other departments within the School of Architecture (such as the Landscape Architecture & Urban Planning department), both on a peer-to-peer level as well as with the intermingling of faculty from other departments. Additionally, the departments encourage collaborative work with other schools and colleges including Mathematics, Music, Psychology, and Engineering. In the M.Arch. candidates' final year design studio experience (Arch 607 & 608), student advising committees must consist of one external member to give an alternate viewpoint and add richness to the discussion of the work. In addition, TAMU encourages M.Arch. students to participate in many certificate programs that position the student in close context to other disciplines within the university to develop an expertise grounded in the nexus of architecture and the complimenting field of study. Examples of this include community development, environmental hazard management, health systems, sustainable urbanism, transportation planning, and facility and asset management. Finally, faculty, graduate, and undergraduate student members of the department participate in TAMU's Innovation[X] multidisciplinary collaboration program. Innovation [X] brings people together from across the campus to work on year-long, research-based projects that address real-world issues.

Faculty and students practice community engagement through design studio courses, community-based design studio initiatives, and other outreach projects that engage community leaders. Example projects include work with the Texas A&M Forest Service, Salvation Army, Habitat for Humanity, the City of Lufkin, Nia Cultural Center in Galveston, and the City of Buffalo Gap. The program continues to look for opportunities for community and industry collaboration through discussions with stakeholders who are members of its Architecture + Industry Advisory Council (A+IAC).

Lifelong Learning: The Department of Architecture includes external experts and practitioners in the studio curriculum, as well as licensed faculty who bring real-world perspectives. The AIAS facilitates workshops to give access to practitioners and firms. ARCH 657 includes outside practitioners in course lectures who provide real world examples of professional practice. The M.Arch. students work with 2 advisors within the department and are required to work with a third advisor outside of the department which gives them access to interdisciplinary learning.

Assessment: The program is moving toward a culture of critically assessing their curriculum and courses in an effort of self-improvement. They are in the early stages but are making progress vis-a-vis establishing assessment protocols that are understood equally by faculty and students. Part of this progress is being aided by TAMU's Assessment, Evaluation, Feedback, and Intervention System (AEFIS)

which is stewarded by the University's Office of Institutional Effectiveness and Evaluation. The department has engaged with and received constructive internal and external criticism regarding the design and progress of their curricular assessment plans to date and intends to fine-tune this process with an eye toward moving on to actionable data and feedback. Additionally, the department partners with community and industry stakeholders through its Architecture + Industry Advisory Council (A+IAC) to ensure its curriculum reflects the needs of the employers who hire their M.Arch. graduates.

3—Program and Student Criteria (*Guidelines*, p. 9)

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) (*Guidelines*, p. 9)

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. (p.9)

☒ **Met**

2023 Team Analysis:

ARCH 657: Advanced Professional Practice and Ethics covers history of licensure in the US, NCARB's path to licensure with AXP and ARE and the role of the state licensing boards. The department collaborates with AIAS to host a career fair and invites design firms in a range of disciplines. Faculty also connects students with local and national firms for summer internships. This was demonstrated in the course syllabus and through interviews with students and faculty.

Assessment: This course is included in the program's TECH curriculum and assessed by the faculty. Evaluations totaled 44 which did not achieve the 30% that it was looking for and the faculty will work to improve the sample size to ensure a more comprehensive assessment. The technology sub-committee notes that the learning portfolio and review process needs to be re-constructed in general for this area to ensure that it is considered correctly for the evaluation.

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. (p.9)

☒ **Met**

2023 Team Analysis:

Design is met through the program's studio sequence of courses ARCH 605 - ARCH 608. Primary satisfaction of this criteria can be found in ARCH 605 & ARCH 606: In ARCH 605, research is introduced as the starting point of the design process, followed by concept development and parti generation. Consequential time is spent understanding more macro-scale ideas of design such as neighborhood and community/cultural context as well as the natural ecosystems the project exists within, followed by a closer analysis of the site itself. Schematic level site and building schematic begin the formation of the project solution over a period of several weeks, and later in the semester investigation of design details occurs. ARCH 606 allows learners to add to the fundamental aspects of design established in 605 by adding elements of integration such as envelope design, structural systems, and environmental control systems. Additionally, the design process fundamentals studied in 605 are repeated and reinforced in 606.

Assessment: The program has developed a self-assessment process based on collecting and assessing artifacts of student work in the form of learning portfolios representative of but not limited to the learning outcomes for each design studio. Work was assessed by graduate faculty on a scale of zero to eight with a target average of five. The most recent data collected for design yielded an average score of 5.92. Actionable items were not attained due to the lack of norming of scoring and deliverables. The program's M.Arch. committee will meet to address this before the next self-assessment effort commences.
Part of the assessment progress is aided through a collaboration between the Department of Architecture, the Center for Teaching Excellence (CTE), and the Office of Institutional Effectiveness + Evaluation (OIEE) and Texas A&M's use of the AEFIS (Assessment, Evaluation, Feedback & Intervention System) for annual program assessment, student course evaluations, core curriculum assessment, and CD/ICD assessment. The department has engaged with and received constructive internal and external criticism regarding the design and progress of their curricular assessment plans to date and intends to fine-tune this process with an eye toward moving on to actionable data and feedback.

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. (p.9)

☒ **Met**

2023 Team Analysis:
In ARCH 633 the study of climate, Daylight, and Sun Protection is integrated with the studies of thermal comfort and building systems. The course integrates building energy consumption patterns and conservation strategies into assignments & lecture topics. The course syllabus shows evidence of investigation of the criteria. ARCH 631 includes environmental aspects of structural system selection and specifically cites the criteria in its learning outcomes. The application of ecological knowledge in this course is not as strong. ARCH 606 asks the students to apply ecological knowledge and responsibility to a design studio project, using energy analysis tools to evaluate alternative massing and fenestration, to consider water conservation, collection, reuse, and application the recyclability, carbon sequestration, and ease of disassembly are introduced as factors affecting the student's choice of system design as it relates to their design studio project.

Assessment: The course improvements have included ways that the students are taught by providing more hands-on experience in lectures.

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. (p.9)

☒ **Met**

2023 Team Analysis:
The M.Arch. requires candidates to have completed two history of architecture courses for admittance. The course curriculum seems to show four courses related to History/Theory but only provides two courses (ARCH 644 & ARCH 645). They also state that these history & theory are integrated within studios ARCH 605, ARCH 606, & ARCH 607.

ARCH 644 clearly shows that Art & Architectural History is the main topic of this course, including western and non-western studies.

ARCH 645 is focused on architectural theory but varies in terms of specific teachings based on the professor and semester. The course syllabus describes it as an advanced theory course relating to western and non-western traditions.

Assessment: The faculty provided a self-assessment for the courses and how they modified their courses to improve learning. The department included results from assessments that provided opportunities for modifications to the History and Theory courses to be better aligned and focused with NAAB requirements.

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. (p.9)

☒ **Met**

2023 Team Analysis:
ARCH 605 is listed as the main course for this criterion. Students are required to engage in research for their studio project. Students are encouraged to pursue advanced certifications in various fields during this studio to apply the learning to their topic/project.

Innovation and research are demonstrated based on the syllabus requirements and student work examples which include fabrication, theory investigations, site analysis, and real world application.

Students are also encouraged to develop research and innovation skills in structural systems courses ARCH 631 & ARCH 633.

Assessment: The faculty provided a self-assessment for the courses and how they modified their courses to improve learning. The department is aware that their metrics for measuring and assessing their courses is inconsistent and hard to follow. They are proposing ways in which they can better provide the assessments and decipher the data that comes from it.

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. (p.9)

☒ **Met**

2023 Team Analysis:
ARCH 657: Advanced Professional Practice and Ethics presented lectures and videos which were the basis for class discussion related to working in teams to discover the best design solutions possible and building relationship and communication skills within a diverse team of stakeholders. The class also lists, among other topics, lectures in Project Delivery, Project Management, and Contracts & Agreements which relate to leading and collaborating within multi-disciplinary teams.

The understanding of leadership in multidisciplinary teams also is reinforced by the students' opportunities to understand a building's structure (ARCH 631) and a building's environmental systems (ARCH 633) and empathize with what it takes to create these parts of a building. The design studio sequence gives students a chance to work within a team of peers (ARCH 605), and ARCH 607 & 608, with a team of mentor advisors in the form of their final year committee. These experiences establish and reinforce collaboration skills in solving complex architectural problems.

Assessment: Looking at ARCH 657 as one of the primary classes identified by TAMU to satisfy this criterion, there is a self-described "disconnect" between requested evaluation artifacts and general expectations of the classes being evaluated. The student learning portfolio and the review process needs to be reconstructed to correct this disconnect. Similarly, an unsatisfactorily low number of students were able to submit artifacts for consideration by the assessors (anecdotally 8/44 or 18% for ARCH 657). In the future, the program will ensure that it evaluates a larger sample size and actively encourages all the topical instructors in the M.Arch. program to participate in the review. Part of this self-assessment progress is being aided by TAMU's AEFIS. The department has engaged with and received constructive

internal and external criticism regarding the design and progress of their curricular assessment plans to date and intends to fine-tune this process with an eye toward moving on to actionable data and feedback.

ARCH 657: Advanced Professional Practice and Ethics, is listed as a primary resource for satisfying this criterion although much of the language in the syllabus provided is still discussing things in terms of the 2014 NAAB Conditions.

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. (p.9)

☒ **Met**

2023 Team Analysis:
The program emphasizes learning and teaching culture as well as a statement in all studio syllabi regarding studio culture. This statement is given in the APR and states various goals that students and faculty should achieve and hold themselves accountable. Part of the statement reads "*Students and faculty in every design studio will embody the fundamental values of optimism, respect, sharing, engagement, and innovation*." Faculty encourage students to venture into diverse topics and offer collaborative opportunities with other majors. The APR also lists opportunities where improvements and modifications are welcome through town hall meetings with the department head and the associate department head. This allows students to speak freely regarding studio culture.

The program fosters a positive learning environment with the aid of a designated studio culture and operational procedures outline. Syllabi include course goals to foster a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff. Grading is based on a semester-long qualitative assessment of original thinking, creativity, and positive progress. Students are expected to be self-motivated and strive constantly to improve their own skills and knowledge base while contributing to the learning environment shared with other students. Students are expected to deliver work in a timely manner and are held to professional behavioral standards. Each course syllabus mentions the importance of mental health and provides resources for mental health help. In talking with students, they were generally unaware of a formal learning and teaching culture but confirmed the studio culture is in line with the learning and teaching culture promoted by the program. Students expressed the support they feel from the program to do their best work while also maintaining best practices for time management.

Assessment: When interviewed, the students were not aware of "Learning and Teaching Culture," however, they did cite town hall meetings and easy access to faculty where they can voice concerns.

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. (p.9)

☒ **Met**

2023 Team Analysis:
ARCH 605 and ARCH 644: Demonstrated in syllabi. These courses have influenced students to select final studio projects that include immigrant facilities, US and Mexico border issues, homeless populations, urban agriculture, shelters for people leaving abusive relationships and affordable housing. The faculty and students designed an exhibition to celebrate the 2022 Juneteenth event in Galveston which will continue to be a fall and spring collaboration between TAMU and Prairie View A&M.

Assessment: Reviewers ranked 25% at novice or less leaving 75% assumed to be above novice. The reviewers plan to meet prior to 2023 for a norming session to understand a common scoring strategy. In ARCH 644, there was discussion of the value of the division of HTC (History/Theory/Criticism) courses

into two generally defined classes. It was advised that the HTC working group work together to discuss rotating faculty through courses.

3.2 Student Criteria (SC): Student Learning Objectives and Outcomes (*Guidelines*, p. 10)
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. (p.10)

☒ **Met**

2023 Team Analysis:
ARCH 606: Demonstrated in syllabus that Architectural Design Studio II serves as the "building integration studio." ARCH 645: Seminar in Architectural Theory reinforces health, safety, and wellness (HSW).

Assessment: Assessment of the courses is demonstrated in the M.Arch. portfolio rubric review and 5% of the reviewers ranked HSW at or below novice level which suggests that 95% rank HSW above novice level. It is suggested that all reviewers meet in a norming session to understand a common scoring strategy. The department appears to be in the early stages of curriculum assessment and improvement but making progress. Part of the assessment progress is aided through a collaboration between the Department of Architecture, the Center for Teaching Excellence (CTE), and the Office of Institutional Effectiveness + Evaluation (OIEE) and Texas A&M's use of the AEFIS (Assessment, Evaluation, Feedback & Intervention System) for annual program assessment, student course evaluations, core curriculum assessment, and CD/ICD assessment. The department has engaged with and received constructive internal and external criticism regarding the design and progress of their curricular assessment plans to date and intends to fine-tune this process with an eye toward moving on to actionable data and feedback.

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. (p.10)

☒ **Met**

2023 Team Analysis:
ARCH 657: Advanced Professional Practice and Ethics and ARCH 607: Architectural Design III combine to articulate and assess the learning outcomes in this criterion. Professional Ethics are examined by discussing the AIA code of ethics as well as NCARB's Model Rules of Conduct. This knowledge is assessed by examination. According to the course schedule, building codes and regulatory requirements were discussed in ARCH 657 as well as ARCH 607.

Assessment: Assessment of students' knowledge of code and regulations occurs in ARCH 607 during student presentation and critique of their design projects. Finally learning about Business Processes related to Architectural practice occurs primarily in ARCH 657 through assigned reading, videos (videos from the YouTube channel), "Business of Architecture," and subsequent class discussion. Assessment of this part of the criterion is done through the class final project where students interview representatives from an architecture firm about many issues including their business practices.

Looking at curricular self-evaluation there is room for improvement in the program's assessment efforts (and thus improvement efforts) in the areas of connecting the artifacts collected and the general expectations of the classes as well as increasing the sample size of students evaluated to be a more representative sample. That said, 72% of the reviewers ranked the evidence in the student work at the

novice and above levels. However, due to the lack of parity in the elements observed it is difficult to know in what elements students are actually achieving. To address this, the M.Arch. committee have committed to convene for a norming session so there is a commonly understood assessment and scoring strategy. Part of the assessment progress is aided through a collaboration between the Department of Architecture, the Center for Teaching Excellence (CTE), and the Office of Institutional Effectiveness + Evaluation (OIEE) and Texas A&M's use of the AEFIS (Assessment, Evaluation, Feedback &Intervention System) for annual program assessment, student course evaluations, core curriculum assessment, and CD/ICD assessment. The department has engaged with and received constructive internal and external criticism regarding the design and progress of their curricular assessment plans to date and intends to fine-tune this process with an eye toward moving on to actionable data and feedback.

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. (p.10)

☒ **Met**

2023 Team Analysis:
ARCH 658: Syllabus demonstrates that Building Materials and Assemblies align together for students to evaluate regulations and codes to which the profession is bound and through drawing deliverables, projects address code review, zoning and regulations.

Assessment: M.Arch. Portfolio Review Rubric shows 61.36% of reviewers feel that the work lacks any visible evidence. 14% of the reviewers ranked the work below novice level which suggests that 86% ranked the work above novice level. It is suggested that before the spring reviewing session that the reviewers convene in a norming session to understand common scoring strategies.

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. (p.10)

☒ **Met**

2023 Team Analysis:
Criterion understanding is developed across three classes: ARCH 631: Applied Architectural Structures, ARCH 633: Applied Architectural Systems, and ARCH 658: Building Materials and Assemblies. In the structures course, selection of different systems are discussed as well as structural systems' impacts of the geometry of a building.

Assessment: Self-assessment of this course acquiesced to the idea that the assessments need revision, "The classes needed some sort of in depth applied situation, a case study -- a more complex and complicated application of the knowledge and skills to solidify both into the confidence needed to apply the concepts were learning into design."

In the systems course, multiple different kinds of active and passive systems are discussed in terms of how they affect building performance, and this leads to a discussion about how decision-making in terms of a building's systems affects a building's character aesthetically. Later in the semester the class briefly discusses systems from a building economics perspective.

Assessment: Student homework assignments and exams assess these same topics.

Finally, the materials course presents a week-by-week survey of the various materials and tectonic systems used in building design. Issues of building performance and what possibilities materials provide in terms of a building's design are covered in these lectures.

Assessment: The final project documenting building materials and systems at various scales is a useful assessment, and building performance characteristics of materials and systems are assessed through examination. This class also does a good job of discussing the economics–first cost or life cycle cost–of building materials and systems.

77% of the reviewers ranked the evidence in the student work related to this criteria above novice. This blanket statement does not document which of the three classes this data came from. TAMU suggests the criterion's rubric needs to explicitly differentiate between Materials, Structures, and Systems courses. The department has engaged with and received constructive internal and external criticism regarding the design and progress of their curricular assessment plans to date and intends to fine-tune this process with an eye toward moving on to actionable data and feedback.

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. (p. 12)

☒ **Met**

2023 Team Analysis:
ARCH 608: Architectural Design IV student work shows evidence of ability to research precedents, develop program elements, understand climate effects, site plan solutions and building integration. Students appear to have a good grasp of design synthesis through site design and analysis. The work also shows planning skills based on environmental and urban constraints and evidence of ability to analyze existing conditions of a site and project constraints. Work shows thoughtful development of conceptual design.

Assessment: 0% of reviewers scored the student work below proficient. Many questions remain as to how the reviewers are measuring the student outcomes with little consistency.

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. (p. 12)

☒ **Not Met**

2023 Team Analysis:
ARCH 606: Architectural Design II students integrated structural, life safety, accessibility, and materials in their projects, however, there was no evidence of building performance and measurable outcomes. Many of the projects demonstrate students' ability to design egress systems, schematic structural design, and design of building enclosure systems and assemblies. A few of the student projects demonstrated the ability to adequately design environmental systems–although there were some projects that presented attempts. Projects demonstrating student ability related to building performance and measurable outcomes were absent.

Assessment: For environmental control systems, 71% of the reviewers evaluated the student ability as novice or below. The great difference seems to indicate either a failure of deliverable clarity or gaps in explicit design studio content. Before the spring 2023 review, it is suggested that the M.Arch. committee and all design studio faculty convene for a norming session so that all reviewers understand a common

scoring strategy. The program notes that this is an opportunity for the M.Arch. Committee to define more explicitly Environmental Control Systems as defined by a design problem.

Building Integration reviewers measured 71% of student work as "Not Visible" and is likely a program weakness that needs to be addressed. Based on the self-evaluation assessment documents provided to the NAAB visiting team, the department is aware of the program's weakness.

4—Curricular Framework (*Guidelines*, p. 13)

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 (*Guidelines*, p. 13)

For the NAAB to accredit a professional degree program in architecture, the program must be, or be part of, an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education:

- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
- Middle States Commission on Higher Education (MSCHE)
- New England Commission of Higher Education (NECHE)
- Higher Learning Commission (HLC)
- Northwest Commission on Colleges and Universities (NWCCU)
- WASC Senior College and University Commission (WSCUC)

☒ Met

2023 Team Analysis:

The department provided a letter from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) from 2013 since their accreditation was to be renewed in January 2023. Upon investigation, they were reaffirmed in 2022 based on the SACSCOC website dated March 12, 2023. Their next reaffirmation is in 2032.

4.2 Professional Degrees and Curriculum (*Guidelines*, p. 13)

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. (p.13)

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. (p.14)

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. (p.14)

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.

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.

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.

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.

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.

☒ **Met**

2023 Team Analysis:

4.2.1 The professional curriculum has four clustered groupings: Design Studio, HTC (History, Theory, Criticism), TSP (Technology, Systems, Practice), and Electives. Professional courses required for all students in the M.Arch. program are listed on the department's companion website to their APR.

4.2.2 The requirements for admission to the M.Arch. program (also discussed in 4.2.5 below) include a bachelor's or pre-professional degree or equivalent, a minimum of 30 semester hours of general studies requirements, a resume, a statement of goals, three letters of recommendation, GRE scores (minimum 146 verbal and 295+ combined verbal and quantitative), a portfolio including a minimum of six design projects.

4.2.3 Numerous certificate level studies are offered related to the architecture profession to allow students opportunities to develop specialized expertise in addition to their core studies. These include concentrations in Community Development, Environmental Hazard Management, Health Systems and Design, Historic Preservation, Sustainable Urbanism, Transportation Planning Certificate, and Facility and Asset Management.

4.2.4 The Bachelor of Architecture (B.Arch.) degree is not currently offered by TAMU, however there are preliminary talks within the school about adding this as a degree option in the future.

4.2.5 Plan of study includes previous completion of an undergraduate bachelor's degree (113 semester hours) and successful completion of core classes in mathematics, English, science, and history. Additionally, 55 credit hours of graduate level coursework must be completed including 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.

4.2.6 N/A

4.3 Evaluation of Preparatory Education (*Guidelines*, p. 16)

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.

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.

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.

☒ **Met**

2023 Team Analysis:

4.3.1: The department stated that it does not require any previous coursework and assumes full responsibility for coursework within the M.Arch. accredited degree.
No prior academic coursework is used for the purposes of satisfying the curriculum requirements towards the accredited degree.

4.3.2: The department stated that it does not require any previous coursework and assumes full responsibility for coursework within the M.Arch. accredited degree.

4.3.3: The APR lists the courses and admission requirements that are required from applicants applying for the M.Arch. It also provided a link to the department's website where applicants would see this list and admission requirements before applying. The link also provided a master's degree change program and listed all the requirements for students entering the degree from a non-architecture related field. It also listed the expectations and length of study per semester. Course requirements are listed clearly on the public website.

5—Resources

5.1 Structure and Governance (*Guidelines*, p. 18)

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.

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.

☒ **Described**

2023 Team Analysis:

All TAMU institutions are governed by the Chancellor and Board of Regents appointed by the Governor. The president is selected by and reports to the Chancellor. The School of Architecture is led by an academic dean. At the university level, students, faculty and staff have a governance structure that includes the Student Senate, University Staff Council and a Faculty Senate. Each body holds regular open meetings to bring issues forward that contribute to policy evolution and creation. At the department level, ten (10) committees serve as its governance structure. In addition, the department has five (5) Trajectory Task Forces related to Design, Representation, History/Theory/Criticism, Technology and Engagement.

5.2 Planning and Assessment (*Guidelines*, p. 18)

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

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

5.2.2 Key performance indicators used by the unit and the institution.

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

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

5.2.5 Ongoing outside input from others, including practitioners.

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.

☒ **Demonstrated**

2023 Team Analysis:

5.2.1: The APR details the departments Strategic plan for the program and their aspirations including rankings, diversity, and leadership. They also developed an implementation plan for the department's strategic plan. The report also states that NAAB outcomes are integrated within their AEFIS platform. These reports are reviewed and developed yearly. Each course is developed and aligned with NAAB's program criteria, and each course is then evaluated on these criteria.

5.2.2: The university uses various performance metrics based on admissions, student/faculty ratio, student retention and graduation, etc. The department is beginning to implement a licensed architect metric as a performance indicator due to a growing demand for them. This will be implemented within their future endeavors.

5.2.3: The department is meeting and progressing towards all their strategic goals developed in 2020. They list the avenues they are taking to reach each of their five main goals and additional opportunities they see for the future.

5.2.4: The department lists the various strengths, challenges, and opportunities based on their strategic plan.

Strengths include well-known faculty, industry connections, alumni engagement, and facilities. Opportunities include diversifying degree/certificate offerings, enable program concentrations, and the increase in available faculty positions at the school due to past faculty retiring. They are also in the process of rebranding and changing their name to SOA.

Challenges were not expressly addressed in the APR, instead they were integrated within areas for improvement. Examples are engaging more from alumni, faculty exits, evolving architectural trends, and mentorships. Upon meeting with the dean, faculty, and staff challenges seem to be that the University/State system does not identify the Architecture program as STEM or Professional program. Another challenge seems to be that the assessment process for the program and the curriculum is not yet yielding successful results that can be utilized efficiently.

5.2.5: The department has multiple ways of engaging outside input including, the Architecture + Industry Advisory Council, alumni visits, faculty participating in professional organizations (AIA), guests at studio reviews, and internship/career fair.

The APR lists multiple ways that the department utilizes self-assessments for the improvement of the program. They utilize the AEFIS platform to assess student work, curriculum, and faculty.

5.3 Curricular Development (*Guidelines*, p. 19)

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

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

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.

☒ **Demonstrated**

2023 Team Analysis:

The APR lists that the department subdivides the assessments of its curriculum in 5 levels including their Executive Leadership Committee, the Master of Architecture Committee, year-level coordination, topical area coordination, and the Department Academic Affairs Committee (DAAC). Each has a specific role of assessment and implementation.

5.3.1: Based on the assessment above the faculty would then implement the updates/improvements within their courses. The APR states that the NAAB criteria are ensured to be met by collaboration between their committees but do not go into detail of how they are implemented within the curriculum.

5.3.2: As stated above, the APR clearly states the responsibilities of each committee and their roles within the development and improvement of the curriculum.

5.4 Human Resources and Human Resource Development (*Guidelines*, p. 19)

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.

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.

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

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.

☒ **Demonstrated**

2023 Team Analysis:
Faculty resumes are presented in the required format. Of the 50 resumes submitted, 12 faculty are registered architects in the United States, with 9 of those registered in Texas.

5.4.1 Workloads: Full-time faculty members must have 9 total teaching workload credits every semester. Undergraduate course credits count 1 course credit for 1 teaching credit. Graduate course credits count 1 course credit for 1.5 teaching credits. Faculty may also earn teaching credits for equivalent activities up to a prescribed limit. Traditionally, faculty in their first three years, carry a 2/1 teaching load and shift to a 2/2 teaching load unless the faculty has significant research responsibilities.

Teaching, research, and service are distributed based on a faculty member's title and laid out in the department's faculty evaluation guidelines. 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 academic professional track (APT) faculty is 80% teaching and 20% service.

5.4.2 Architect Licensing Advisor: The Department of Architecture has one Architect Licensing Advisor, Dr. Valerian Miranda, FIIA. During the accreditation visit interview, Dr. Miranda shared that while he is informally connected to NCARB via professional colleagues, he also receives regular emails sent from NCARB and frequently visits the NCARB website to stay abreast of any updated licensure information. Similarly, he is in regular contact with the state licensing regulators and representatives from the Texas Board of Architectural Examiners have visited campus to advise him on current licensing requirements.

5.4.3 Professional Development: 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. The department upholds all forms of research and practice to have equal value whether that be academic scholarship or professional architecture design projects.

The department also hosts two distinctly different lecture series (The Center for Health Systems Design "Architecture for Health" lecture series and the Department of Architecture lecture series) that contribute to the professional development of faculty including providing health safety and welfare continuing education units for faculty who are registered architects in the US.

Departmental leave is available to faculty to support their research or professional development. faculty granted leave choose either a semester on leave at full pay or two semesters of leave at half pay.

Each year, the department sets aside funds in its general operating budget to support faculty research, professional development, conference funding and travel. Recent tenure-track hires also receive financial "start-up packages" to aid in beginning their research programs. All faculty receive conference/exhibition funding and travel support provided 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.

5.4.4 Student Support Services: The Department of Architecture provides one academic advisor to advise graduate students in the Master of Architecture program on their degree progress.

The university and/or department provides physical health services through Student Health Services, including emergency care, and phone-based consultations. Mental health and wellness services are available to all students and referenced on each course syllabi include crisis counseling, end-of-semester care, and diversity & inclusion support. The School of Architecture also organizes social events to support well-being and foster camaraderie among students, including new student welcomes, monthly lunches, and graduate student socials.

Career guidance is addressed in the curriculum through classes like ARCH 657 (Advanced Professional Practice and Ethics) and more informally through a student's final year design studio chair and advisory committee. During the accreditation visit interview, Dr. Miranda shared that he is promoted to students as a source for career advice vis-à-vis prospective firms and general versus specialized practice paths. He estimates receiving about 15-20 emails a month from students looking for career advice. More formally, Dr. Miranda talks to incoming M.Arch. students about the program's assistance in career guidance at their orientation and follows that up by visiting their design studios to check back with them once a semester.

The department does not have a formal job placement process for students. However, during the student representative interview, the students discussed receiving faculty assistance in the areas of resume reviews and help preparing for interviews. Job opportunities are also conveyed through the department's AXP/iPAL advisor, the Architecture + Industry Advisory Council, as well as faculty. The American Institute of Architecture Students chapter also organizes an annual career fair each spring semester where 30-50 Architecture and A/E firms convene and discuss potential careers with students.

5.5 Social Equity, Diversity, and Inclusion (*Guidelines*, p. 20)

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.
- 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.
- 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.
- 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.
- 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.

☒ **Demonstrated**

2023 Team Analysis:

5.5.1 In 2020, the program established NOMAS Chapter to give their underrepresented students a voice in the department and community. The program admittedly is not where it wants to be and to address the

gaps, the program engages with their community and professional partners to broaden the scope of representation.

5.5.2 In 2021, TAMU was recognized as a Hispanic Serving Institution (HSI) and is charged with expanding the capacity of low income first generation Hispanic students. The chart comparison of the department to overall institution shows percentages of Asian + Pacific Islanders in faculty above, and Hispanic faculty and students well above the institution. In 2022, TAMU and Prairie View A&M University developed a formal MOU to increase collaboration between institutions.

5.5.3 According to the website https://accountability.tamu.edu/All-Metrics/Mixed-Metrics/Student-Demographics the program has seen an increase of 10.4% in Hispanic students and an 8.3% increase in Black students.

5.5.4 At the institutional level, the Office for Diversity implements and coordinates TAMU's Diversity Plan. The faculty and staff have several university resources available to them and receive mandatory Equal Employment Opportunity (EEO) training within 30 days of employment.

5.5.5 The physical resources of the program promote accessibility and in each course, faculty work with students who have documented disability to ensure equal access to all course material. These requirements are outlined in the syllabus of each course.

5.6 Physical Resources (*Guidelines*, p. 21)

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

If the program's pedagogy does not require some or all of the above physical resources, the program must describe the effect (if any) that online, off-site, or hybrid formats have on digital and physical resources.

☒ **Demonstrated**

2023 Team Analysis:

5.6.1 Studio spaces are distributed among four (4) facilities and total approximately 20,343 SF. Each enrolled student is situated in an open design studio space where they have a cold desk, chair and storage locker for the semester. Additional design studio space, collaborative and shop space will come available in Spring Semester 2023 when the new ILSQ building comes online on the TAMU west campus.

5.6.2 Langford A MakerPlace is an open-use and general working area for students, faculty and staff that provides 3D printing services and equipment. A total of 27,201 SF is listed individually in a chart showing spaces for conferences, lectures, review space and maker's space/fab lab.

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 2,000sf. The FabLab "Ranch" at the Texas A&M Relis Campus Architecture facility is located approximately 5 miles from the Texas A&M Main Campus. It contains CNC routers, welding equipment, large-scale prototyping facilities, water jet cutter, CNC plasma cutters, mills, and routers.

5.6.3-Faculty offices consist of individual and shared spaces and those faculty whose research and teaching integrate robotics and full-scale fabrication receive additional space support from the Associate Dean of Facilities. Faculty whose research focus and teaching integrate history, theory and criticism work with the TAMU library staff to assist in accessing special collections and purchasing new and rare books to reserve for courses.

Faculty are required to include office hours on their course syllabi. Faculty hold office hours either in their offices or in design studios and they 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. Students and teachers have a wide variety of meeting spaces available that can accommodate various discussion types.

5.6.4 The program supports traditional, hybrid and virtual learning formats. There is a mix of online or distance learning courses. The program used Higher Education Emergency Relief Funds (HEERF) to purchase equipment to aid in providing remote learning through cameras, microphones, large format screens, additional laptop computers, iPads and a stylus for faculty and staff.

5.7 Financial Resources (*Guidelines*, p. 21)
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.

☒ **Demonstrated**

2023 Team Analysis:
During the accreditation team visit, Assistant Dean for Finance & Administration, Chris Novosad, shared that the allocation of financial resources is not specifically earmarked for the M.Arch. program, but for the school's departments as a whole. Some funds are allocated on a legacy basis while others fluctuate based on the number of students enrolled in the various programs.

Revenue supporting the department comes from state & local funding, differential tuition, distance education differential tuition, graduate program fees, Office of Graduate and Professional Studies funding, course fees, donations, and endowments. In terms of expenses, Mr. Novosad and Architecture Department Head, Greg Luhan, summarized the budget supports all faculty, staff, and student employee payroll expenses, department infrastructure, marketing and recruiting expenses, and departmental travel funding. Additionally, fellowships and grant funding are available to M.Arch. students and faculty.

According to Novosad, there are no significant forecasted or planned reductions or increases in M.Arch. enrollment, and thus no impact on financial planning.

Novosad also discussed larger forecasted and implemented changes with potential financial impact. These include early discussions about adding a B.Arch. program to the architecture department, the school's participation in the VR, AR, and visualization facility being developed as part of TAMU's RELLIS campus, the university's mandated salary floor for academic professional track (APT) faculty, and the university's plans to move to a responsibility centered management (RCM) budget model in FY25. The impact to each of these items is unknown due to current lack of detailed information, excepting the APT salary floor which will have negligible effect on the overall department budget.

Finally, the university has recently completed a four-billion-dollar capital campaign which has had a positive impact to the School of Architecture's staffing and scholarship abilities but did not present a major change to their overall financial picture. The school of architecture continues to identify opportunities with its own internal institutional capital development office.

5.8 Information Resources (*Guidelines*, p. 22)
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.

☒ **Demonstrated**

2023 Team Analysis:
The Sterling C. Evans Library and Annex support the program at the university level. There are six Evans Subject Librarians who serve as liaisons to the School of Architecture. The library is located two blocks from the program complex and provides vast holdings that support the architecture disciplines. In 2017, a more specialized collection of the former Technical Reference Center (the college's in-house library) was transferred to the main library's collections. A collection of 3800 rare architectural and design books is housed in a special collection in the Cushing Memorial Library & Archives and is available for in-library use. Additionally, the architecture school has access to the CRS Center Archives. According to the Universities website, the archives are available to students and scholars of architectural and business history and include many documents from the CRS firm and its successor firm CRSS such as professional papers, business archives, slide archives, publications, architectural program library, and an oral history of the firm.

The Evans Library and Annex have over 842 open access lab computers with scanners, print stations, and a few collaboration stations equipped with open access lab computers. Additionally, the libraries support 150 circulating laptops, which students can check out.

Information resources were confirmed in interviews with department staff and M.Arch. students during the team's site visit.

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 (*Guidelines*, p. 23)
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.

☒ **Met**

2023 Team Analysis:
Language is clear and demonstrated on the master's program website- https://www.arch.tamu.edu/arch/public-information/accreditation/

6.2 Access to NAAB Conditions and Procedures (*Guidelines*, p. 23)
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)

☒ **Met**

2023 Team Analysis:
The program's accreditation website includes links to the NAAB website that includes the information in 6.2. The links are found on the public information page.

6.3 Access to Career Development Information (*Guidelines*, p. 23)
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.

☒ **Met**

2023 Team Analysis:
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. Access to placement & career services appears weak. Students also have access to an Industry Coordinator who provides support with resumes and portfolios and assists with the annual career fair. Students also use the program faculty as mentors for career support.

6.4 Public Access to Accreditation Reports and Related Documents (*Guidelines*, p. 23)
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

☒ **Met**

2023 Team Analysis:
All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit were found on the program's website. All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit are available on the program's website. The most recent decision letter from the NAAB is publicly available on the program website as well as the APR submitted for the last visit. The final edition of the most recent Visiting Team Report, including attachments and addenda is available on the program's website. The program's optional

response to the Visiting Team Report is available on the program website. NCARB ARE pass rates are provided on the accreditation page within the program's website. Statements and/or policies on learning and teaching culture are listed clearly under the Studio Culture section of the program website as well as statements and/or policies on diversity, equity, and inclusion.

6.5 Admissions and Advising (*Guidelines*, p. 24)

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

☒ **Met**

2023 Team Analysis:

a) Admissions requirements: admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing- https://www.arch.tamu.edu/academics/apply/graduate-admissions/master-of-architecture-admissions/
b) Forms and a description of the process for evaluating the content of a non-accredited degrees- See link in item A above.
c) Requirements and forms for applying for financial aid and scholarships- - https://www.arch.tamu.edu/academics/graduate-programs/master-of-architecture/.
d) Explanation of how student diversity goals affect admission procedures- https://www.arch.tamu.edu/academics/apply/cost-aid/.

6.6 Student Financial Information (*Guidelines*, p. 24)

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

☒ **Met**

2023 Team Analysis:

Initial estimate & financial resources- https://www.arch.tamu.edu/academics/apply/cost-aid/

V. Appendices

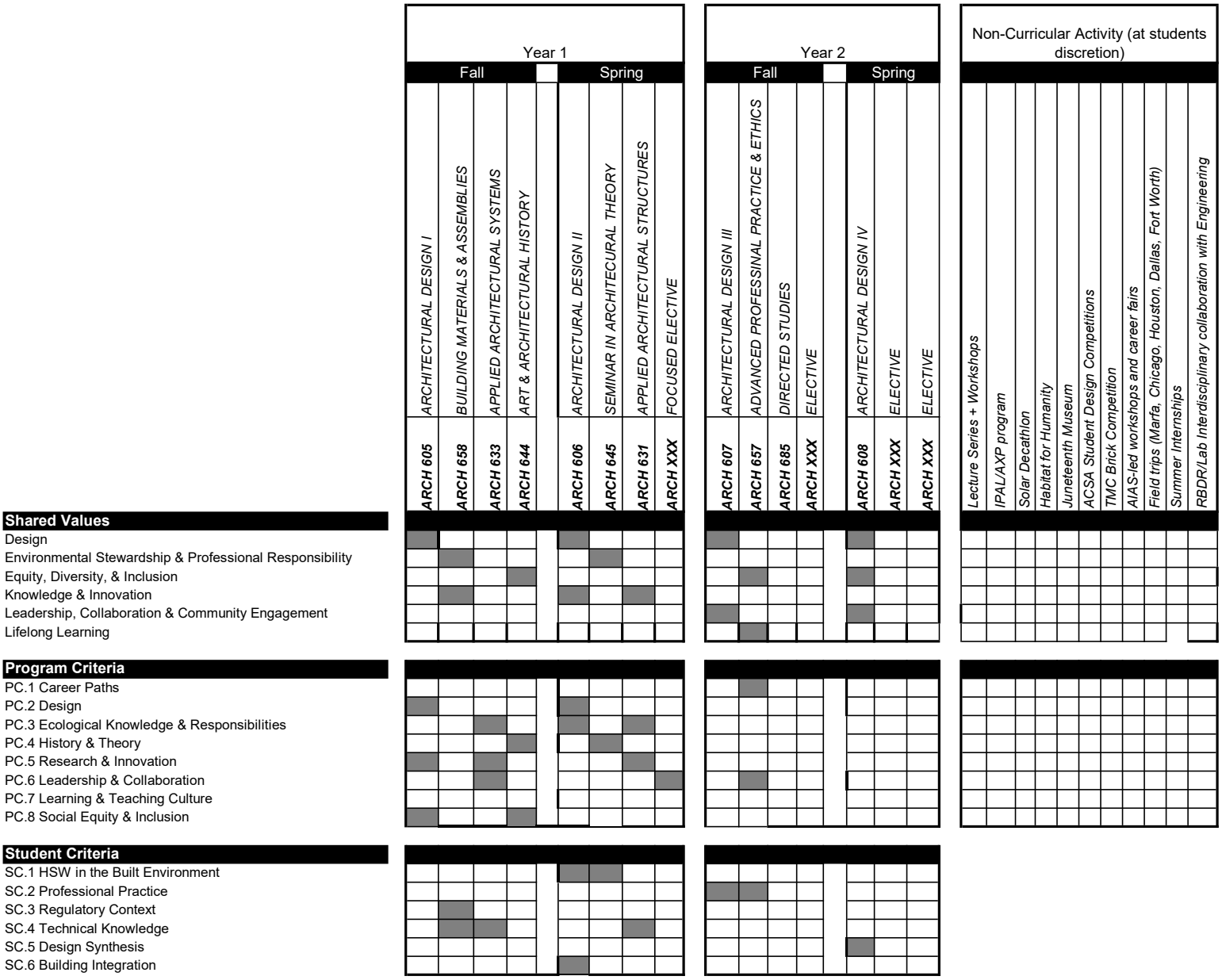
Appendix 1. Conditions Met with Distinction

PC.5 Research and Innovation: Students are required to engage in research for their studio project. They are encouraged to pursue advanced certifications in various fields in order to apply the learning to their topic/project. These include Certificates in Community Development, Environmental Hazard Management, Health Systems & Design, Historic Preservation, Sustainable Urbanism, Transportation Planning and Facility Asset Management. The program is working with 4 other departments on a university funded research program titled Innovation [X] that connects them with other colleges.

PC.6 Leadership and Collaboration: Collaboration is infused in the learning culture of the department. Student projects are often interwoven with other departments within the School of Architecture (such as the Landscape Architecture & Urban Planning department), both on a peer-to-peer level as well as with the intermingling of faculty from other departments. Additionally, the departments encourage collaborative work with other schools and colleges including Mathematics, Music, Psychology, and Engineering. In the M.Arch. candidates' final year design studio experience (Arch 607 & 608), students' advising committees must consist of one external member to give an alternate viewpoint and add richness to the discussion of the work. Also, TAMU encourages M.Arch. students to participate in many certificate programs offered that position the student in close context to other disciplines within the university to develop an expertise grounded in the nexus of architecture and the complimenting field of study. Examples of this include Community Development, Environmental Hazard Management, Health Systems, Sustainable Urbanism, Transportation Planning, and Facility and Asset Management. Finally, faculty, graduate, and undergraduate student members of the department participate in TAMU's Innovation[X] multidisciplinary collaboration program. Innovation [X] brings people together from across the campus to work on year-long, research-based projects that address real-world issues.

Appendix 2. Team SPC Matrix

PROGRAM AND STUDENT CRITERIA MATRIX



Appendix 3. The Visiting Team

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VI. Report Signatures

Respectfully Submitted,

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Aaron Johnson, AIA
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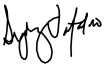

Sydney Vatalaro, AIA, NCARB
Team Member