

**Texas A&M University
Department of Architecture**

Architecture Program Report for 2014 NAAB Visit for Continuing Accreditation

**Master of Architecture: 116 credit hours in a pre-professional curriculum + 52 credit hours in the
M.Arch. curriculum**

Year of the Previous Visit: 2008

Current Term of Accreditation:

In a letter from Bruce Blackmer FAIA, to Dr. Elsa Murano dated July 22, 2008, the NAAB said the following: "As a result, the professional architecture program: Master of Architecture was formally granted a six-year term of accreditation with the stipulation that a focused evaluation be scheduled in two years to look only at Professional Degrees and Curriculum with special attention on the evaluation of students entering into the program from other institutions and the progress that has been made in this area."

Submitted to: The National Architectural Accrediting Board
Date: September 7, 2013

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Part One (I). Institutional Support and Commitment to Continuous Improvement

I.1. Identity & Self Assessment

I.1.1. History Mission

History:

Texas A&M is the state's first public institution of higher education. With a current student body of more than 50,000 and a physical campus of more than 5,200 acres, Texas A&M is also among the nation's largest universities. Its origins, however, were much humbler. Texas A&M owes its origin to the Morrill Act, approved by the United States Congress on July 2, 1862. This act provided for donation of public land to the states for the purpose of funding higher education, whose "leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and mechanic arts."

The State of Texas agreed to create a college under the terms of the Morrill Act in November 1866, but actual formation didn't come until the establishment of the Agricultural and Mechanical College of Texas by the Texas state legislature on April 17, 1871. A commission created to locate the institution accepted the offer of 2,416 acres of land from the citizens of Brazos County in 1871, and instruction began in 1876. Admission was limited to white males, and, as required by the Morrill Act, all students were required to participate in military training.

Texas A&M underwent many changes in the 1960s under the presidency of Gen. James Earl Rudder. Under his tenure the college diversified and began admitting women and minorities. Participation in the Corps of Cadets was also made voluntary. In 1963 the Texas state legislature officially renamed the school to Texas A&M University, with the "A" and "M" being a symbolic link to the school's past but no longer officially standing for "Agricultural and Mechanical".

Since that time Texas A&M has flourished and has become one of the nation's premier research universities. Along with the University of Texas and Rice, it is one of only three Tier 1 universities in the state. In 1971 and 1989 respectively, Texas A&M was designated as a Sea Grant and a Space Grant institution, making it among the first four universities to hold the triple distinction of Land Grant, Sea Grant, and Space Grant designations.

While membership in the Corps of Cadets became voluntary in 1965, it has nonetheless continued to play a key role in the university. The Corps is often referred to as the "Keepers of the Spirit" and "Guardians of Tradition." Texas A&M remains one of only six senior military colleges, and the Corps is the largest uniformed body outside the national service academies. As such it has historically produced more officers than any other institution in the nation other than the academies.

Mission:

Texas A&M University is dedicated to the discovery, development, communication, and application of knowledge in a wide range of academic and professional fields. Its mission of providing the highest quality undergraduate and graduate programs is inseparable from its mission of developing new understandings through research and creativity. It prepares students to assume roles in leadership, responsibility, and service to society. Texas A&M assumes as its historic trust the maintenance of freedom of inquiry and an intellectual environment nurturing the human mind and spirit. It welcomes and seeks to serve persons of all racial, ethnic, and geographic groups, women and men alike, as it addresses the needs of an increasingly diverse population and a global economy. In the twenty-first century, Texas A&M University seeks to assume a place of preeminence among public universities while respecting its history and traditions.

Vision and Values

People are Texas A&M University's most valuable asset. The university strives to maintain an environment that encourages all employees to achieve their personal and professional goals and aspirations as we work toward achieving the university's mission. In this environment, each person's individuality and contributions are respected. Texas A&M University recognizes that all people have rights at work, including the right to be treated with respect and dignity, the right to be recognized and rewarded fairly for performance, and the right to a work environment free from discrimination and harassment. The university is committed to these rights. All people at Texas A&M University are expected to treat each other in accordance with these rights.

Texas A&M University recognizes the importance of communication, and is committed to an environment which stresses open sharing of information and ideas, and values input from all people. Texas A&M University will strive for a work environment in which all people accept responsibility to contribute to the success of the University, and are empowered to do so. Finally, for this vision to become reality and endure, it must be continually communicated, supported and upheld.

Program History:

The first formal program in architectural education in the state of Texas was begun at the Agricultural and Mechanical College of Texas September 1, 1905 with the inauguration of the curriculum in architectural engineering by the late Dr. Frederick E. Giesecke. From 1905 to the present, degrees in both engineering and architecture have been created. During the period 1905 to 1941, a four-year course of study leading to a Bachelor of Science degree in Architectural Engineering was offered by the Department of Architecture in the College of Engineering. In 1914, a four-year program leading to a Bachelor of Science degree in Architecture was established. This degree was replaced by a five-year Bachelor of Architecture degree in 1931. In 1941, a five-year program leading to a Bachelor of Science degree in Architectural Construction replaced the B.S. in Architectural Engineering. The first Master of Science degree in Architecture was awarded in 1921, and the first Master of Architecture degree was awarded in 1950. The Architecture program received professional accreditation for the first time in 1948.

In 1956, the Department of Architecture became the Division of Architecture; in 1963, the Division of Architecture evolved into the School of Architecture. The College of Architecture and Environmental Design, comprised of departments of Architecture, Environmental Design, Building Construction, Landscape Architecture, and Urban and Regional Planning, was formed in 1969.

Along with the formation of the College of Architecture and Environmental Design, 1969 also marks a significant shift in the pattern of architectural education at Texas A&M University. After extensive study and discussion, the faculty decided that the architectural program would break with tradition and embark on a 4+2 pattern of study. By 1973, the transition to the new pattern was complete.

In fall 1986, it was decided to consolidate the administration of the departments of Environmental Design (undergraduate studies) and Architecture (graduate studies). The Department of Architecture then administered undergraduate courses leading to the four-year Bachelor of Environmental Design (pre-professional) degree, as well as graduate courses leading to the Master of Architecture (accredited professional degree); the Master of Science in Architecture (research degree); the Master of Science in Visualization; and the Doctor of Philosophy in Architecture.

In 1989, the College was renamed the College of Architecture. Departments were consolidated into a three-department structure: Architecture; Construction Science; and Landscape Architecture and Urban Planning. In spring 2007, the Texas Higher Education Coordinating Board approved a fourth department, Visualization.

In spring 2008, all programs in visualization studies were unbundled from the Department to form a new Department of Visualization, making it the fourth in the College.

Today the Department of Architecture enrolls approximately 420 BED students, 76 M.Arch. students, 9 Career Change students, 5 MSc students and 50 PhD students. We have an excellent group of 41 full and part-time faculty with expertise in architectural design, technology, theory and history, as well as in specialized areas such as BIM, sustainability, energy efficiency, heritage preservation, health facilities, facility management, and low-income housing. An extended history is available at <http://www.arch.tamu.edu/inside/history/> .

Program Mission:

The Master of Architecture degree program provides graduates with the required educational background to enter the professional practice of architecture and its numerous variants. The Master of Architecture degree is accredited by the National Architectural Accrediting Board (NAAB), qualifying its recipients to take a state professional licensing examination after a required internship period.

We see this mission as not simply professional training, but to prepare students to enter the profession of architecture in the 21st century, with broad knowledge of varied contributions architects make to interdisciplinary teams, the Architecture Engineering and Construction community, and local and global communities. We do this through a combination of project-based learning as well as traditional lecture-test environments. The required curriculum has 52 minimum credits, 24 of which are design studios, 16 lecture/seminar credits, and 12 hours of free electives. All of the Student Performance Criteria (SPC) are met within the required curriculum of the M.Arch. program. The College of Architecture sustains five research centers that are instrumental in offering six graduate certifications in facility management, historic preservation, health systems and design, transportation planning and sustainable urbanism. Approximately 50% of the Master of Architecture graduates earn one or more of these certificates, which are noted on their diplomas. The faculty who focus their research in these areas established these certificates, and maintain the requirements for earning them. The profession recognizes that the earned certificate means the student has cutting edge knowledge and ability in the certificate field. The 50% of M. Arch. Students who choose not to pursue a certificate frequently divide their 12 minimum elective credits among the certificate knowledge fields, broadening their options for entering the profession. In addition to the 14 courses that comprise the minimum 52 credit hours, the graduate catalog includes 26 additional 600 level courses to support a student's desire to develop either depth or breadth in history, theory, BIM, energy, green building, healthcare design, historic preservation, interior architecture, architectural management and facility management.

As faculty, we undertake this mission to graduate future professionals who have an ability to integrate into multi-disciplinary teams, a firm commitment to design excellence, accessibility as a civil right, environmental stewardship, and the health, safety and welfare of the public.

Complementing the teaching program is an extensive program of inquiry in keeping with the norms of a research university. Faculty members engage in research, creative and scholarly activities that enable maintenance of positions on the cutting edge of architectural knowledge. Students in the Master of Science in Architecture, Ph.D. in Architecture investigate open questions in the field that inform the faculty and students in the Master of Architecture program, particularly in the areas of advanced Building Information Modeling, Evidenced Based Design in healthcare, Historic Preservation and Adaptive Reuse, Social action and design, and Facility Management. These scholars and their students are regular participants and contributors to the required coursework in the Master of Architecture degree program.

The Program's benefit to the institution:

The Master of Architecture program benefits the Department of Architecture, the College of Architecture, and Texas A&M as a whole through the global student demographic it attracts to campus, the depth of knowledge the students have which supports undergraduate learning through teaching and research assistants and by bringing students who are passionate about their culture, profession, and key issues

affecting the world. These students contribute in the classroom, in student organizations, in student leadership positions, and to globalizing the predominantly native Texan culture of the undergraduate population.

The program also benefits the greater Texas A&M University through its publicly advertised and publicly accessible lecture programs. Faculty and students bring a diverse mix of professionals, academics, and public figures to campus under the auspices of the Health Industry Advisory Council, The Preservation Symposium, The Rowlett Lecture, the Architecture for Health Lecture Series and the student led AIAS career fair.

Program faculty play key roles and make significant contributions to research centers in the Arts and Engineering. The faculty are frequent contributors to the formulation of research grants, support the evaluation of grant proposals, and have been instrumental in steering the Glasscock Center for Humanities Research and the Texas Energy Systems Laboratory. These research centers, and the programs contributions to them are critical to the success of the university as a whole. The faculty also contribute by filing and being awarded patents, developing innovations in pedagogy integrating the arts and technology, and in design-build programs producing installations, and full-scale affordable housing prototypes.

Benefits of the institution to the program:

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

Similarly, the university's rigor, high expectations and diligence at all levels of faculty review towards tenure and promotion is an advantage to the M.Arch program, it assures the highest qualified faculty and their publications and conference presentations around the world are an invaluable aid in recruiting applicants to the program.

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

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

Encouraging Holistic Development:

The NAAB accredited M.Arch. program described above encourages the holistic development of young professionals through the multitude of course offerings, the diverse nature of the faculty, and through the final study process.

Final study is a two-semester process led by each student and commences in their second year. The student selects a primary faculty advisor, usually in the Spring of their first year, and two additional faculty, one from the department of architecture and one from a department outside of architecture who make up the student's advisory committee. The advisor and student meet regularly during the Fall semester and develop a proposal for third-party review and approval. It is through this proposal process that the full resources of the university are brought to bear on the student's strengths and weaknesses as directed by the primary advisor. Students engage faculty outside of their discipline as needed to support the development of a knowledge base deemed critical to the student's research direction. Student's regularly engage faculty from Construction Science, Landscape Architecture, Urban Planning, and Real Estate Development to obtain recommendations for additional study to make them knowledgeable in the scholarship of the field pertinent to their question.

The final study proposal is a 30 to 60 page research paper that articulates the nature, scope, supporting scholarship, case studies, goals, and criteria that underpins the proposed project description. This proposal is evaluated by three faculty who do not include the student's primary advisor and who issue a passing or failing mark for the proposal. Each proposal is returned to the primary advisors who meet individually with the student, review the comments, and make revisions or resubmissions accordingly.

Following the proposal, each final study student prepares a research poster that includes elements of the proposal in a graphic format, site information and analysis, program information, background information on building codes, case study information and a resume. The entire faculty is invited to review these posters and discuss the proposal with the students during a poster session near the end of the Fall semester of their second year.

During the following spring semester, the students act as project manager, and project designer, to design and develop their proposed project according to the goals and criteria stated in their proposal. Each student initiates reviews, interim presentations, and consultations leading up to their oral examination at the midpoint of the spring semester. The University Graduate School, in order for the student to receive their degree, requires they pass this oral examination. Following this examination, the student works towards the final presentation to their committee and a three-member panel of faculty at the end of the semester. The three member panels meet and nominate five students to present their final study project to a panel made up of educators and practitioners who are not faculty at Texas A&M during the Celebration of Excellence held each spring. These faculty and practitioners bring out the need for a holistic base of knowledge and emphasize the need for architects to have an awareness and skill set that is broader than design, representation and technics. (See page 81 for a list of Celebration of Excellence reviewers).

Students in the M.Arch. program who enroll in one or more of the six available certificate programs are required to also develop a more holistic view of the profession by electing to take courses outside of the department of architecture in planning, public health, psychology or anthropology, land development or construction science, providing a holistic view of the subject area. Students not enrolled in certificate programs also frequently undertake coursework in related disciplines. The students frequently undertake electives in the school of business, the liberal arts college, and the departments of construction science, visualization, landscape architecture and planning. The Departments of Architecture and Landscape Architecture and Urban Planning have established a dual degree option that allow students to simultaneously study in the NAAB-accredited curriculum and the Land Development program earning a Master of Land and Property Development with a Master of Architecture. A second dual degree option connecting the Master of Architecture and Master of Urban Planning is being finalized as of this writing and is expected to be offered during AY 2014-2015.

I.1.2. Learning Culture and Social Equity

"All students, faculty, administration and staff of the Department of Architecture at Texas A&M University are dedicated to the principle that the Design Studio is the central component of an effective education in architecture.

They are equally dedicated to the belief that students and faculty must lead balanced lives and use time wisely, including time outside the design studio, to gain from all aspects of a university education and world experiences. They also believe that design is the integration of many parts, that process is as important as product, and that the act of design and of professional practice is inherently interdisciplinary, requiring active and respectful collaboration with others." Excerpt from the Texas A&M Department of Architecture Studio Culture policy which is publicly available at <http://dept.arch.tamu.edu/about/studio-culture/>

As a studio-based curriculum, learning culture in the NAAB-accredited Master of Architecture program centers on the studio culture policy. Studio culture, as an explicit departmental policy, was developed and

is maintained with input from students and faculty. The studio culture policy is included in full on each studio course syllabi, is publicly available at <http://dept.arch.tamu.edu/about/studio-culture/>. The Department Head invites all students of the department to consider, comment, and offer updates and revisions to the policy each spring semester.

The faculty review their syllabi including the studio culture policy with the students each semester, post a syllabi online for public access, and discuss the syllabus template and studio culture policy annually as part of the faculty meetings.

Students are presented with the full printed studio culture policy each semester, have it discussed with them as part of the syllabus presentation in class, and have access to it from the departmental website and from the NAAB document package kept on reserve in the Technical Resource Center in Langford Building A.

The Department of Architecture and the College of Architecture have a grade appeal process policy which is publicly viewable at <https://wikis.arch.tamu.edu/display/CARCINTRA/Intranet>.

Learning Culture at Texas A&M University is founded upon the Aggie Code of Honor, “An Aggie does not lie cheat or steal, or tolerate those who do.” The student rules begin with the Code of Honor and are elaborated to include Academic and Student Life rules, and Student Grievance and appeal Procedures (See <http://student-rules.tamu.edu/>).

Students, staff and faculty are bound by Texas A&M University Rules, and the Standard Administrative Procedures (SAPs), (see <http://dof.tamu.edu/content/faculty-relevant-rules-saps-guidelines>) which cover a broad spectrum of processes, policies and grievance procedures.

Faculty are further required by the Texas A&M System to complete policy training and to renew the training each time a substantial policy change occurs or every two years. This training includes FERPA, Privacy, Discrimination, Waste and Misuse of property, Information Systems, Reimbursement procedures, and others. Failure to complete this training results in an automatic “unsatisfactory” evaluation for the faculty annual review.

Assessment of Learning Culture Policies:

The Texas A&M University’s Office of Institutional Assessment requires each department to complete an assessment plan articulating the mission, outcomes, and measures with achievement targets, and to update the action plan by August of 2013 using the WEAVE online process. WEAVE is an acronym for WEAVE is an acronym for an assessment cycle that includes these steps: (1) Write expected outcomes or objectives; (2) Establish criteria for success; (3) Assess the performance of students or the program against the established criteria; (4) View assessment results and findings; (5) Effect improvements through actions designed to increase learning for students or other program performance. Specific goals, objectives and university strategic plan context from the WEAVE tool for the M.Arch. program are included in the online content for Appendix 4. <http://dept.arch.tamu.edu/about/external-review/>

The overall assessment of the efficacy of learning culture policies lies in the performance of the educational program for the M. Arch. program itself. The multi-year WEAVE plan and assessment leans heavily on performance evaluations of graduates of the M.Arch. program by external groups, the NAAB, NCARB, and the departmental advisory council, now referred to as the Council for Excellence (see <http://dept.arch.tamu.edu/about/architecture-council-excellence/>). Accreditation by the NAAB was a cornerstone of the WEAVE assessment, as was achieving a 60% pass rate on the ARE examination administered by the NCARB. The third leg of assessment was to be the program evaluation by the Council on Excellence. Based on input from the Council, the reviewers comments and perceptions of the final studies presentations at the Celebration of Excellence has been substituted for the Council’s program evaluation at this time.

Students, Faculty and Staff each have a governance structure on the Texas A&M Campus. The student senate includes elected representatives from each college, the University Staff Council similarly represents the staff, and the Faculty Senate represents the faculty. Each governance body has one or more representatives from the college, determined by open elections. Each governance body holds regular open meetings wherein a student, faculty or staff member may bring issues to the body, and contribute to policy evolution, policy creation, or express concerns regarding rules, policies or procedures affecting them.

Policies on Harassment, Civil Rights violations and processes for filing grievances, are established under the student rules, and the University and Texas A&M System rules. Information on rules, policies and reporting may be publicly accessed at:

<http://compliance.tamu.edu/documents/DiscriminationInquiriesandComplaintsNotice.pdf> . This document is also included in Appendix 4 as item 4.3.3.G System Compliance Policy and References for Grievance.

Policies on Academic Integrity, definitions, grievances and processes related to academic grievances are publicly available at: <http://aggiehonor.tamu.edu/> . Specific related policy links are included in Appendix 4 as item 4.3.10. The Department of Architecture and the College of Architecture grade appeal process policy is publicly viewable at <https://wikis.arch.tamu.edu/display/CARCINTRA/Intranet>.

Policies on equal opportunity in hiring and employment practices are administered by the Texas A&M University System and are publicly available at: <http://www.tamus.edu/offices/eo> . Diversity planning, accountability, advocacy and incentives are centrally led by the Office of the Vice President & Associate Provost for Diversity (see <http://diversity.tamu.edu/Default.aspx>). The College of Architecture and Department of Architecture are active participants in growing the diverse academic culture of Texas A&M University. The College established the position of Associate Dean for Outreach and Diversity in 2011, and named Dr. Cecilia Giusti as the Associate Dean and Coordinator for Equity, Climate, Accountability and Outreach. Dr. Giusti established the College of Architecture Diversity Council, with representation from the faculty of each department, as well as staff, graduate and undergraduate students. The council works with the program to assist in recruiting students, faculty, and staff, organize focused events, and keep the constant efforts at establishing a diverse faculty, student, and staff community visible. The council's annual reports are found online at <http://www.arch.tamu.edu/diversity/>.

I.1.3. Responses to the Five Perspectives

1.1.3.A Architectural Education and the Academic Community:

The faculty, staff, and students in the accredited degree program make unique contributions to the institution in the areas of scholarship, community engagement, service, and teaching. In addition, the program must describe its commitment to the holistic, practical and liberal arts-based education of architects and to providing opportunities for all members of the learning community to engage in the development of new knowledge.

Of the 41 Full and Part Time faculty in the Department of Architecture at Texas A&M University, 34 teach either required or elective courses in the Master of Architecture Curriculum. 15 of these are licensed architects and 22 hold their PhD. The faculty make unique contributions to Texas A&M through scholarship, creative activities, community engagement, service and teaching. Faculty are active in university governance, lead the Energy Research Laboratory (<http://esl.tamu.edu>), are contributors to the arts, and to the Melburn G. Glasscock Center for Humanities Research (<http://glasscock.tamu.edu/>), a cross-disciplinary arts research center, and frequently support other departments as graduate committee members. These contributions to the greater university community are evidence of the Department of Architecture's commitment to holistic practical and liberal arts-based education of architects.

The Department of Architecture actively supports the faculty as they work to create new knowledge. Since 2008, 6 faculty have been supported on research leave, the Department of Architecture has supported 165 faculty travel programs to present peer-reviewed scholarship at conferences, attend

seminars, workshops, and meetings, expending \$160,097.16. In that same time period, the Department of Architecture supported 82 student trips to conferences, meetings, seminars and workshops expending \$32,700.29. The Department sees conference presentation and meeting participation as critical to faculty and student development, supporting it whenever possible. As graduate level differential tuition revenues become available in AY 2013-2014, the department of architecture will allocate funds to increase participation of graduate students in national meetings, workshops, and seminars as well as support student presentation of research findings at conferences.

The Department of Architecture complies with Texas A&M University policy on faculty workload (**See <http://dept.arch.tamu.edu/about/external-review/>**). This policy recognizes the complexities of faculty contribution to teaching, research, service, and administration through a weighting system wherein undergraduate teaching, graduate teaching, graduate advising, and research are all recognized with different credits. The Texas A&M System mandates that each faculty workload total at least 9 workload (not academic) credits earned through classroom teaching and equivalent teaching credits each semester. See http://provost.tamu.edu/essentials/pdfs/FacultyWorkloadFINAL_1.pdf for a more complete breakdown of the workload credit system. This means a faculty teaching a single M.Arch. design studio (2 lecture contact hours, 12 lab contact hours) meets the required workload credits (2 lecture contact hours x 1.5 = 3 workload credits and 12 lab contact hours x .67 = 8 workload credits for a total of 11) allowing sufficient time for the pursuit of new knowledge.

1.1.3.B Architectural Education and Students.

The students enrolled in the accredited degree program are prepared: to live and work in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected; to emerge as leaders in the academic setting and the profession; to understand the breadth of professional opportunities; to make thoughtful, deliberate, informed choices; and to develop the habit of lifelong learning.

The Master of Architecture program is committed to a professional design culture that values the distinctiveness, diversity, and dignity of each of its students. The student body of the program is made up of approximately half international students and half domestic students each year. This ratio gives each studio a distinctly global makeup overlaid with the Texas A&M culture of dignity, integrity, and respect established by the student rules. (See: <http://student-rules.tamu.edu/foreword>) The professional culture of the studio and classroom encourages curiosity, initiative, and disciplined resolution of project propositions. The faculty model lifelong learning behaviors through the currency of the content and sources they bring to discussions, lectures, presentations and critiques. Many studios set aside time for students to present “discoveries” of new and interesting works and concepts as part of their normal rhythm. Students are invited to the on-campus meetings of professionals (the annual Historic Preservation Symposium, the annual College of Architecture Research Symposium, the annual HIAC Advisory committee meetings) where they sit in lectures side by side, seeing faculty and professionals engaged in lifelong learning.

Of the 34 Faculty teaching in the Master of Architecture, 14 are foreign born in countries ranging across 4 continents. These faculty help bring a global perspective to the classroom and studio, introducing students to cultural and vernacular resources and perspectives that enlarge the students point of view and support the sense of self-worth and dignity in the student body. These international faculty similarly introduce the students to architecture, culture, and the breadth of professional opportunities through their invitations of practitioners to the lecture series in health, coordinated by Professor Mann, and through the lecture series coordinated by the visiting lecture committee. These groups have brought exhibitions and architects who are nurses, industrial designers, artists, advocates, scholars, critics, entrepreneurs, filmmakers, and authors from around the globe to speak to the students each semester. The Department of Architecture sees these lectures as critical to enlarging the vision and aspirations of our students and is committed to supporting these quality lecture series as part of its educational mission. See page 19 for the list of lecturers. These lecturers, and particularly the annual Rowlett Lecture offer the students “behind the scenes” insights into thoughtful decision-making, complexities of client and public interest interactions,

challenges of evolving forms of project delivery, and the critical need for public engagement by design professionals.

1.1.3.C. Architectural Education and the Regulatory Environment.

The students enrolled in the accredited degree program are provided with: a sound preparation for the transition to internship and licensure within the context of international, national, and state regulatory environments; an understanding of the role of the registration board for the jurisdiction in which it is located; and prior to the earliest point of eligibility, the information needed to enroll in the Intern Development Program (IDP).

One aspect of the culture of professionalism infused throughout the Master of Architecture program is regulatory framework we operate in as licensed architects. Students are formally instructed in the legal framework of registration, the IDP program, the Americans with Disabilities Act, The International Building Code, National Fire Protection Association code, the Texas International Energy Conservation Code (IECC) as well as ASHRAE 90.1 and the LEED standards in the lecture courses and design studios. See page 66 for the matrix of SPC assignments for specific course numbers. Since 2008, design studios reinforce the regulatory discussion in lecture classes making evidence of compliance with accessibility, life safety, and energy codes required in ARCH 606. The restructuring of studio outcomes, to be implemented in Fall 2013, will include more explicit regulatory compliance as part of ARCH 605, ARCH 606, and ARCH 607, three of the four required core studios in the Master of Architecture Program.

Our NCARB IDP coordinator, Dr. Valerian Miranda, addresses the Master of Architecture students each year in a special meeting introducing the students to the NCARB, the IDP process, and keeps students and faculty abreast of changes. Dr. Miranda reinforces these meetings in the required ARCH 657 Advanced Professional Practice and Ethics course where he immerses the students in the roles of the registration board, the earliest point of eligibility, and the process of preparing themselves for the ARE and licensure.

1.1.3.D. Architectural Education and the Profession.

The students enrolled in the accredited degree program are prepared: to practice in a global economy; to recognize the positive impact of design on the environment; to understand the diverse and collaborative roles assumed by architects in practice; to understand the diverse and collaborative roles and responsibilities of related disciplines; to respect client expectations; to advocate for design-based solutions that respond to the multiple needs of a diversity of clients and diverse populations, as well as the needs of communities; and to contribute to the growth and development of the profession.

The primary purpose of the Master of Architecture Degree program at Texas A&M University is to educate students towards a life in the profession of architecture. The M.Arch. program is committed to maintaining a diversity of studio offerings that allow students to undertake projects set around the globe, at a range of scales from hospital facilities in China, to refugee camps in Africa and Asia. The research undertaken in these studios is often complimented by global expertise brought to the studio in Skype sessions or with lecturers from abroad critiquing their work. These diverse offerings place the students in roles that often fall outside the "building designer" role and challenge the students to think as entrepreneurs, industrial designers, graphic designers, web designers, and film-makers. These diverse studio projects expose the students to clients and communities as varied as the curators and directors of local museums and a refugee family living in a camp on the border of Cambodia. Discussions in the studios help point out that each student has as much opportunity to MAKE a job for themselves as they have to GET a job in a traditional architectural practice. Former students like Dan Provost and his company Studio Neat (<http://www.studioneat.com/>) is an excellent example of students believing they have to intellectual and professional tools to start their own company based on the critical examination of the everyday experience and developing products and approaches that meet a need, through art, design, communication, and a broad understanding of the opportunities available to the profession of architecture in our time.

1.1.3.E. Architectural Education and the Public Good.

The students enrolled in the accredited degree program are prepared: to be active, engaged citizens; to be responsive to the needs of a changing world; to acquire the knowledge needed to address pressing environmental, social, and economic challenges through design, conservation and responsible professional practice; to understand the ethical implications of their decisions; to reconcile differences between the architect's obligation to his/her client and the public; and to nurture a climate of civic engagement, including a commitment to professional and public service and leadership.

The Master of Architecture program prepares students to be active, engaged citizens responsive to the needs of a changing world using three strategies; a visiting lecture series with global and public interest dimensions, a sound preparation in the tools and methods to understand and respond to a broad range of environments, a diverse set of studio offerings that facilitate the development of knowledge needed to apply the tools in innovative settings to be responsive to a broad range of public and client needs, and to be able to offer innovative solutions to environmental, social and economic challenges.

This is accomplished in studio offerings that consistently emphasize conservation, health care, urban design, and environmental response. Students desiring a deeper understanding enroll in the Sustainable Urbanism Certificate Program, taking additional electives that extend the basic knowledge formed in the required studio and environmental systems class. There are 13 graduate courses in the catalog that support conservation, urbanism and place-making, green building, performance simulation, and sustainability.

One way to assess the impact of the public interest/public service/leadership discussion that occurs in the studios is to consider the College of Architecture's Center for Housing and Urban Development (CHUD) sponsors a public-interest design competition annually. This past year, 15 students and student teams entered the competition, and the vast majority of entries, 12 came from architecture students. We will continue to advocate design in the public interest as a core value in the design studios, and provide disciplinary and interdisciplinary opportunities for students to develop these critical values.

I.1.4. Long Range Planning

The NAAB-accredited Master of Architecture program operates within the Department of Architecture that is within the College of Architecture at Texas A&M University.

Both the department and the college regularly update their strategic plans in compliance with Texas A&M University's continuous assessment and planning process. The most recent update to the "Vision 2020 plan is the "Action 2015 Education First" plan. The College of Architecture strategic plan written in response to the Vision 2020 plan is available at: http://provost.tamu.edu/initiatives/strategic-planning-2010/strategic-planning-documents/colleges-schools/Architecture_May4.pdf , and the Department of Architecture strategic plan written in response to the Vision 2020 plan is available at: http://dept.arch.tamu.edu/media/cms_page_media/79/Strategic%20Plan%20%20Architecture%202011-2015%20copy.pdf

A formalized Program Long Range Planning process is being implemented in July of 2013 as the Master of Architecture Program Long Range Planning Policy. Under this policy, the Master of Architecture will conduct its own planning process, dovetailing into the department, college and university plan, but also specifically considering issues pertinent to its professional degree. The Master of Architecture program policy on planning articulates three goals:

1. It shall be the purpose of long-range planning to annually consider the state and trajectory of the curriculum and pedagogy of the accredited program in terms of expectations of internal and external constituents and stated policy positions. The cornerstone document for long range planning shall be the position paper on the NAAB five perspectives. This document shall be

reviewed and revised on an annual basis in the context of changing institutional, professional, and technological needs.

2. The primary goal of long range planning to guide the program to a position of excellence, prominence, and respect by the profession of architecture, the international community of scholars and institutional community of Texas A&M University.
3. Long-range planning for the accredited program shall recognize and embrace the goals for professional education as articulated by the Department of Architecture, the College of Architecture, and Texas A&M University.

The programs plan further articulates a 7 step planning process to identify its objectives for continuous improvement:

1. Long-range planning for the NAAB accredited program shall take place annually during the Fall semester and shall be led by the Associate Department Head for Professional Programs and Head of the Department of Architecture.
2. The Department of Architecture Head and the Associate Department Head for Professional Programs shall charge the Master of Architecture committee or designees to undertake the long-range planning process during the annual faculty meeting prior to the start of Fall Semester.
3. The Master of Architecture committee shall receive the results and data from the self-assessment process during the annual faculty meeting as the basis for its actions.
4. The Master of Architecture committee shall receive a report from the NCARB faculty liaison on the results of the ARE, and changes to the IDP program to consider revisions for the curriculum.
5. The Master of Architecture committee shall consider the performance of the accredited program in terms of the position paper on the NAAB five perspectives and shall revise the programs mission statement and five perspectives in terms of the achievements, challenges and expectations of the program in terms of the NAAB Conditions for Accreditation that will be in effect for the next accreditation cycle and the institutional opportunities, challenges, and expectations at Texas A&M University.
6. The Master of Architecture committee shall present the revisions and objectives for the development of the curriculum, pedagogy, and opportunities for success, to the faculty for discussion and acceptance at the final faculty meeting of the Fall semester.
7. The presentation of the long-range planning documents shall be transmitted to the Head of the Department of Architecture and Associate Department Head for Professional Programs for incorporation into the following cycle of self-assessment and subsequent charges to faculty governance for implementation

The program's planning activities will be guided by the following data sources:

- Student evaluations of courses, numerical and text commentary
- Applications to the accredited program
- Acceptances of offers of admission to the accredited program
- Entry class demographics including international, women and minority students
- Program and Department Head evaluations of studio outcomes
- Third-party faculty evaluations of final study presentations
- External reviewers evaluations of final study presentations
- NCARB ARE pass rates (as trends, realizing the data represents students graduating 3 to 6 years prior)
- Evaluations by professional employers of graduates
- Internal retention rates
- Exit interviews with graduating students

The program's planning process clearly identifies the five perspectives as a cornerstone document. The five perspectives provoke reflection upon the relationship of the program to the profession of architecture, the university, the college, and the department to develop a critical context for performance evaluation and development of objectives for continuous improvement.

I.1.5. Program Self Assessment

Texas A&M University has no requirement for institutional self-assessment of academic programs accredited by external agencies i.e. NAAB but does require incorporating external agency review in the programs goals and assessment documents filed in the WEAVE assessment tool.

Texas A&M University does require that all academic programs undergo an assessment by external reviewers on a seven-year review cycle. To comply with this, the Department of Architecture submitted the Bachelor of Environmental Design (BED), The Master of Science of Architecture, and The PhD in Architecture to external review in 2010. This successful review by a board of external reviewers was particularly complementary on the integrated studio approach in the BED program that has informed the pedagogy for the ARCH 606 studio in the Master of Architecture Program.

Assessment within the Master of Architecture program begins with the student assessment of teaching and course effectiveness (every course, every semester, quantitatively and qualitatively) that becomes part of the public record and part of the Texas A&M University mandatory assessment of every faculty every year by the Department of Architecture Head in accordance with Texas A&M System policy. In addition every tenure track faculty undergoes an assessment every year by the promotion and tenure system within the department which concludes with an assessment meeting between the Department of Architecture head and the individual tenure track faculty. This is in addition to the annual review of the faculty.

The Department of Architecture head and Associate head for professional programs typically poll the employers attending the AIAS-organized career fair, the architecture members of the Deans advisory board, the Council for Excellence, the external reviewers for the Celebration of Excellence finalists, and former students (the Texas A&M term for alumni) about the program, its effectiveness in preparing students for practice, as well as short and longer term directions in the profession. In addition, the Department of Architecture Head attends Texas Society of Architecture (TSA) meetings, regional and national AIA meetings, and hosts receptions with former students, and employers to collect perceptions of the Master of Architecture program, its effectiveness, and the perceived need for direction changes.

The Department of Architecture Head and all Associate Heads hold meetings with the faculty on a monthly basis to relay changes and expectations from the university and college, as well as to receive faculty input on curricular issues, enrollments and admissions, policy, and to charge the faculty governance system to assess, discuss, and propose revisions to the curriculum and pedagogy.

A more formalized Program Self Assessment process is being implemented in July of 2013 as the Master of Architecture Program Self Assessment Policy. Program Self Assessment is the precursor activity to the program's long range planning activities. It dovetails with WEAVE self-assessment activities required by the university, but occurs on an annual basis. The NAAB-accredited Master of Architecture Program policy on self-assessment and objectives identifies seven goals for the process:

1. Understand how the program is progressing towards its mission
2. Measure progress of the program in terms of its multi-year objectives
3. Measure progress of the accredited degree program in terms of what will be called the five perspectives:
 - Architectural Education and the Academic Community
 - Architectural Education and Students
 - Architectural Education and the Regulatory Environment
 - Architectural Education and the Profession
 - Architectural Education and the Public Good
4. Identify strengths, challenges and opportunities faced by the program, while developing learning opportunities in support of its mission and culture, the mission and culture of the institution and the five perspectives;

5. Self-Assessment will include a critical review of:
 - Student evaluations of teaching, learning and achievement opportunity presented by the curriculum
 - Individual course evaluations as administered and collated by the university MARS system
 - Review and assessment of the focus and pedagogy of the program
 - Institutional self-assessment as determined by Texas A&M's WEAVE program
6. The outcomes of the annual self-assessment process will be presented to the faculty in the annual meeting at the beginning of the academic year as a way of charging the committees in the governance structure with tasks appropriate to their membership.
7. Outcomes of the annual self-assessment application and admission metrics shall be regularly presented to the faculty during spring semester faculty meetings.

The policy further articulates a five-step process:

1. The Associate Department Head for Professional Studies, appointed faculty and the Head of the Department of Architecture will conduct the annual assessment process each summer in the context of the program's mission statement, multi-year objectives, and position on the five perspectives.
2. The Associate Department Head for Professional Studies will solicit faculty, students, and former student's input on the accredited program's curriculum in the context of the five perspectives and the findings will be part of the annual report presentation.
3. The Associate Department Head for Professional Studies will provide a description and response to Texas A&M's requirement for self-assessment (WEAVE).
4. The results of the self-assessment will be presented to the faculty prior to the beginning of classes each Fall semester in the annual faculty meeting. Specific action items resulting from this presentation and discussion will be assigned to the appropriate committees or caucuses for further discussion and action during the academic year.
5. The results of this self-assessment shall be applied to the annual review of the long-range plan for the accredited program and shall inform curriculum development, learning culture, and responses to external pressures or challenges.

The faculty, students', and graduates' assessments of the accredited curriculum program is primarily anecdotal data as of this writing, the formalized processes for planning and self assessment having not been implemented until September of 2013. The data for these observations come from written student comments on evaluation, comments of graduates to faculty after time in the profession, and comments of the faculty during meetings and discussions of the program.

Graduates assessment comments:

- Program needs to have higher standards, to many "A" grades for sub-excellent work undermine the perception of the A&M degree in the marketplace.
- More technical resolution should be required in studio projects. Graduates are underprepared for the simplest of technical tasks in the office.
- Program needs to be more attuned to preparing the students for the ARE

Student assessment comments:

- Needs to be more consistency across studio sections, more agreement among faculty
- Needs to be more feedback during the semester on performance, not just project advancement
-

Faculty assessment comments:

- Need a renewed focus on the fundamentals, obtaining accurate representation of student work in plan, section, elevation continues to divert studio work from more complex issues.
- Certificate programs remain a strength both in recruiting graduate students and in their professional placement.

- Student initiative needs to become a branding quality of the program.
- Studios need to focus on processes for arriving at substantive concepts.

The graduating class of 2014 will be formally surveyed to garner a more structured response to questions beyond the simple mechanics of the program.

We recognize these anecdotes are insufficient to make substantive contributions to the self-assessment and long-range planning process and thus developed a new policy and procedure for systematically gathering evaluations from internal and external constituents.

The new policy for gathering: ***A description of the results of faculty, students', and graduates' assessments of the accredited degree program's curriculum and learning context as outlined in the five perspectives.*** Per NAAB I.1.5 Self Assessment. Is included below:

Goals:

1. Develop a standard set of relevant questions that can be used to survey former M.Arch. students, current M.Arch. students, and M.Arch. faculty to elicit responses assessing the M.Arch. curriculum and learning context as outlined in the NAAB five perspectives listed below:
 - a. **1.1.3.A Architectural Education and the Academic Community:**
That the faculty, staff, and students in the accredited degree program make unique contributions to the institution in the areas of scholarship, community engagement, service, and teaching. In addition, the program must describe its commitment to the holistic, practical and liberal arts-based education of architects and to providing opportunities for all members of the learning community to engage in the development of new knowledge.
 - b. **1.1.3.B Architectural Education and Students.**
 - *That students enrolled in the accredited degree program are prepared: to live and work in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected; to emerge as leaders in the academic setting and the profession; to understand the breadth of professional opportunities; to make thoughtful, deliberate, informed choices; and to develop the habit of lifelong learning.*
 - c. **1.1.3.C. Architectural Education and the Regulatory Environment.**
That students enrolled in the accredited degree program are provided with: a sound preparation for the transition to internship and licensure within the context of international, national, and state regulatory environments; an understanding of the role of the registration board for the jurisdiction in which it is located; and prior to the earliest point of eligibility, the information needed to enroll in the Intern Development Program (IDP).
 - d. **1.1.3.D. Architectural Education and the Profession.**
That students enrolled in the accredited degree program are prepared: to practice in a global economy; to recognize the positive impact of design on the environment; to understand the diverse and collaborative roles assumed by architects in practice; to understand the diverse and collaborative roles and responsibilities of related disciplines; to respect client expectations; to advocate for design-based solutions that respond to the multiple needs of a diversity of clients and diverse populations, as well as the needs of communities; and to contribute to the growth and development of the profession.

e. **1.1.3.E. Architectural Education and the Public Good.**

That students enrolled in the accredited degree program are prepared: to be active, engaged citizens; to be responsive to the needs of a changing world; to acquire the knowledge needed to address pressing environmental, social, and economic challenges through design, conservation and responsible professional practice; to understand the ethical implications of their decisions; to reconcile differences between the architect's obligation to his/her client and the public; and to nurture a climate of civic engagement, including a commitment to professional and public service and leadership.

2. Develop a system to annually solicit and gather responses to assessment questions from three primary stakeholders in the NAAB-accredited program; the Graduates (former students), the current M.Arch. Students, and the M.Arch. Faculty.
3. Collate the responses for distribution to the M.Arch. Committee, the Associate Head for Professional Programs, the Department of Architecture Head, and the long-range planning group for the M.Arch. program.
4. Reconsider the questions as the M.Arch. program responses to the five perspectives change over time.

Process:

1. Each Spring semester the M.Arch. Committee shall designate a working group to review the M.Arch. program statements on the NAAB five perspectives and shall formulate a set of questions relevant to the former students, to the current M.Arch. students and the current M.Arch. faculty.
2. With the support of the Associate Head for Professional Programs or their designee, the working group develop a list of 10 to 15 people and contact information for former students, current M.Arch. students and current M.Arch. faculty.
3. The working group shall solicit survey participation from this list and issue the survey, collect the results, collate the results and make the report available to the Master of Architecture Committee as a whole, the Associate Department Head for Professional Programs and the Head of the Department of Architecture.
4. The Associate Department Head for Professional Programs and the Head of the Department of Architecture shall present the findings to the next regular faculty meeting, charging the appropriate committee, caucus, or working group to consider the responses and propose revisions, new courses, new pedagogical approaches, or continuation of the current methods and curriculum.

I.2. Resources

I.2.1. Human Resources & Human Resource Development

Faculty/Staff

Table B.1.3.3 on P 61 shows the NAAB template matrix for the two academic years prior to the preparation of the APR identifying each faculty member, the required M. Arch. courses they were assigned to teach, and the specific credentials, experience, and research that supports these assignments. Resumes for each of the faculty teaching in the required M.Arch. curriculum may be found in appendix 4.2 and online at <http://dept.arch.tamu.edu/about/external-review/>.

Texas A&M University, and by extension, the Master of Architecture program are bound by policies and regulations established by the Texas A&M System. The Texas A&M System strictly complies with all applicable legal requirements prohibiting discrimination against employees, students, applicants for

employment or the public. This policy, number 08.01, Civil Rights Protections and Compliance is publicly available at <http://policies.tamus.edu/08-01.pdf> .

Diversity, as discussed in section I.1.2 is a primary concern in recruitment and hiring practices in the Department of Architecture. The combination of students being less-likely to self-identify as Under Represented Minorities (URM), the physical location of College Station, being relatively close to Prairie View A&M (PVAMU), an HBCU in close proximity to Houston and PVAMU's five-year path to an accredited degree (compared to our program's six-year path) are difficult obstacles to overcome in graduate student recruiting. From a faculty perspective, the department is globally diverse, with faculty from South America, China, and Europe making up approximately 35% of the faculty. The gender balance of the faculty is approximately the same, 35% of the faculty being made up by women. We are finding the field of highly qualified under represented minority faculty and graduate students to be highly competitive, and finding our distance from major urban centers and culturally diverse communities to be a significant challenge in addressing our diversity. Because the URM statistics do not consider international students or faculty, our statistical diversity does not match the global diversity in our studios and classroom.

We continue to support special activities, lectures, community outreach efforts, additional scholarships and intensified recruiting to work to overcome our geographic and durational disadvantages. Program faculty are very active on the College of Architecture Diversity Council, and fully support its activities.

The Department of Architecture offers support for faculty travel to conferences, and to the Texas Society of Architects (TSA) annual meeting and continuing education. The annual review process for each faculty is in compliance with the Texas A&M System policy for evaluation faculty performance in which points are awarded for scholarly and professional accomplishment. Faculty frequently attend and offer workshops for professionals at TSA, the Center for Heritage Conservation's Spring Symposium, and the Health Industry Systems Advisory Council. As an AIA CE provider, most of the workshops offered or attended, including the Rowlett lecture, allow faculty the opportunity to garner the knowledge and CE credits needed to remain current in their licensure.

Travel funds are administered from the Department of Architecture, not the Master of Architecture program. In 2012-2013, 31 of the 41 faculty in the Department of Architecture were awarded approximately \$39,000.00 for travel and conference expenses. In 2011-2012, 32 requests were funded with over \$35,000.00. It has been the Department policy that any faculty having a paper accepted at a conference receives support. Support to attend without presenting a paper is more difficult to obtain at this time. These funding awards represent approximately 83% of the faculty by number.

Since the previous accrediting visit in 2008, the Department of Architecture has funded approximately 165 requests for travel support totaling over \$172,000.00. In this same time period, 6 faculty have been awarded development leave (sabbatical) and the faculty has earned \$4,135,036.00 dollars in grants and research funding and made 479 presentations at conferences, had 119 papers published in proceedings, 116 journal articles, 41 exhibitions, wrote 30 book chapters and published 17 books. These figures are offered as evidence that the 37 faculty in the department of architecture have access to the financial, physical and temporal resources to conduct research, scholarship creative acts and dissemination of new knowledge to the academy and the profession.

Faculty Appointments policies and procedures:

The Department of Architecture at Texas A&M University follows state law, A&M System policy, and University policies and practices for faculty appointments. The specific university policy and procedures are established by rule 12.99.99.M1 Faculty Recruitment Procedures and may be viewed here:

<http://rules-saps.tamu.edu/PDFs/12.99.99.M1.pdf> and the Dean of Faculties & Associate Provost

provides additional faculty hiring guidelines which may be viewed here:

http://dof.tamu.edu/sites/default/files/hiring/Faculty_Hiring_Process_Guidelines.pdf

The Department of Architecture Faculty Search committee is charged by the department head at the time of its formation to poll the faculty as a whole, and the department administration to determine needs and qualifications for the position(s) being searched, the methods and strategies for developing a diverse applicant pool, and the drafting of advertisements to be submitted to the Dean.

With the search committee's findings in hand, the Department Head requests permission to recruit faculty from the Dean of the College of Architecture. This request must include the title(s) description of academic roles and responsibilities, the minimum criteria for an applicant to be deemed qualified, an outline of the proposed search process including the methods or strategies to identify and develop a diverse pool of qualified applicants. The advertisements, proposed salary and proposed term of initial appointment are also included in the request to recruit. The request for authorization to recruit is copied to the Dean of Faculties and Associate Provost.

Upon receiving permission to recruit, the Department Head and Search Committee Chair send the advertisement to International Faculty & Scholar Services for review and then place advertisements in academic and professional journals, with academic and professional associations, and as required by law, The Dean of Faculties posts the advertisement(s) with the Texas Workforce Commission.

All search processes are documented and held on file for a period of two years from the date of hire. Ten key issues are documented:

- 1) Statement of academic roles and responsibilities to be fulfilled by appointee and criteria used for selection.
- 2) Description of departmental process for recruitment and selection of the proposed appointee.
- 3) Description of the interview process and list of names of all qualified candidates interviewed.
- 4) Copies of itineraries of all candidates interviewed.
- 5) List the name of the outlets where advertisement was placed and copies of the advertisements for the position.
- 6) Explanation of other recruiting channels used. For example, faculty networks, personal contacts, letters to other departments, professional meetings, etc.
- 7) Description of specific methods that were used by the search committee or department head to seek out and encourage qualified African American, Hispanic or female applicants.
- 8) Statement of how many offers for this position were declined before this offer.
- 9) Statement of how many previous offers were made to African American, Hispanic or female candidates.
- 10) Statement of the basis for evaluation of candidates interviewed. State why successful candidate was selected. This statement should be based primarily on the roles, responsibilities, and criteria stated above.
- 11) Applicant Tracking Log. (This will also need to be sent in to the Dean of Faculties Office)

The Faculty Search Committee meets, reviews applications and based on the criteria established in the advertisement, make a short list of faculty to be contacted for either a phone or Skype interview, or for a campus visit. The committee chair insures that each faculty campus visit is as identical as possible, candidate meet with the same committees, same administrators and tour the same facilities. Each meeting and tour is conducted by a member of the faculty search committee who coordinates the larger faculty and administration and records outcomes and perceptions for discussion with the search committee.

The committee transmits an unranked list of candidates found to meet the criteria to the Head of the Department of Architecture who contacts the applicant to open a dialogue that leads to a negotiation of compensation and resources. Upon agreement of the informal terms, a formal offer letter containing language from the Dean of Faculties Handbook and meeting the A&M System rules and the content for approval to hire package is assembled for approval by the Dean of Faculties. The applicant receives a package with the offer letter that includes degree verification forms, and agreement forms on the nature of the appointment, time towards tenure as applies to the candidate.

Faculty Promotion and Tenure

Faculty in the Department of Architecture comply with College of Architecture and Texas A&M University and System rules, policy and procedure in the application and reviews towards the granting of tenure.

College Tenure and Promotion policies may be viewed at:

[https://wikis.arch.tamu.edu/download/attachments/2064401/P%26T Guidelines.pdf?version=1&modificationDate=1364336768271](https://wikis.arch.tamu.edu/download/attachments/2064401/P%26T%20Guidelines.pdf?version=1&modificationDate=1364336768271)

The College of Architecture tenure calendar for 2012-2014 may be viewed at:

<https://wikis.arch.tamu.edu/download/attachments/2064401/2013-14%20Promotion%20Tenure%20Calendar.pdf?version=1&modificationDate=1360289925857>

New faculty are introduced to the tenure and promotion process in faculty orientation workshops upon arriving on campus, have a second discussion on the tenure and promotion process with the department head, and a third in a discussion with the Department of Architecture Promotion and Tenure committee prior to their annual review by the promotion and tenure committee. Subsequently, each tenure-track faculty meets with the committee annually and with their promotion and tenure committee assigned mentors each semester to be informed on process, discuss questions, receive advice on research and publication resources, and support for achieving their goals in research, teaching and outreach.

Faculty candidates are directed to the Dean of Faculties website for Tenure & Promotion during orientation, and in subsequent discussions with the department committee. The Dean of Faculties page may be viewed here: http://dof.tamu.edu/PT_information

Tenure track faculty begin assembling their dossier package in their first year, this dossier is the basis for their annual evaluation by the departmental promotion and tenure committee their annual evaluation and reappointment decision by the department head, and is a primary agenda item in their meetings with mentors.

In their third year of appointment, tenure track faculty are given a midterm review by the department committee, the department head, and which for the first time in their appointment, includes a college-level review by the College of Architecture promotion and tenure committee and the Dean, and are given a written response to the review indicating they have passed or failed. A faculty failing a midterm.

Annual and midterm evaluations are intended to offer insight to the candidate faculty on their progress towards review for tenure. College of Architecture policy states *“Associate Professors are expected, at a minimum, to demonstrate effectiveness in all three performance dimensions. In addition, excellence is expected in instruction/teaching or research, creative activities and publication. Associate Professors, are expected to exhibit greater contributions in one or more of the areas of service effectiveness and excellence compared to Assistant Professors.”*

Criteria for midterm and mandatory review for tenure are individually considered with the common standard that the positive external review of a faculty’s performance in the three missions (teaching research, service) is crucial to succeeding in the process. Like Texas A&M University, the College of Architecture defines research for each faculty under the broader heading of research, scholarship and creative activities. This accommodates a broad range of faculty including both the traditional journal and book publication scholars and the performance, art exhibition/installation based scholars. The key in both approaches is the quality of the third party review and acceptance be it a journal or a gallery. The outcome of the midterm review is taken into account by the Department Head when making reappointment decisions.

The College of Architecture policy on promotion and tenure sets the following expectations for promotion to full professor: *“Promotion to Professor will be based on an assessment of all three performance*

dimensions. There may be significant diversity in the nature of the contributions by Professors. However, there is the continued expectation of examples of excellence in one or more performance areas. Merit compensation will be the primary extrinsic means of recognizing such excellence. Other potential means of recognition are through consideration for appointment to an endowed position or to a Distinguished Professorship.”

Traditionally faculty applying for promotion to full professor must have achieved recognition in their field of study from national and international sources. This recognition is validated through external review of their dossiers and documentation provided to the promotion and tenure committee and conveyed to external reviewers nominated by the candidate and the committee. As is the case with tenure considerations, strong affirmation by distinguished external reviewers is critical to success.

- **A list of visiting lecturers and critics brought to the school since the previous site visit.** Visiting lecturers are brought to campus under three lecture programs, the Department of Architecture Visiting Lecturer program, The Architecture for Health Lecture Series, and the Rowlett Lectures.

Since the last accrediting visit in 2008, the Department of Architecture Visiting Lecturer program has brought 62 Architects, Scholars, and Academic leaders from throughout the world to campus. It has been standard departmental practice to have the visiting lecturer participate in reviews of the design studios during their time on campus, offering critiques that represent diverse viewpoints to the students. The complete list is below.

Spring 2013

01.18.2013

Renato Anelli, Professor at the Instituto de Arquitetura e Urbanismo, Universidade de São Paulo at São Carlos

Lina Bo Bardi in the Frame of Brazilian Architecture

02.13.2013

Niccolo Casas, Ph.D. student at London’s Barlett School of Architecture & professor of digital modeling techniques at *Accademia di Belle Arti di Bologna*

Sensibility of an Aesthetic Ugliness

02.25.2013

Ronnie Self, Associate Professor at the Gerald D. Hines College of Architecture at the University of Houston

Saint Emanuel House-Houston

03.04.2013

Luis Callejas, founder of [LCLA OFFICE](#)

Derivative Territories

03.20.2013

Jason Griffith, Assistant Professor of architecture at the Herberger Institute for Design and the Arts at Arizona State University

Manifest Destiny: A Guide to the Essential Indifference of American Suburban Housing

03.25.2013

David Rifkind, Architect, Educator

Modern Ethiopia: Architecture, Urbanism and the Building of a Nation

04.22.2013

Eric Goldemberg, Founding Principal of Monad Studio

Pulsation in Architecture

Fall 2012

09.10.2012

Florian Idenburg, Co-founding principal of SO-IL
SO-IL projects

10.17.2012

Chris Kraus, Curator, Author, Editor, Filmmaker
Summer of Hate

10.29.2012

Jonah Rowen, Design studio faculty, Sci-Arc
Rowen Studio- Theoremas

11.06.2012

Miguel Roldan, Founding principal, R+B architects; adjunct professor of architecture for Texas A&M's study abroad program in Barcelona, Spain
Introduction to JAE Exhibit

11.12.2012

Jason Payne, Founder, Hirsuta; assistant professor of architecture, University of California-Los Angeles
Wrongful Conviction

Spring 2012

02.13.2012

Lars Lerup, Professor of Architecture, Rice University
Next City: Why Must We Pay Attention to Self-organization

02.20.2012

Rick Lowe, Founder of Project Row Houses
Art in the Social Sphere

02.27.2012

John McMorrough, Chairman of University of Michigan's Taubman College of Architecture and Urban Planning, Principal at Studio APT
One Thing After Another

03.07.2012

Miguel Roldan and Merce Berengue, Founding principal, R+B architects; adjunct professor of architecture for Texas A&M's study abroad program in Barcelona, Spain
Public Private Collective

04.02.2012

Yasufumi Nakamori, Associate Curator of Photography at Houston's Museum of Fine Arts, Lecturer at Rice University's Department of Art History
Picturing Modernism in Japanese Architecture

04.16.2012

Karin Jaschke and Jon Goodbun, Jon Goodbun from the Royal College of Art and Karin Jaschke from the University of Brighton
Architecture and its Resources: Towards a New Materialist Practice

04.23.2012

Roland Snooks, Founding Partner of Kokkugia
Volatile Formation

Fall 2011

09.19.2011

Tom De Blasis, Global Design Director, Nike soccer
The Game Changer

10.10.2011

Albert Pope, Gus Sessions Wortham Professor of Architecture, Rice University
The Form of the Present

11.02.2011

Paul Lewis, Principal, LTL Architects
Arthouse Austin

11.07.2011

Daniel Rojkind, Founding Partner, Rojkind Arquitectos
Current Work

11.14.2011

Kyong Park, Associate Professor of Visual Arts, University of California at San Diego
Nomadic Practices

Spring 2011

02.07.2011

Productora
Current Work

02.10.2011

Dr. Jennifer Moody, University of Texas at Austin
Sustainable Living in Bronze Age Crete

02.16.2011

Jean Louis Cohen, Sheldon H. Solow Professor in the History of Architecture at New York University
Architecture Drafted: Designing for World War II

02.24.2011

Dr. John Oleson, ACOR Trustee and Distinguished Professor of Classical Archaeology at the University of Victoria in Canada.
Building Disasters, Incompetent Architects and Construction Fraud in Ancient Rome

02.28. 2011

Ila Beka and Louise Lemoine, Co-founders of BêkaFilms
Koolhaas HouseLife

03.21.2011

Nate Hume and Abby Coover, Editor and Creator of suckerPUNCH
suckerPUNCH projects

03.23.2011

Elena Manfredini, Principal of Atelier Manfredini
Digital Design & Fabrication

03.28.2011

Jose Oubriere, and Current Professor of Architecture at Knowlton School of Architecture and Ohio State University
Protégé of Le Corbusier

04.05.2011

Benjamin Ball, Ball-Nogues Studio
Current Work

04.11.2011

Felicity Scott, Assistant Professor of Architecture and Director of the Program in Critical, Curatorial and Conceptual Practices in Architecture Interact at Columbia University

04.25.2011

Tom Wiscombe, Tom Wiscombe Design
Current Work
Fall 2010

09.20.2010

Anerson and Wise, Anderson and Wise Architects
Natural Houses

09.27.2010

Dr. Mark Jarzombek, M.I.T.
Global History: Global Paradox

10.11.2010

James Dart, New York New Orleans
Display and the Post Object

10.25.2010

John Hartmann Freecell, www.frcll.com
The Imperfect and the Mess We Made

11.15.2010

Dr. Michaelangelo Sabatino, University of Houston Gerald D. Hines College of Architecture
Topographies: The Architecture and Urbanism of Arthur Erickson

Spring 2010

01.25.2010

Dr. Beatriz Colomina, Professor of Architecture Princeton University

02.08.2010

Andreas Pedersen, Bjarke Ingels Group
Yes is More

02.18.2010

Sarah Witting, Dean of the School of Architecture at Rice University, and Ron Witte, Associate Professor of Architecture at Rice

WW Architects

03.08.2010

Nicolas Boyarsky, Principal of London's Boyarsky Murphy Architects and Director of Syracuse University's London Architecture Program

Current Work

03.25.2010

Ana Tostoes, Architectural Historian at Instituto Superior Tecnico, Universidade Tecnica in Lisbon
Rule and Exception Architectonic Practices in Portugal

04.05.2010

Francois de Menil, Principal of FdM: Arch in New York
House

04.12.2010

Ted Flato, Principal of Lake Flato
Current Work

Fall 2009

09.14.2009

Santiago R. Perez, Assistant Professor of Architecture at Gerald D. Hines College of Architecture University of Houston
Rethinking FAB: Spatial Constructions and Material Intelligence

09.21.2009

Ronald Snooks, Kokkugia
Current Work

09.28.2009

Alfredo Brillembourg and Hubert Klumpner, Urban Think Tank
Current Work

10.05.2009

Mark Wamble, Principal Interloop Architecture
Current Work

10.12.2009

Hugo Segawa,
Brazilian Contemporary Architecture

10.19.2009

Pail Preissner, Paul Preissner Architects Limited
Current Work

11.09.2009

Alexander Pincus, Alexander Pincus Architecture and Design
Current Work

11.16.2009

Mark Foster Gage, Gage-Clemenceau Architects
Current Work

12.03.2009

Michael Graves, Michael Graves
A Grand Tour

Spring 2009

02.16.2009

Jimenez Lai, UIC School of Architecture
Current Work

03.02.2009

Kivi Sotamaa, Principal Sotamaa Design
Current Work

03.16.2009

Jose Castillo, Principal of Arquitectura 911sc
Current Work

04.06.2009

Andrew Kudless, Matsys Design
Current Work

Fall 2008

10.20.2008

Smilia Milovanovic-Bertram, University of Texas at Austin Department of Architecture
Lessons from Rome

11.03.2008

Michaelangelo Sabatino, University of Houston Gerald D. Hines College of Architecture
Andrea Palladio In America: from Thomas Jefferson's Pastoral Ideal to Developers MC Mansions

11.10.2008

Hernan Diaz Alonso, www.xefirotarch.com
www.xefirotarch.com

The Rowlett Lecture is the premier lecture associated with the Department of Architecture. The Rowlett lecture is hosted annually by the CRS Center for Leadership and Management in the Design and Construction Industry at the Texas A&M College of Architecture. Since the last site visit in the Spring of 2008, the Rowlett lecture, oriented towards presenting the work of a firm rather than an individual, has brought six firms to campus for the prestigious lecture.

- 2008 Linbeck Design Build
<http://archcomm.arch.tamu.edu/archive/news/spring2008/stories/rowlett08.html>
- 2009 Perkins and Will Architects
http://archcomm.arch.tamu.edu/archive/news/spring2009/stories/Perkins_Will.html
- 2010 George Miller FAIA, Angela Dye, FASLA, Robert Hunter FAICP, Doug Pruitt, AGC.
<http://archcomm.arch.tamu.edu/archive/news/spring2010/stories/Rowlettlecture.html>
- 2011 Ted Flato, David Lake, Lake Flato Architects
<http://one.arch.tamu.edu/news/2012/2/14/rowlett-lecture-series/>
- 2012 Adrian Smith + Gordon Gill Architecture <http://one.arch.tamu.edu/news/2010/12/7/feb-18-rowlett-lecture-spotlighted-adrian-smith-noted-designer-super-tall-super-green-buildings/>
- 2013 Steve McDowell, BNIM <http://one.arch.tamu.edu/news/2013/3/1/rowlett-lecture/>

Since the last site visit in the Spring of 2008, The Architecture for Health Lecture Series has brought 159 lecturers and panel members representing the political, diplomatic, management, construction, design, and owner advocacy viewpoints of architecture for healthcare.

- 20 lecturers in 2008
- 15 lecturers in 2009
- 19 lecturers in 2010
- 54 lecturers in 2011
- 32 lecturers in 2012
- 19 lecturers in 2013 (spring)

The Detailed list of speakers and topics may be viewed at:

http://dept.arch.tamu.edu/media/cms_page_media/79/health_lecture_series.pdf

- **A list of public exhibitions brought to the school since the previous site visit.**
 - Young Architects of Spain: 11.6.2012-12.10.2012.
<https://one.arch.tamu.edu/news/2012/7/24/spanish-arch-exhibit/>
 - Bienko, Dougan, Erminy C206 Exhibition: 01.20.2009-1.24.2009.
<http://archcomm.arch.tamu.edu/archive/news/spring2009/events.html>
 - Lessons from Rome: The Work of Robert Venturi, Tod Williams, Thomas Phifer and Paul Lewis
10.20.2008-11.3. 2008.
<http://archcomm.arch.tamu.edu/archive/news/fall2008/stories/lessonsfromrome.html>
 - “EXTRA-MUROS” an exhibition of contemporary architecture from France: 12.5.2008-12.12.2008
<http://archcomm.arch.tamu.edu/archive/news/fall2008/stories/extramuros.html>

Students:

Description of the Process by which applicants to the accredited degree program are evaluated for admission.

Item 5., Causes of Concern, from the 2008 VTR included the following statement:

“In addition, it appears that the 4+2 curriculum was developed based on the continuation of the TAMU BED students into the M.Arch. program. The current profile of the M.Arch. program indicates that is no longer the case. The majority of the M.Arch. students are foreign students or from other pre-professional programs in the US. To determine what students in these two categories need to satisfy NAAB degree requirements, a formal evaluation of the students’ previous courses needs to be developed to determine which NAAB Student Performance Criteria were met in their pre-professional, undergraduate studies and which still need to be met by TAMU M.Arch. program.”

As a response to this concern a faculty-working group was tasked to consider this question and make recommendations to the faculty as a whole. Their recommendations are as follows:

Recommendation 1- Provide a written statement in all M.Arch admissions material of expected criteria statement related pre-professional requirements that should respond to NAAB Student Performance Criteria to all potential applicants.

“The preparation each student brings from their pre-professional experience is critical to continued development towards the completion of core courses in advanced architectural knowledge leading to the first professional degree. Each applicant should be able to demonstrate success completion of the following courses or their equivalents as part of their undergraduate pre-professional degree.”

- 4 sequential architecture design studio courses
- 2 courses in structures
- 2 courses in environmental technology
- 2 history of Architecture courses
- 1 course in the Social Behavior sciences
- 1 course in Cultural Diversity

The implementation of this may be viewed at: <http://dept.arch.tamu.edu/graduate/master-architecture/>.

Recommendation 2- Formalize the review and evaluation of the above criteria within the review process for admission to the Master of Architecture Degree Program. A check off process will be made a formal part of the M.Arch Admission Evaluation Sheet. If any course deficiencies are found, the student must complete extra courses in addition to the regular Master of Architecture (52 credit hours) program of study.

Recommendation 3 – Review and update M.Arch Admission Evaluation Sheet check list to reflect current NAAB Student Performance Criteria.

Both of these recommendations have been in place since 2010. The specific forms are shown as items 4.7.3.A and B in Appendix 4.

Applicants to the Master of Architecture Program submit transcripts certifying completion of a undergraduate pre-professional program, GRE scores, TOEFL scores, 3 letters of recommendation, and an academic/professional portfolio. The Admissions requirements listed on <http://dept.arch.tamu.edu/graduate/master-architecture/> also require a comprehensive syllabi of courses in structures, environmental technology, and architectural history. In practice, the translation of these syllabi to English, and the evaluation of content across curricula has made it virtually impossible to administer. To this end, ALL students admitted to the Master of Architecture program are required to complete the structures, systems, history, and theory components as part of their 52 credit hour degree plan. Students who believe they have a working knowledge of these courses and do not wish to repeat content are asked to meet with the respective faculty, present a detailed syllabus and notebook, have a discussion with the faculty, and the faculty submit a recommendation for studying the content as part of the 52 credit curriculum or to replace the content with an equivalent number of credits from the graduate catalog. In practice, students who have undertaken this process are frequently found to have some of the content in hand, but are missing timber or steel design in structures for example, or missing aspects of cooling, ventilation and life safety in the systems courses.

The revised portfolio review process for applicants to the Master of Architecture program requires 2 to 3 faculty conducting a blind review of the portfolio. With 300 to 400 portfolios arriving each year, and a narrow time window to conduct the reviews and respond to the application, and given the global differences in life safety standards, accessibility standards, thermal and moisture management standards and basic building system standards, it has proven difficult to conduct and consistently assess detailed aspects of each portfolio. Because of this, the SPC matrix assumes NO SPC criteria are met by the applicants prior experience. The curricular strategy we have adopted is that ALL SPC's are met within the required coursework of the NAAB-accredited Master of Architecture program.

Student support services are formalized in the College of Architecture student services office, and are offered informally by the faculty and administration of the Department of Architecture. Formal academic advising services are offered in group orientation sessions upon arrival on campus, by individual

appointment with Ms. Jill Raupe in the office of student services in the college, and in formal meetings led by the associate department head for professional programs. Crisis advising is handled centrally on campus, with a faculty, or administrator escorting the student to Student Counseling Services in Cain Hall.

Professional and career counseling occurs formally within ARCH 657 Advanced Professional Practice and Ethics where the range of career opportunities, the modes of applying for professional position, the role of the NCARB and the IDP program are presented, and the nature of the ARE is presented. Informally, students in the master of architecture program consult with faculty, their advisory committee chair, and the Texas A&M Career Center to review drafts of resumes, cover letters, portfolios, and sample portfolios. Students also discuss career opportunities with peers who maintain employment throughout the duration of their studies, and with the network of former students working in the profession. The development of contacts with former students are encouraged by the program as the students are encouraged to attend the Texas Society of Architects convention, the reception hosted by the department at the TSA convention, the national AIA convention, and receptions hosted at the Rowlett lecture, the Health Industry Advisory Council and the Center for Heritage Conservations annual symposium. This combination of on and off campus events gives students the opportunity to meet and develop relationships with professionals, and to develop experience in professionally presenting themselves prior to the AIAS-organized career fair held each spring semester.

The department of architecture supports field studies for the master of architecture students, primarily through subsidizing the costs of such travel studies organized by design studios to nearby resources in Houston, Dallas Fort Worth, and Austin, as well as more distant locations such as China, France, and Spain.

Students in the Master of Architecture program frequently lead or are active members of related student organizations such as the Emerging Green Builders, the American Institute of Architecture Student Chapter, The Society of Women in Construction, Alpha Rho Chi, Tau Sigma Delta, the American Institute of Graphic Arts, the American Society of Heating Refrigeration and Air Conditioning Engineers, the Christian Architecture Leaders, the Design-Build Institute of America, and the Student Health Environments Association.

The Department of Architecture and the College of Architecture partner in facilitating student research, scholarship and creative activities through grants, travel support, facility access, and research assistant positions. In the time period from 2008 to 2012, the department of architecture authorized over \$31,000.00 to support student research, travel to national meetings and conferences, and purchase supplies for their research. The university provides additional support in the form of the Texas Aggie Graduate Grant, Research and Presentation Grants, (<http://ogs.tamu.edu/funding-information/grants/>) and Graduate Student Council Fellowships (<http://gsc.tamu.edu/fellowships>). Students have opportunities to work with faculty on research projects where the sponsored project budget allows. The CRS, CHC, and Health Systems research centers each employ graduate students from the department to support data collection, analysis, and publication.

Support for academic studies is further underpinned by College and Departmental grants and scholarship programs. Each year these 171 scholarships award approximately \$172,500.00 to the undergraduate and graduate students in the Department of Architecture.

1.2.2. Administrative Structure & Governance

The NAAB-accredited Master of Architecture program is one of four degree programs offered by the Department of Architecture, the others being the Bachelor of Environmental Design (BED), Master of Science in Architecture (M.S. Arch.) and the Ph.D. in Architecture. Each degree program is administered by an individual Associate Department Head, all reporting to the Department of Architecture Head.

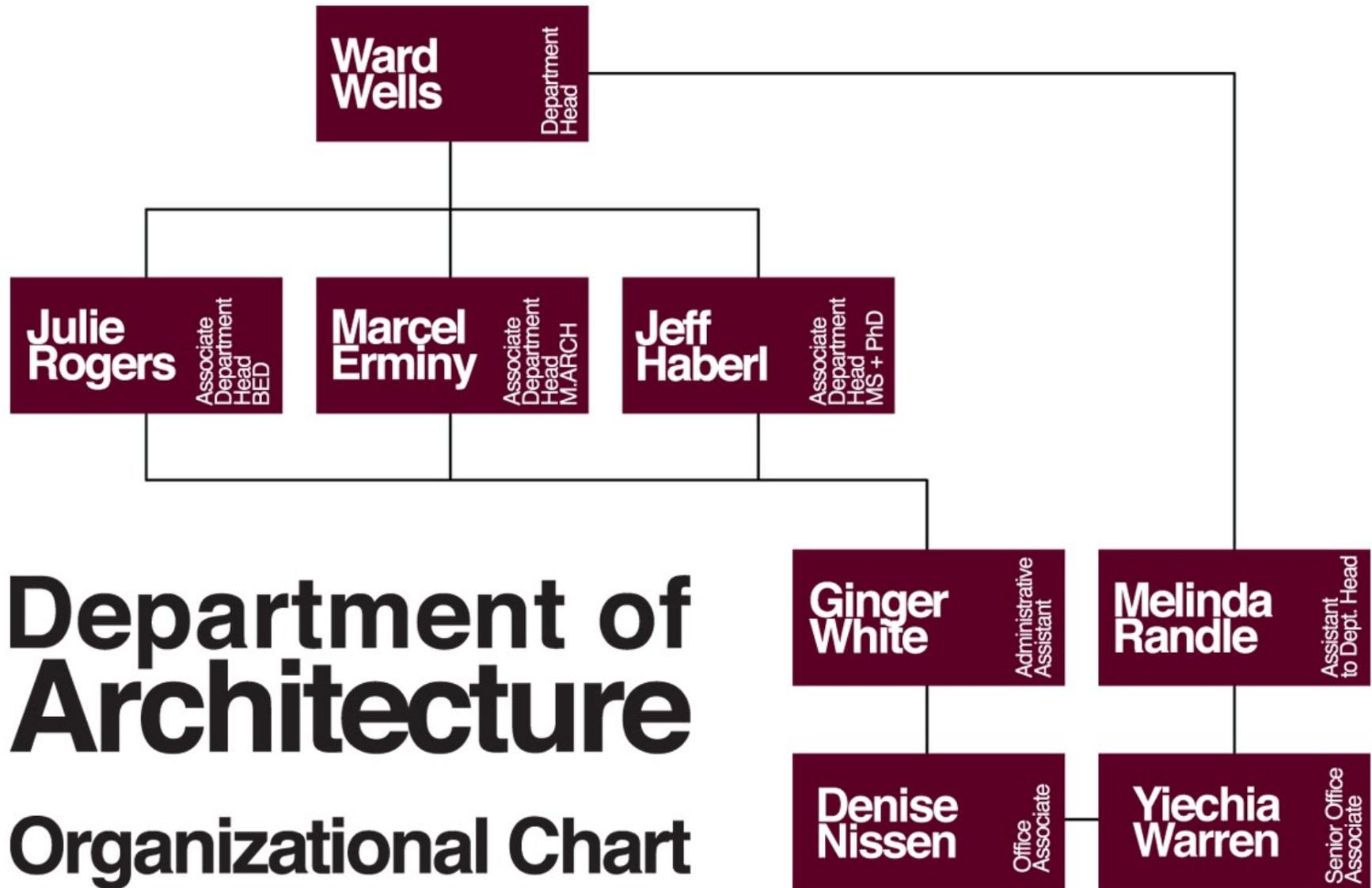
- Bachelor of Environmental Design, Dr. Julia Rodgers, Associate Department Head for Undergraduate Programs;
- Master of Architecture, Prof. Marcel Erminy, Associate Department Head for Professional Programs;
- Ph.D. in Architecture, Master of Science in Architecture, Dr. Jeff Haberl, Associate Department Head for Research.

The Department of Architecture governance structure has 17 committees offering involvement opportunities for all faculty and staff. Faculty committees are roughly organized according to operational need (Academic Affairs, Promotion and Tenure, Search, Grade Appeals, I.T., Lecture and Scholarship) and Pedagogical concerns (M.Arch., Ph.D./M.S., History, Technology, Theory, Design, Off-Campus). The Agency, a committee made up of two faculty and six or so students selected for their work ethic and graphic skills, produces graphic products for the Department, i.e. lecture posters, desktop notices, slide shows for the scholarship banquet, and materials associated with the Celebration of Excellence.

Student involvement in policy formulation and decision-making occurs primarily in the Department of Architecture Student Advisory Committee. This committee is made up of graduate and undergraduate student leaders from the AIAS and other organizations and has 3 to 4 representatives of each degree program housed in the Department of Architecture. This committee meets with the Department Head to receive updates to university and college policy affecting students, offer policy revisions, new policies, and to assist in decision making on the allocation of resources related to student differential tuition at the graduate and undergraduate levels.

The charts and diagrams on the following pages illustrate the administrative and faculty governance and committee structure.

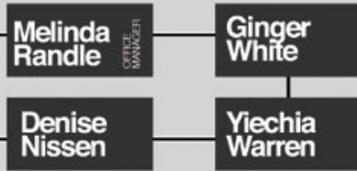




Department of Architecture

Organizational Chart

Ward Wells
CHAIR



Departmental Office Committee



Associate Department Heads' Coordinating Committee

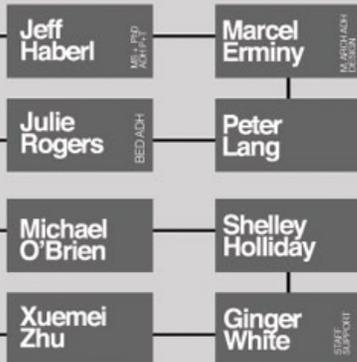
Ward Wells
CHAIR



Departmental Executive Committee

Ward Wells
CHAIR

Nancy Klein
CHAIR

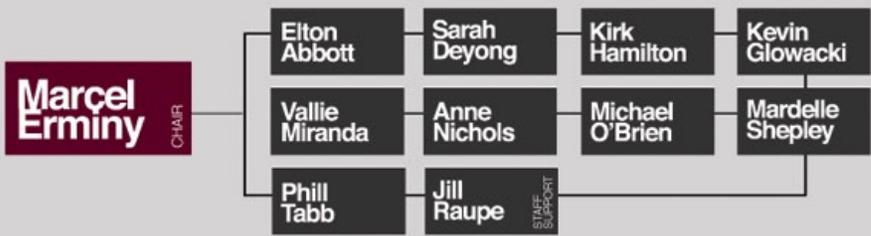


Departmental Academic Affairs Committee

PhD/MS Committee



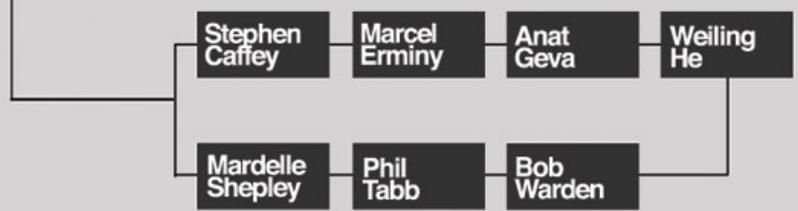
M.Arch Committee



Departmental Promotion and Tenure Committee



Faculty Search Committee



Julie Rogers

CHAIR

Jeff Haberl

Shelley Holliday

Marcel Erminy

Melinda Randle

STAFF SUPPORT

Kevin Glowacki

Yiechia Warren

STAFF SUPPORT

Scholarship Committee

Marcel Erminy

CHAIR

Sarah Deyong

Kevin Glowacki

Frances Downing

Weiling He

Gabriel Esquivel

Lecture Series Committee

Ward Wells

CHAIR

Michael O'Brien

Nancy Klein

Marcel Erminy

Shelley Holliday

APR Committee

Shelley Holliday

CHAIR

Craig Babe

John Fairey

Grade Appeal Committee

Marcel Erminy

Marquesa Figueroa

STUDENT SUPPORT

The Agency Committee

Nancy Klein

CHAIR

Stephen
Caffrey

Anat
Geva

Gabriela
Campagnol

Kevin
Glowacki

Sarah
Deyong

History Committee

Shelley Holliday

CHAIR

Juan Carlos
Baltazar

Jeff
Haberl

Liliana
Beltran

Michael
O'Brien

Charlie
Culp

Technology Committee

Bob Warden

CHAIR

Stephen
Caffrey

Gabriel
Esquivel

Sarah
Deyong

Weiling
He

Frances
Downing

Phil
Tabb

Theory Committee

Elton Abbott

CHAIR

Gabriela
Campagnol

Phil
Tabb

Marcel
Erminy

Ward
Wells

Peter
Lang

Off Campus Committee

Mark Clayton

Wei Yan

I.T. Committee

**Marcel
Erminy**

CHAIR

Design Committee

**Bob
Warden**

HISTORY +
THEORY

Gabriela
Campagnol

Sarah
Deyong

Peter
Lang

Phil
Tabb

**Weiling
He**

FOUNDATION

John
Fairey

Rodney
Hill

Julie
Rogers

Bob
Schiffhauer

**Craig
Babe**

ARCHITECTURAL
PROJECT

Frances
Downing

Marcel
Erminy

Kirk
Hamilton

George
Mann

Vallie
Miranda

Michael
O'Brien

Susan
Rodiek

Mardelle
Shepley

**Gabriel
Esquivel**

INSTRUMENTATION

Elton
Abbott

Mark
Clayton

Anat
Geva

Xuemei
Zhu

The Department of Architecture Head is one of four department heads in the College of Architecture, the others being the Department of Construction Science, The Department of Landscape Architecture and Urban Planning, and the Department of Visualization. Each department reports to the Dean of the College of Architecture.

- Professor Ward Wells, Head, Department of Architecture;
- Dr. Forster Ndubisi, Head, Department of Landscape Architecture and Urban Planning;
- Professor Joe Horlen, J.D. Head, Department of Construction Science;
- Professor Tim McLaughlin, Head, Department of Visualization.

The Dean of the College of Architecture is supported by the Executive Associate Dean, the Assistant Dean for Academic Affairs, the Assistant Dean for International Programs and Initiatives, and the Assistant Dean for Finance.

- Dr. Jorge Vanegas, Professor and Dean
- Dr. Louis G. Tassinari, Executive Associate Dean and Director of Graduate Studies
- Professor Leslie Feigenbaum, Assistant Dean for Student Services
- Professor Elton Abbott, Assistant Dean for International Programs and Initiatives
- Chris Novosad, Assistant Dean for Finance

The Dean of the College of Architecture is one of ten Deans at Texas A&M University reporting to the Provost and Executive Vice President for Academic Affairs, and the President. The ten colleges making up Texas A&M University are:

- Agriculture and Life Sciences
- Architecture
- Bush School of Government & Public Service
- Mays Business School
- Education and Human Development
- Dwight Look College of Engineering
- Geosciences
- Liberal Arts
- Science
- Veterinary Medicine & Biomedical Sciences

I.2.3. Physical Resources

The College of Architecture is largely based in the three buildings making up the Langford complex on the College Station campus of Texas A&M University. Langford “A”, “B”, and “C” make up most of the college’s 114,000 assignable square feet of classroom, studio, seminar space, offices and library, called the Technical Resource Center or TRC. More information on the TRC maybe be found at <http://www.arch.tamu.edu/inside/services/technical-reference-center/> . The TRC houses limited bound volumes, the main architecture collection being housed in the Evans Library, but houses current periodicals, research collections, and student study spaces. More information on information resources may be found in section I.2.5 of this report.

The College of Architecture also has approximately 11,000 s.f. in Scoates and Francis Halls for its research centers which include faculty offices. These centers are CRS center, the Center for Health Systems and Design, and the Center for Heritage Conservation.

Large-scale prototyping, welding, nc plasma, mills, and routers are located at the Architecture Ranch facility located approximately 5 miles from the main campus. While three laser cutters, 3d printing

services and a wood shop occupy approximately 2,000 s.f. in the first floor of Langford building "B". All students and faculty are required to complete a safety and orientation course to have access to the woodshop and ranch facilities.

Classroom, seminar spaces, and auditoriums are centrally scheduled by the University, with care to schedule departmental classes as near to the department as possible.

The Department of Architecture which currently schedules approximately 19,785 assignable square feet of design studio space in Langford A, and Langford B. The Master of Architecture studios occupied approximately 5,758 assignable square feet during the spring semester of 2013. Given the 76 students enrolled in Spring 2013, the area per student is approximately 75 s.f. per student. Space allocations for the design studios in the BED degree and M.Arch. degree are flexible depending on enrollments and needs. Each Master of Architecture studio student is assigned a 4x3 foot desk and an adjacent portable vertical locker approximately 30 cubic feet to securely store books, laptops, drawings and tools.

The Department of Architecture constructed a dedicated review space on the fourth floor of Langford A during the summer of 2013. This 800 square feet of review space is designed to be configured as one or two review spaces depending on need. In addition to this formal review space, the Master of Architecture program also conducts studio reviews in spaces adjacent to the formal review space, in the flex space on the second floor outside the Deans office, and in the lobby of Geren auditorium. The total review space utilized by the Master of Architecture program in the spring semester 2013 is 2,726 s.f.

Seminars and classes for the Master of Architecture coursework typically are located in classrooms in the Langford complex and adjacent engineering complex.

The maps on the following pages indicate the locations of seminar rooms, lecture halls, studios, offices, project review and exhibition areas, the Technical Resource Center (satellite library), computer facilities, workshops and research areas.



ARCH Faculty Professor Locations Fall 2013



ARCH Faculty Professor Locations Fall 2013

Langford A Floor 1



ARCH Faculty Professor Locations Fall 2013
Langford A Floor 2

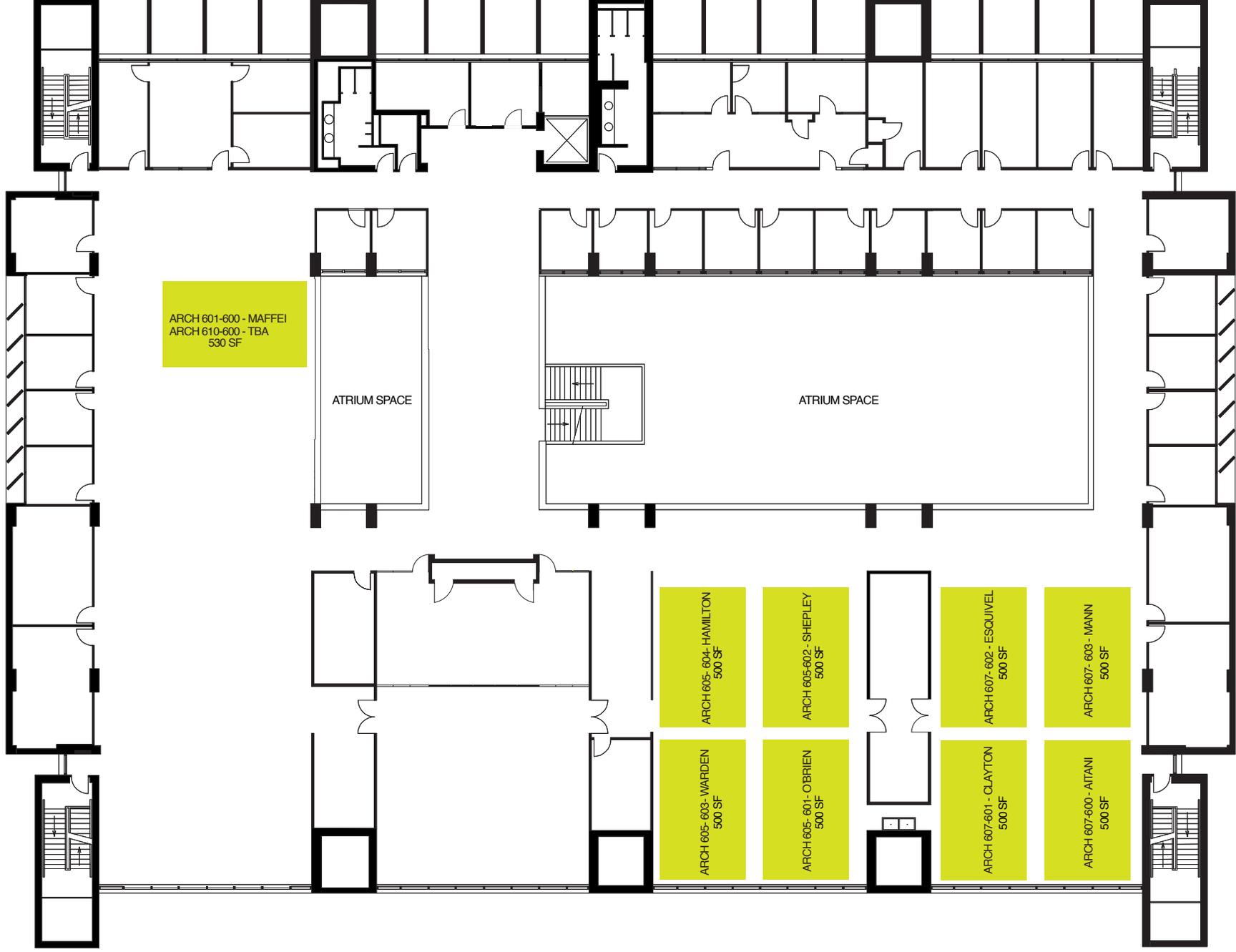


ARCH Faculty Professor Locations Fall 2013

Langford A Floor 3

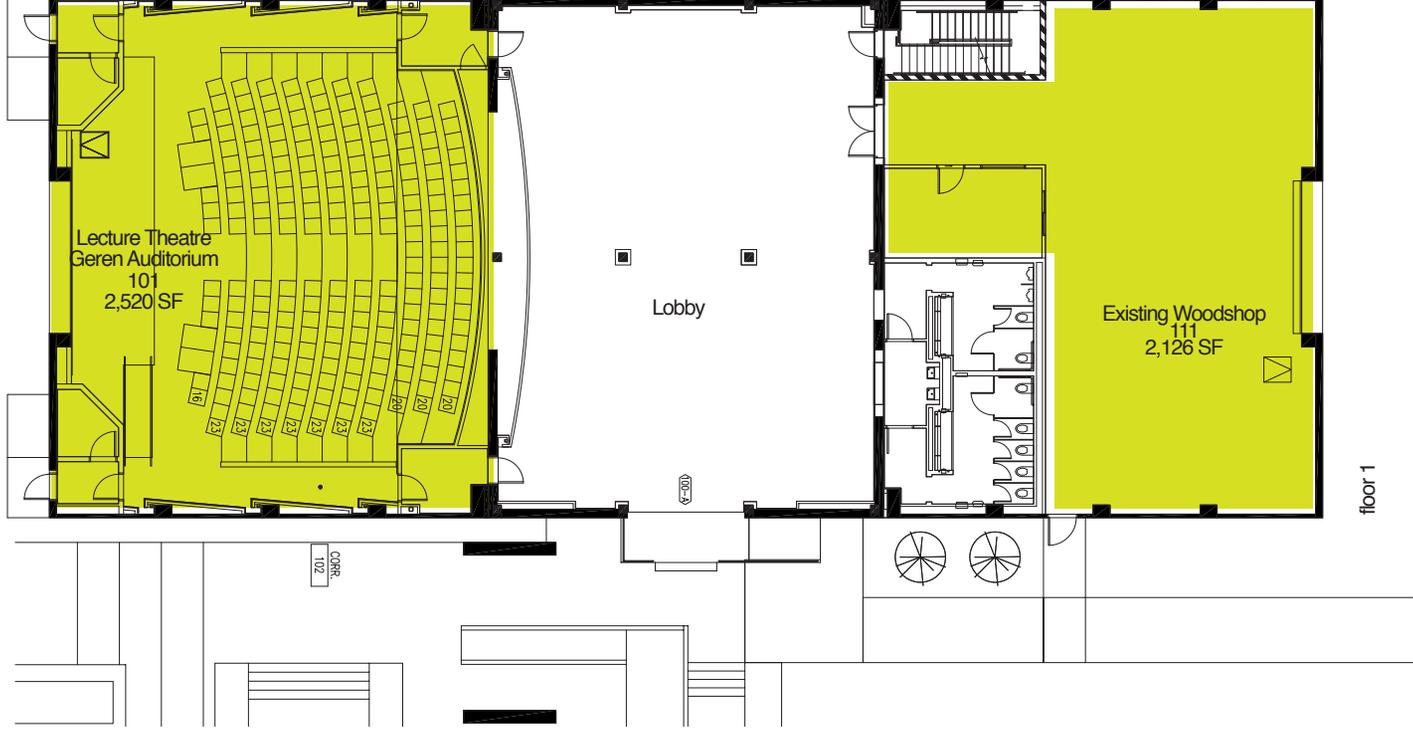


ARCH Faculty Professor Locations Fall 2013
Langford A Floor 4

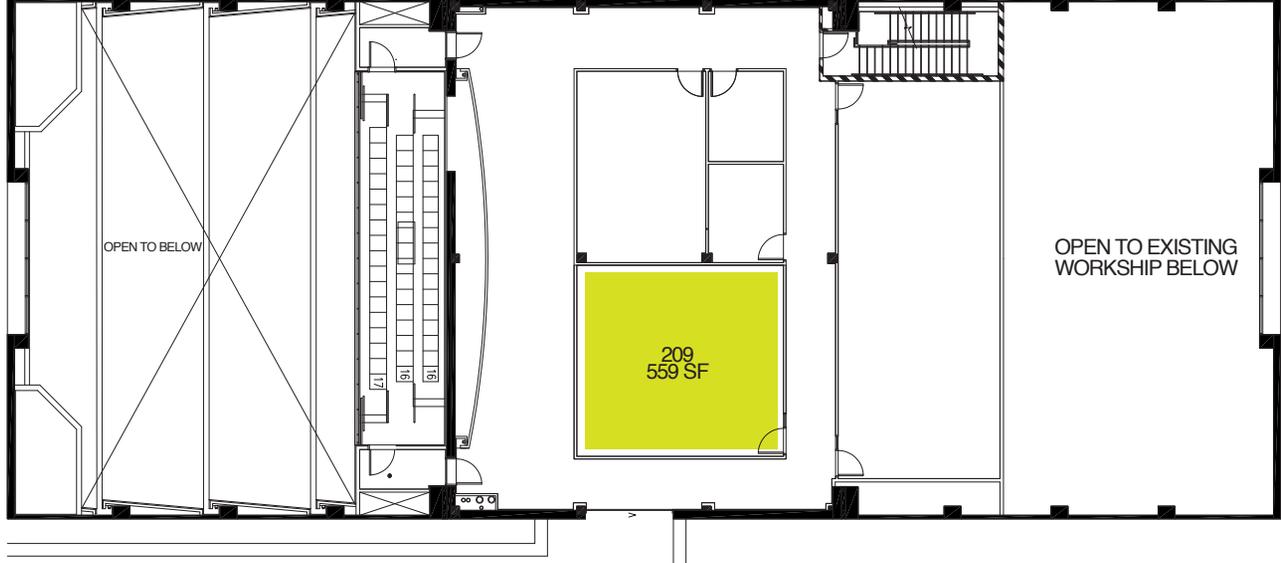


Master of Architecture Studio Locations Fall 2013

Langford A Floor 4



floor 1



floor 2

ARCH Supplementary Classes Locations Fall 2013 Langford B Floor 1 & 2



ARCH Faculty Professor Locations Fall 2013 Langford C Floor 2

On the Langford 4th floor, students have access to 24 general use windows-based computers. These computers are networked to adjacent laser printers and scanners for 8.5x11 inch and 11x17 inch output. The Information Technology Services (ITS) group maintains the hardware and keeps current versions of software on these computers as listed below:

Adobe Creative Suite 6	Equest
Microsoft Office	Graphisoft ArchiCad
Autodesk Revit/Maya/Autocad...	SPSS Statistical Analysis
Bentley MicroStation	Rhino
Climate Consultant	Primavera
DaySim	Sketchup
EnergyPlus	Grasshopper

Larger prints and plots are sent from these pods, or from each students laptop to the College of Architecture Information Technology Services department on the first floor of Langford A. Students choose plotters and printers from the network, choose coated, glossy, canvas, matte, semi-gloss or vellum media, and print to one of the four HP 4500, or HP Z3100 or the Epson 4880 large format printers. Students pay for these prints from their online account which has a designated amount of credit based on the student fees paid, and students add credit to this account to meet their needs over the course of the semester. The webpage explaining printing and access to printers may be viewed at <https://wikis.arch.tamu.edu/display/HELPDESK/Printing> .

Texas A&M is a member of Internet2, a consortium of universities working in partnership with industry and government to develop and deploy advanced network applications and technologies. Internet2 provides a nationwide high performance networking infrastructure that connects member organizations and research and educational institutions such as high schools, museums, and libraries. The campus connects to the internet2 network at 1 Gigabit/second.

TAMULink is the Texas A&M University's campus wireless network. The network primarily uses Wi-Fi Protected Access (WPA) for security and easy access for Texas A&M faculty, staff and students. Wireless LAN (802.11b/g/n) services are available across the Langford Architecture complex and the campus as a whole connecting at data rates up to 72 Megabits/second. Transmitters are located throughout the Langford complex for consistent coverage.

Students gain access to their network resources upon registering for classes. Their login is created and managed through the University centralized Computing and Information Services, Students, faculty and staff have access to University Educational Broadcast Services, including the Texas A&M Code Maroon emergency notification system capable of pushing text notices, posting automated notices on television, and radio broadcasts of emergency situations as they arise on and nearby campus. Texas A&M is a participant in the "eduroam" system, all guests with .edu logins may access the wireless network using their home login information. All of the Information Technology Services offered may be viewed at: <http://it.tamu.edu/index.php> .

The primary challenge related to space is not quantitative its qualitative. The combination of exposed concrete overhead structure and walls makes a acoustically lively environment. Student evaluations mention this as a problem. Carpeting and the installation of acoustical panels as part of the open-office environment have helped mitigate some problems, asking people to be quieter seems the only solution.

Faculty offices are in a state of flux at the time of this writing. The relocation of research centers from the Williams Administration Building to Francis and Scoates halls have created some need for short term doubling up of faculty in larger offices. This should be corrected by Spring 2014 when a combination of completed renovations in Scoates Hall and retirements will free up enough space for each faculty to have a private office.

Securing semi permanent exhibition space has been difficult, with wall space on the first floor of the Langford "A" atrium being the primary exhibit space available to the department and having most of the studio population on the fourth floor of Langford "A" is a spatial disconnect that keeps exemplars of student work out of the sight of most students, faculty and visitors. The solution is being constructed as this report is being written. The formal review room being constructed in the center of the fourth floor of Langford "A" is being configured to hold up to six large format plasma display screens that will be a continuous archive showing exemplary student work 24/7.

Sufficient space for the Departmental Office remains a problem. Insufficient staff, waiting and storage space compromise efficiency, professionalism and private communications between the department head and guests in the office. It is hoped that upon completing its fund drive, the Construction Science Department will renovate Francis Hall (adjacent to Langford A) and free up sufficient floor space to allow for a proper and dignified office for the Department of Architecture.

I.2.4. Financial Resources

Table I.2.4 is developed from data accurate as of late May 2013. shows that over the four years following 2008-2009, the departmental balance has grown while budget from the university has been reduced somewhat. This is largely due to changes in faculty demographics and budget restrictions. Given budget reductions and retirement incentive programs, the department of architecture, like most departments on the Texas A&M campus, had nine senior faculty members accept retirement packages. Four adjunct faculty were not rehired, one faculty changed departments, and three tenure track faculty found other employment. Under current fiscal policy in the college, the department was allowed to hold on to salary savings from the vacated positions, allowing the beginning balance line in the budget to grow. The department was approved to rehire up to six positions commencing with the search in spring of 2013 and is in final negotiations with two potential faculty as of this writing.

External revenue from the internship program has steadily reduced over the course of the years as pressure on firms increased. The endowment income has held steady over this time period, reductions that appear in the 2012-2013 column reflect the May date of the numbers, one fiscal quarter's income is not in hand at this point. Scholarship donations have held steady and grown slightly over the period, and Total budget revenues have held steady over the five-year period.

Faculty and staff salary expenses show the impact of the faculty reductions, dropping almost 34 percent while expenditures have held steady at or slightly above the 2008 levels. Faculty travel to contribute through peer reviewed publication and presentations have increased over the five-year period indicating a performance increase by the faculty and the search process that brought candidates to campus under that account. Material costs have continued to reduce as the department focused on digital media and reduced print media. And scholarship expenditures have held steady through the downturn. The remaining balance indicates the fund surplus that is facilitating minor facility upgrades and the hiring of additional faculty.

Revenues projected for the Department of Architecture in Table I.2.4.A indicate state mandated reductions in the allocated budget. Student fee related line items, the Instructional Equipment Enhancement Fee (IEEF), and the three budget items from the university graduate school, Grad Enhancement, Grad Tuition and Grad Strategic Support trend slightly upwards as the program's enrollment is projected to be stable or support slight growth. These graduate school budget lines are primarily used to support graduate assistantships for M.Arch., M.S., and Ph.D. students. Undergraduate

differential tuition was implemented in 2010 and its' expenditures are guided by the department of architecture head's student advisory committee. The graduate program fee, a similar form of differential tuition will be implemented for students entering Fall of 2013. Its expenditure is substantially intended to support student travel, adjunct faculty, and support summer programs to accelerate their course of study.

TABLE I.2.4 FINANCIAL RESOURCES

Department of Architecture					
	2008 - 2009	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013
Beginning Balance	\$232,376.00	\$256,612.00	\$391,029.00	\$635,073.00	\$684,236.00
Budget from College/University	\$4,582,624.00	\$4,486,304.00	\$4,324,228.00	\$4,088,342.00	\$3,982,990.00
External Revenue	\$85,937.00	\$38,379.00	\$22,288.00	\$26,345.00	\$17,848.00
Endowment Earnings	\$20,755.00	\$20,709.00	\$21,397.00	\$21,199.00	\$15,399.00
Scholarship Donations/Endowment	\$238,819.00	\$192,559.00	\$190,522.00	\$187,800.00	\$242,675.00
Total Budget/Revunue	\$5,160,511.00	\$4,994,563.00	\$4,949,464.00	\$4,958,759.00	\$4,943,148.00
Faculty & Staff Salary	\$4,322,762.00	\$4,116,544.00	\$3,791,277.00	\$3,547,384.00	\$2,846,126.00
Graduate Assistants	\$238,740.00	\$159,687.00	\$211,572.00	\$246,893.00	\$293,074.00
Travel	\$25,730.00	\$46,700.00	\$34,386.00	\$51,883.00	\$37,822.00
Materials & Supplies	\$23,564.00	\$19,037.00	\$11,248.00	\$76,391.00	\$15,908.00
Printing & Reproduction	\$19,049.00	\$4,871.00	\$2,014.00	\$10,532.00	\$356.00
Rentals & Leases	\$8,016.00	\$8,506.00	\$7,887.00	\$11,414.00	\$7,103.00
Professional Fees & Services	\$25,039.00	\$21,075.00	\$16,360.00	\$20,268.00	\$16,542.00
Repair & Maintenance	\$20.00	\$0.00	\$1,786.00	\$70,738.00	\$10,214.00
Operating Expenes	\$2,160.00	\$34,555.00	\$47,339.00	\$51,220.00	\$32,223.00
Scholarship Expenses	\$238,819.00	\$192,559.00	\$190,522.00	\$187,800.00	\$242,675.00
Total Expenses	\$4,903,899.00	\$4,603,534.00	\$4,314,391.00	\$4,274,523.00	\$3,502,043.00
Remaining Balance	\$256,612.00	\$391,029.00	\$635,073.00	\$684,236.00	\$1,441,105.00

TABLE I.2.4.A FINANCIAL RESOURCES PROJECTED REVENUES

Department of Architecture		
	2013 - 2014	2014 - 2015
Budget and Revenue		
State Budget	\$3,354,024.00	\$3,454,644.00
Local Budget	\$69,000.00	\$69,000.00
IEEF Budget	\$210,000.00	\$220,000.00
Grad Enhancement	\$84,874.00	\$87,000.00
Grad Tuition	\$74,576.00	\$76,000.00
Grad Strategic Support	\$28,000.00	\$28,000.00
Undergraduate Differential Tuition	\$104,700.00	\$107,000.00
Graduate Program Fee	\$144,000.00	\$359,040.00
Distance Education Differential Tuition	\$0.00	\$0.00
Endowment Earnings	\$21,000.00	\$21,000.00
Scholarship Donations/Endowment	\$210,000.00	\$210,000.00
External Revenue	\$29,000.00	\$29,000.00
Total Revenue/Budget	\$4,329,174.00	\$4,660,684.00

The Master of Architecture program has substantial input into the quality and quantity of students it recommends for admission. As such, the enrollment of the program is projected to be stable with possible growth happening through the career change program entry into the master of architecture program.

I.2.5. Information Resources

Context and Institutional Relationships

Texas A&M University is fortunate to have two great library resources available which support the programs and initiatives in the College of Architecture. The main campus library, the Sterling C. Evans Library, is located just two blocks from the Architecture complex on campus, and provides broad and vast holdings that support the architectural discipline. In addition, the College of Architecture houses its own fully funded and administered research library in house. The Technical Reference Center (TRC) has been a part of the College of Architecture, since the 1960's, and has continued to reside in its designed library space since the mid-1970's. The TRC provides essential library support to the faculty and students right where they are, in the middle of the main architecture building, surrounded by studios, faculty offices and administration. Its centralized location locates it at the hub of the College.

The TRC operates independently from the main university central library, and is regarded as an additional and somewhat specialized support for the programs, initiatives, research and curriculum within the College of Architecture. The main university library provides support for the interests in all discipline areas (including architecture) to the entire university and local community, and provides over five times the number of titles in the subject architecture than does the TRC.

Collections Overview

The main library system now includes several branch libraries beyond the main Sterling C. Evans Library (which holds the bulk of library holdings on campus—including Architecture holdings). The libraries include the Evans Library (the main general university library), the Medical Sciences Library (medical science, veterinary science and agriculture), the Cushing Memorial Library (archives and special collections), West Campus Library (business), and the Policy Sciences and Economics Library (political sciences and economics). The relatively new "TAMU Libraries" group holds jointly a total of over 4.5 million volumes and the Libraries were ranked 9th (for the 2009-2010 fiscal year) among US Public University Libraries by the Association of Research Libraries (ARL) and 18th in overall ARL ranking.

Other resources held, include over 123,000 unique serial titles, 1 million eBooks, 5.5 million microforms, thousands of feet of archival collections, and numerous other resources including all forms of audiovisual and electronic media. The TAMU Libraries spend approximately \$38 million in total library expenditures yearly. The main library has been a depository for United States government documents since 1907, Texas publications since 1978, and US Patents since 1983. Texas A&M theses and dissertations, both print and electronic, have been kept since 1922, with the archive collections housing those produced earlier. Full text electronic resources are vast, online services are extensive, and are well promoted. The library's powerfully structured interactive website offers campus users a full array of services remotely, such as searching the online catalog, accessing full-text journals, conducting interlibrary loans, requesting new materials, or asking reference questions, just to mention a few services. The main library's open stack arrangement allows users free access to all materials except those housed in special collections/archives.

Due to the fact that branch libraries were not supported on the Texas A&M campus for many years, several subject specific, college-run independent libraries developed over time, including the Technical Reference Center within the College of Architecture. The College has continued to support and develop the TRC as a vital and necessary resource, which supports the unique programs and educational mission

of the College. While the TRC is not an official branch library, there is a good working relationship between the TRC and the main library. The libraries work together to provide effective service to the university community as a whole, and to provide the best collection development possible, avoiding potential costly duplications when appropriate.

The TRC space, within the main architecture building, was originally designed as a library space of approximately 3,500 square feet, with high ceilings and lots of natural lighting. Beginning in the fall of 2012, the library collections were reduced, and the library now exists in approximately one-half of the original space. The other half of the space is currently being renovated into a meeting space. The new space, considered now a “flex-space”, can be opened and used for library seating when not scheduled for meetings. The entire space (TRC library plus the meeting room), is located directly adjacent to the building’s atrium and is visible from most places within the building. The TRC is in very close proximity to studio space and faculty offices. Students and faculty from the College are the primary users of the library, although the facility is open to all of the campus community. Professional architects and others from the local community also have access to the collections but with different lending limits.

The TRC provides specific resources needed by faculty and students, which include a collection of essential core periodicals, along with back runs of many titles not yet available electronically. Essential items, reference material, and high-demand items are made available at the reference desk. The library’s online catalog, other electronic resources, and online services are available to library users through seven computer workstations and can be accessed also through personal computers connected through the College’s wireless network. Library collections primarily include books, periodicals, indexes and other essential reference materials plus non-book items such as slides, digital images, videos, CD’s, DVD’s, e-book readers, maps, and plans. The library also provides a large format, high definition scanner, which is heavily used by students for scanning large drawings, along with two flatbed scanners, a book scanner and photocopying equipment.

The College’s visual resources collection, (The TRC Image Collection), is comprised of a large collection of digital images and an archival collection of 35 mm slides. The TRC Image Collection is maintained and developed through the work of a Visual Resources Curator who supports the teaching efforts of the College.

Library and Information Resource Collections

1. Mission and Goals

The mission of the Technical Reference Center is to provide library support for the academic research, programs and curriculum of the College of Architecture. The library’s goal is to disseminate knowledge through educating, providing services, and supporting research. The library aims to enhance and support learning and discovery in a student-centered and collaborative environment. These goals are fulfilled by developing and maintaining essential, useful collections; by providing instruction to students and faculty on how to retrieve information from many repositories of knowledge worldwide; and assisting with curriculum and scholarly research. The library has documented missions and goals and works to achieve them by annually reviewing collection usage, support, growth, funding and potential collection needs or improvements. The library’s online catalog can be accessed remotely over the web, and now is also available via mobile phone apps. The physical space, though reduced, has been arranged for easy collection access and for patron comfort. The long-held goal of making visual images easily accessible for teaching has been successfully achieved through advances in technology. The library has kept pace with new teaching needs and requirements along with making sure the library remains a comfortable and inviting place to visit and work.

Authority for decisions about the addition of resources rests in most cases with the librarian in charge, who gathers input from faculty, students, collections staff, and the administration. The librarian and the Visual Resources Curator have authority over the library’s acquisitions budget for collection enhancement

and promote faculty involvement in collection building. The College's Leadership Team, including the Dean, Executive Associate Dean, and the Assistant Dean for Finance and Administration, are consulted for approval of any unusually large major expenditures, or needs, for the library. The Visual Resources Curator works closely with faculty to develop any collections of necessary visual materials, with the Curator making the ultimate selections based on collection and teaching needs.

2. Collection Description

The TRC provides important and essential reference materials balanced with traditional historical, theoretical and contemporary materials. Continuing to add new publications in the architectural field is important as well as filling in areas of the collection that are deemed deficient. In the past few years the library has emphasized building a better collection of architectural monographs, while continuing to support the growth of various subjects in all the College's programs and courses. The collections coverage is broad with a blend of support for architecture, art, design, building construction, photography, landscape, and urban and regional planning, among other areas, and includes a diversity of types of materials. The current number of cataloged items held in the library, (not counting periodicals, slides and archive collection items) is 14,356. This includes all formats such as books, maps, drawings, DVDs etc.

In 2012, the library undertook a large weeding of the collections. This was necessary to reduce the footprint of the library space in order to accommodate the addition of a new flexible meeting space. The new meeting space is situated in the rear one-half of what was formerly part of the library. Because of this necessary collection reduction, many materials were de-accessioned from the collection, and many back runs of periodicals were withdrawn. Careful scrutiny was applied to verify that electronic versions of theses, dissertations and periodical back issues were available elsewhere locally when items were withdrawn. Whereas, some books and other items were totally removed, other resources that were deemed necessary to retain, were moved to offsite storage.

Support for our programs is also provided by the University Library, which acquires many more times the acquisitions per year than the TRC. The main library utilizes an extensive approval plan for new acquisitions for the fields of architecture and related disciplines, and receives newly published materials in regular shipments. All these new resources, both at the TRC and at Evans Library, are readily available for use to students and faculty.

The TRC Image Collection contains archived slides and collections of digital images. The main emphasis of the collection is focused on architecture, (about 75% of the holdings) and the rest mainly being art, city planning, landscape and construction. A private collection of architecture and city planning slides purchased several years ago has been for the most part digitized, and has added dramatically to the volume and scope of the visual collection.

a. Books

The TRC holds approximately 11,808 titles of cataloged books, which amounts to 13,412 volumes in total. These include reference and general collection materials plus conference proceedings, product catalogs, indexes, dissertations and theses, various types of reports and documents, and student works. Additionally there is a separate collection of approximately 1,500 rare architecture and design books. The architectural materials complement the over 155,310 architecture related items at the main library, of which there are approximately 19,584 NA classified titles. The TRC has approximately 4,003 titles cataloged in LC's NA classification, including some NA equivalents. In addition, the TRC has approximately 90 linear feet of collections held within the College Archive located on the 5th floor. These items are inventoried, but are not cataloged in any particular system. In the archive proper, besides documents, reports and correspondence, there is an abundance of collectable historic material.

Growth of the TRC collections has been steady as far as the addition of new materials, but during the last two years, the library has weeded out a significant number of items from the collection. Most recently,

there is concern about the new library space constraint, and the impact this will have on further development of collections. New materials are generally purchased throughout the year, as requests are made, so they may be available right away when needed. As new updates of important reference materials are published, they are acquired. The TRC does work with the main library in coordinating certain purchases, especially large sets of books or expensive resources, which the main library can often afford to acquire. This type of coordination benefits all, and gets valuable material available on campus.

b. Serials

The TRC maintains holdings of 73 current journals, with 56 of them belonging to the NA (architecture) subject area. Total journal issue count is 3,172, since the library does keep some runs of bound back issues of core architectural titles. The TRC is now focused on only retaining back issues of journals that are not yet available electronically in full text. The titles that the TRC acquires follow the recommended list of core holdings produced by the Association of Architectural School Librarians. Additionally, the library subscribes to titles that support other related programs in the College such as Building Construction, Urban and Regional Planning, Landscape Architecture, Art and Design. Many core architecture titles are now available electronically, in full-text format. Because of new online availability, a number of titles formerly purchased are no longer acquired in hard copy format in the TRC, but can be accessed electronically in full-text instead.

The main library purchases thousands of print and electronic journal issues each year, subscribing to a vast scope of titles covering many important disciplines. They carry over four times the number of architecture related titles than the TRC, and between the two libraries 100% of the entire core recommended titles that AASL recommends are available to campus users. The main library also carries some secondary (mainly foreign) titles that the AASL feels are good supplementary titles, which are helpful additions to programs in Architecture. The main library subscribes to a few high-cost titles in the field, which the TRC might have trouble affording. Coordination between both libraries is crucial where periodical access is concerned. And through cooperation, unnecessary duplication and expense is frequently avoided.

The main library also provides access to many online journal indexes and other important searching and reference tools. While the TRC provides access to journals through the print Architectural Index, there are many free electronic tools, which can be searched for journal information, and certainly there are the main tools such as Avery Index to Architectural Periodicals, the Architectural Periodicals Index, which is the online catalog of the Royal Institute of British Architects (RIBA), Art Full Text, and Art Index Retrospective. Many additional resources for article searching are provided through access to the main library's resources, acquired through huge volume package purchases and also through large consortium agreements that promote sharing of information.

c. Visual and Non-book Resources

Within the TRC, there is a separate collection of visual materials. The TRC Image Collection is comprised of digital images available to faculty through an online database called MDID, hosted within the College. In the last ten years, a steady migration from slides to digital images has taken place, though the original slide collection is kept for archival purposes and remains available for scanning. Collection personnel are focused on converting and acquiring images for use in teaching in the digital classroom environment.

The digitized portion of the collection includes approximately 86,000 images, consisting mostly of art and architecture. The existing collection of approximately 154,500 slides has been preserved as an archival collection from which new digital images may be produced through scanning. All faculty who use images in their teaching now use digital images exclusively. They are assisted by Image Collection staff who play a major role in helping to facilitate this process.

Image collection development is accomplished through copy-photography, (in-house, using digital photography equipment), scanning, and by digital image licensing and purchase. Copyright-free slide images can be converted to digital as well. The digitized portion of the collection numbers approximately 86,000 images. Requests for images are filled promptly and are first priority. Images needed for teaching are added first before regular collection development.

In addition, the TRC also has collections of other non-book materials such as maps and plans, photographs, drawings, and has access to a large number of electronic databases. The library houses a video collection of approximately 350 VHS and about 200 Beta tapes plus a growing collection of architecture DVD's. The main library has a huge media services unit, which also supports College needs with holdings of well over 1,000 video recordings. Currently, all non-copyrighted material on Beta and VHS tapes, held in the TRC, is being digitized with the intent of hosting some portion of it on the College website.

A new College archive was initiated about two years ago, with the renovation of the top floor of the main architecture building (Langford Building A). The space, which was formerly used for storage, was converted into a temperature controlled archive space. The TRC was given the charge of developing and maintaining the archive, which consists of objects, photographs, documents, brochures, keepsakes and memorabilia, along with many other items collected over many years that are related to the history of the College. These College artifacts have been inventoried, cataloged, scanned and maintained so as to preserve the heritage and history of the development of the College over time. This also includes information related to College programs, faculty, research units, awards and events. Some of the more interesting items housed in the archive are brought down to the library and placed on exhibit each semester. They're placed on display to educate visitors and students about College of Architecture history. A collection of over 1,000 turn of the century, hand executed steel company drawings were recently made available to the library. They were scanned and are available for research, study, and appreciation.

d. Conservation and Preservation

Collections in the TRC are cared for and preserved by library staff, with minor book repairs being done in-house. Commercial binding and re-binding is done at least once annually, with items being sent off site to a commercial bindery. Periodical back runs are commercially bound for preservation purposes, as well as some important soft-copy books, and those needing reinforcement. Some special collections materials of a fragile nature have been stored in specially constructed archival phase boxes. The full collection of special collections books is kept in enclosed, glass front bookcases, to protect them from unnecessary, and unsupervised handling.

Slides, though now archived, are retained in an off-site, temperature controlled, storage room within the architecture complex. Most of them are enclosed in protective glass mounts, and are housed in Neumade metal slide cabinets for light and climate protection. Although the facility is air-conditioned, humidity is a constant concern in this region. The library has a hygromograph to monitor humidity levels and temperature in the library.

Services

1. Reference

Materials most often used, especially high demand reference and reserve service items, are kept at the front circulation desk. Some reference materials are marked as such and are shelved in the general collections. The library is an open stack facility and collection browsing is encouraged. Reference services are always available through trained staff and the librarian. Personal assistance is available to help in locating materials either in the collection or through electronic means. Library staff help students, particularly, with the use of online resources. Faculty put course-related materials on reserve for students

in the library. Online links to the main library website offer students access to many additional electronic resources, which TRC staff help students utilize. The TRC and the main library have many handouts and electronic guides for students, to help guide them through the use of available resources.

2. Information Literacy

The librarian and staff conduct library orientations for classes, and introduce students in how to use the collection effectively. Individual bibliographic instruction is given as well. In some cases faculty have incorporated library training into the curriculum and the library has developed information source lists for specific classes. The main library also provides individual, customized training for individuals and classes. Information on training is readily available on the website. Instructional guides are also available to help teach information skills, and provide assistance with online resources. Written aids are provided as guides to collections in both libraries.

3. Current Awareness

New books are displayed prominently in the library as they are received and lists of new materials are sent out to faculty and others interested. The TRC library has a recently updated website (2012) which provides a guide to all collections, plus library holdings, policies and services. The website includes a link to the TRC online catalog, and also features information links to additional support resources.

4. Access to Collections

a. Materials in the TRC are cataloged in the Library of Congress cataloging system according to AACR2 standards and are in MARC format. The TRC has an online catalog, which can be searched through the Internet rather than only from search stations in the library. With the latest restructuring of the TRC website, a link to the TRC online catalog was added, and users can now also access the catalog via their Apple or Android smart phones. These new features provide even easier remote access for anyone. In the mid 1990's the TRC started a conversion process from an in-house cataloging system, which was only accessed through a card catalog, to the Library of Congress classification system, and an online public catalog was adopted. The entire book collection had to be re-cataloged which was an ongoing effort over many years. Everything in the TRC collection now meets present cataloging standards and is now all accessed through the Library of Congress classification system.

During cataloging, the TRC also enters bibliographic data on new acquisitions into the Evans Library's online catalog, LibCat. This joint effort between the libraries, allows all campus users to know what is held in the TRC as well as the main library by searching through one source. New materials are cataloged generally within days of receipt and are made available very quickly. Only items with more complex cataloging requirements are sent to the main library where they assist with some original cataloging when needed. These items may take several weeks to be completed.

b. Written policies are available for the TRC. Handouts are available giving circulation and other policy information. Library hours of operation include late hours for most of the week, which helps to accommodate many students and faculty. Reference and course reserve materials are readily made available to students. There is some offsite storage for some collection material. The remote storage is close by, within the architecture complex. The items pulled for placement in this remote storage are generally items less frequently requested. Items can be retrieved by library staff as needed, when requested, by just a short walk to a nearby building. The main library offers additional 24-hour operation, and other extended hours, at peak times of the year, thus extending library availability and services to all individuals throughout campus.

c. Reserves are handled in the TRC, but are not made available electronically. Reserves can be placed on electronic reserve at the main campus library. It is the professor's choice as to where he/she

places his course reserves. Some prefer the easy physical access, and hard copy materials, and place books, photocopies and visual materials in the TRC, and some prefer to post them electronically through Evans Library. All electronic course materials can be accessed remotely, through the main library's website, by campus authorized users, and there are no access difficulties.

5. Cooperative Agreements

Interlibrary loan is available and is coordinated through the main campus library. All requests can be made by any campus user, electronically, through the website. The main library belongs to several large library consortiums, which allow access to a wider range of resources.

Staff

1. Structure

The Librarian of the TRC reports to the Executive Associate Dean and also to the Dean of the College. The Visual Resources Curator, reports directly to the Librarian, but is closely connected to the administration as well, in terms of being a direct service provider for the entire College. The TRC lost one full-time employee, a visual resources assistant, in 2010 through a Reduction-In-Force as a result of legislative budget mandates and loss of funding. Existing library staff have absorbed the distribution of work, and one part-time, 10 hr. per week student was added. Both the Librarian and the VR Curator are non-classified professional staff, and have an educational role within the library itself. They are involved in educating students in information resources, and the VR Curator provides considerable one-on-one service assistance to faculty in the digital image teaching arena.

2. Professional Expertise

The TRC employs one full-time librarian, who holds a Masters Degree in Library Science and an undergraduate degree in Fine Arts. The librarian has worked in the TRC for 26 years and is very familiar with the architecture field and closely related disciplines. The Visual Resources Curator has a Masters degree in Public History, with an emphasis in Museum Science, historical writing, conservation/preservation of materials, and automation of archival materials. His undergraduate degree is in Construction Science and he has a wide knowledge of architecture, art, and architectural history. He will complete a Master of Library Science (MLS) degree in 2014. His background is in museum work and archival collections, especially digital image preservation. He has worked in the TRC for 11 years. All job descriptions, for all staff, are updated and verified annually during the annual review process. Professional and support staffing, is adequate. The main library also employs qualified librarians to oversee collection development in each discipline area, and these librarians are afforded faculty status.

3. Support Staff

The library currently has one paraprofessional assistant, a Library Associate II, who is trained in all matters of library operation. She has been employed in the TRC for 20 years and is familiar with almost everything. She has good architectural and collection knowledge and has cataloging skills. She joined the TRC with prior library experience. Additional assistance is provided through student help. Generally two graduate students and three undergraduate students help maintain daily functions in the library and visual collections, and help monitor the library during evening hours.

4. Compensation

Some positions in the TRC compare in rate of pay across campus, to similar titles. The TRC librarian, whose university title is Coordinator of Learning Resources, and the Visual Resources Curator have unique titles on campus. Their compensation rates are compared to similar positions either on campus or

regionally between institutions, comparing positions requiring similar education, job responsibilities, training and experience.

Facilities

1. Space

The TRC exists in room 212 Langford building, a space of approximately 3,500 square feet. The TRC was designed and built as a library space when the building was originally built, and is ideal in its location in the College. It is centrally visible from everywhere, being located right off the central atrium. Until the fall of 2012, the space was occupied by the library book collection, a slide collection of 125,000 35 mm slides, staff office and work space, and a special rare books collection, along with plenty of patron seating.

In 2012 the College decided to recapture approximately one-half of the library space and convert it into a College meeting space. The College is extremely short of quality spaces for various events. This conversion required a renovation of half of the library, downsizing of collections, removal of several books stacks, relocation of the slide collection to off-site storage, and drastic reduction of library patron seating. The rear one-half of the library is about to open in the fall of 2013 as a "shared" space. While it will be sectioned off and used for meetings at times, at other times it will be opened so that library users can have room for seating and study. The meeting space will be sectioned off by a large glass folding wall, and will be equipped with projector, light controlling blackout shades, stackable chairs and interchangeable foldable tables. The impact on the reduction of the actual library and collection has been substantial. Approximately 1/10th of the collection was weeded and permanently removed. Other less frequently used items were moved to off-site storage in an adjacent building, where they can be retrieved upon request. While this effort to streamline library collection holdings to the most necessary, and most current items, actually has merit, the impact to collection growth is of concern. There is no longer any room for substantial expansion of the library book/print collections. As many resources and services become accessible electronically, it is hoped that the library can supplement in some ways with electronic access. Space will have to be considered with all future new acquisitions, and the library will depend more and more on off-site storage as collections grow.

The library's physical layout, while now somewhat compact, is pleasing and inviting. The arrangement of shelving provides good visibility and barrier-free access to collections. There is adequate staff workspace, with one full-time library employee having been recently relocated to an office outside the library proper. The previous room (212B), which housed staff office and workspace, was eliminated in the renovation, and is now part of the new meeting space. The reference desk area remains the same and is adequate for circulation activities, cataloging, and the operation of reserve services. Study seating includes a few tables and chairs, computer terminals and seating, and several gathering spots, and now accommodates about 20 patrons when the dividing wall is closed for a meeting. Students may have to find some other place to read or study during those times. However, when the new space is not booked for an event, the entire back portion of the library is open for library seating. This represents an additional approximately 72 seats. There will be attempts to coordinate booking of the meeting space so as to not inconvenience students during peak usage times such as finals weeks and other high library usage times.

2. Environmental Factors and Security

The climate-control systems in the building have seen some repair in recent years and the library has not experienced much difficulty since. The building is air-conditioned, and the library has separate controls. Although there is no other way to regulate humidity control, the library does have instrumentation to monitor temperature and humidity levels in the collections. The library has adequate lighting, heating, electrical service, and ventilation. Recently the building was equipped with updated fire control systems, smoke detectors, alarms and sprinkler heads. There is a fire exit at the rear of the library. The College

has a general disaster plan, and the main library has a specific disaster plan. The TRC is protected by a security system, which is effective in deterring theft of collection materials.

3. Equipment

The library has an array of equipment that supports its services, patrons and staff. Each staff has adequate computer equipment available for their needs, plus there are seven computer stations available for general patron use, electronic information searching, and for use of the Internet. The library provides three large flatbed scanners, one of which is a special book scanner, and another has a transparency adaptor. These are all available for general use at computer workstations in the library, which include new upgraded computers acquired in the fall of 2012. The library has a 60" LCD TV with computer for use in group-study, and the facility has all new Wi-Fi routers. In the meeting space there is a ceiling mounted projector and projection screen. There is an all-purpose copy machine available for everyone with email scanning capability and copying options. The TRC also recently acquired an HP DesignJet HD, large format scanner with University grant funds that handles oversized drawings and plans. This new unit is in high demand with students and others across campus come to use it as well. The library also has VHS/DVD players available if needed.

The library's furniture was updated recently with the purchase of new folding tables that will be used in the meeting/study space. New stackable chairs for those tables are to be added soon. The circulation area furniture was replaced with a new modular system. The outward appearance of the library has been enhanced with these recent new additions.

Budget, Administration, and Operations

1. Funds

Funding for the TRC is provided directly through the College of Architecture. The TRC receives no money from fees or other forms of revenue designated for library development, as these go to the University Libraries. The TRC is considered as wholly College supported. There has been consistency from year to year in the TRC's DOE funds (which include collection development funds, equipment, maintenance costs, library supplies, etc.). The TRC's total yearly budget is about \$27,000 each year. The college addressed the library's issue with escalating acquisitions costs about six years ago by providing a \$5,000 supplement to the library budget each year toward periodicals and books. This additional funding has allowed the library to add new resources and to keep collections current. In 2012 the TRC spent approximately \$9,200 in periodical subscription costs, while this expense was reduced in 2013 to nearly \$6,500 due to cutting many print periodicals that have become available electronically, and are accessible to the university community. Other collection acquisitions, mainly books, totaled \$8,500 in 2012, and should total about \$6,500 for 2013. The college supplements the TRC periodically for special items. In 2013, seven new computer workstations were given to the library for student use, purchased with student computing funds. This saved the library from having to buy computers out of operating funds. Also the College gave the TRC \$1,800 to purchase a new book scanner, and paid half of the cost of a new circulation area modular system.

Additional funding has been received for specific purchases, through several college and university grants. Proposals funded for the TRC have been mainly directed to technological needs that provide student support. The TRC has added new digital photography equipment, licensed digital images, and new computers and scanners within the past few years through funded proposals. The librarian is responsible for the distribution of all allocated and awarded library funds.

2. Efficiency of Operations and Services

The Technical Reference Center operates efficiently with adequate staff coverage and provides good service. The cooperation of all staff, in helping to cover all functions and tasks necessary in the operation

of the library, is essential, since there are just three full-time staff. Student employees share various responsibilities and are trained and work closely with all three staff. The TRC is focused on helping each individual library user, and is very service oriented. Reference and reserve services are used heavily and work well. Electronic information, and the dissemination of such, is well supported.

3. Participation of Faculty and Students

There are several committees that help direct the administration of the library. The College Leadership Team, chaired by the dean of the College and comprised of administrators, deans and department heads, is the primary committee that provides input on any major library decisions. The librarian solicits input from faculty and students on a regular basis regarding collection development, policies and services. Faculty and student satisfaction surveys are also conducted for feedback on all aspects of library services.

I.3. Institutional Characteristics

I.3.1. Statistical Reports

Program Student Characteristics:

- **Demographics of students enrolled in the Master of Architecture Program**

	Male		Female		Total		Grand Total
	FT	PT	FT	PT	FT	PT	
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	2	0	0	0	2	0	2
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
Black or African American	1	0	0	0	1	0	1
Hispanic Latino	2	0	0	0	2	0	2
White	15	0	10	0	25	0	25
Two or more races	0	0	0	0	0	0	0
Nonresident Alien	7	0	4	0	11	0	11
Race and Ethnicity Unknown	0	0	0	0	0	0	0
TOTAL	27	0	14	0	41	0	41

- **Demographics of students enrolled in the Master of Architecture Program in 2008**

	Male		Female		Total		Grand Total
	FT	PT	FT	PT	FT	PT	
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	.	.	.	.	23	.	23
Black or African American	.	.	.	.	2	.	2
Hispanic Latino	.	.	.	.	7	.	7
White	13	.	14	.	14	.	27
Two or more races	.	.	.	.	.	.	.
Nonresident Alien	.	.	.	.	35	.	35
Race and Ethnicity Unknown	.	.	.	.	.	.	.
TOTAL	.	.	.	.	94	.	.94

(source: 2007 NAAB statistical report, no further detail of demographics available)

- **Demographics compared to those of the student population of the institution overall**

	Male		Female		Total		Grand Total
	FT	PT	FT	PT	FT	PT	
American Indian or Alaska Native	8	.	8
Asian	212	.	212
Black or African American	168	.	168
Hispanic Latino	424	.	424
White	2,443	.	2,443
Two or more races	249	.	249
Nonresident Alien	152	.	152
Race and Ethnicity Unknown	52	.	52
TOTAL	3708	.	3708

The Fall 2012 Student Enrollment Summary, <http://dars.tamu.edu/dars/files/15/15160108-b5b6-45a8-ad0d-6e4519ca904f.pdf>, shows 4,888 students were pursuing their Master's degrees. 2,077 of these students were women, 2,811 were men. 3708 of these were Master's students.

- **Qualifications of the students admitted in the fiscal year prior to the 2008 visit**
 1. Average gpa 3.46
 2. Average GRE 1152
 3. Total number 93

- **Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit.**
 1. Average gpa 3.24
 2. Average GRE 1210 (parsed to old scoring per http://www.ets.org/s/gre/pdf/concordance_information.pdf)
 3. Total number 63

- **Time to graduation:** The curriculum is designed for a standard degree plan for the Master of Architecture to be completed in four academic semesters.

- **Percentage of matriculating students who complete the accredited degree program within the "normal time to completion" for each academic year since the previous visit**

2008 class reported in 2009	92%
2009 class reported in 2010	(not reported est. 90%+)
2010 class reported in 2011	95
2011 class reported in 2012	95
2012 class reported in 2013	(not yet reported, est 90%+)

- **Percentage that complete the accredited degree program within 150% of the normal time to completion for each academic year since the previous visit.**

2008	98%
2009	99%
2010	100%
2011	98%
2012	99%
2013	(not yet reported, est 95%+)

Program Faculty Characteristics: (as prepared for the 2013 Annual report)

ARCH Summary	Gender		Race/Ethnicity				
	M	F	White	Black	Hispanic	Asian	AI/AN
Professor	12	2	13	0	1	0	0
Assoc. Professor	4	5	5	0	1	3	0
Asst. Professor	3	3	2	0	3	1	0
Non-Tenure	9	6	11	0	3	1	0
Totals:	28	16	31	0	7	6	0
Total Faculty	44						

○ **Demographics compared to those recorded at the time of the previous visit.**

At the time of the 2008 visit (as shown in the 2007 Annual Report) the reported demographics were:

Professor	24
Associate Professor	11
Assistant Professor	11
Instructor	27
Full-Time Faculty	60
Part-Time Faculty	13
Total Faculty	73

The greatest change to the Department of Architecture occurred when the Department of Visualization came into being in the Fall of 2008. 14 Faculty previously associated with the Department of Architecture elected to become faculty in the Department of Visualization. This was approximately proportional to the number of students who changed from the Bachelor of Environmental Design to the Bachelor of Visualization degree program.

After these 14 faculty changed departments, the 59 faculty remaining in the Department of Architecture were challenged to not renew contracts on 8 of the part time faculty in order to meet a budget shortfall. Subsequent budget reductions in 2009, 2010, and 2011 were met with voluntary retirements and through the voluntary departure of two tenure track faculty. In academic year 2012-2013 the Department of Architecture was authorized to search for up to 6 faculty. From that search, one new tenure track faculty has been hired, and four part time faculty hired which will bring our total faculty to 45 at the start of Fall semester 2013.

This current faculty is 67% white, 15% Hispanic, and 15% Asian. This current faculty is 62% male and 28% female, and is 51% tenured. This compares to the university where 52% of the faculty are tenured, The University shows a demographic of 67% white, 3% Black, 5% Hispanic, 5% Asian, and .37% American Indian. (<http://dars.tamu.edu/dars/files/3a/3a960e2e-f79c-4175-bbbe-fa2e86020ca8.pdf> Faculty Profile report Fall 2007)

○ **Number of faculty promoted each year since the last visit**

- In Academic year 2008-2009, one faculty applied for promotion but no faculty was promoted. In 2009-2010, no faculty were promoted, in 2010-2011, one faculty was promoted, in 2011-2012 two faculty were promoted, in 2012-2013 one faculty was promoted.

○ **Compare to number of faculty promoted each year since the last visit across the institution**

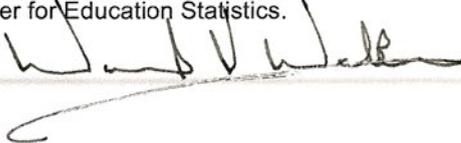
- In academic year 2008-2009 29 faculty applied for promotion, 26 succeeded.
- In academic year 2009-2010, 37 faculty applied for promotion and all succeeded.
- In academic year 2010-2011 45 faculty applied and 43 succeeded.

- In academic year 2011-2012 39 faculty applied and 33 succeeded.
- In academic year 2012-2013 33 faculty applied and 31 succeeded.
The average success rate for promotions across the university since 2008 was 92.7%. In the department our success rate overall averaged near 100%, slightly higher than the university success rate.
- **Number of faculty receiving tenure each year since last visit**
 - In academic year 2008-2009 no faculty were tenured. In 2009-2010, three faculty were tenured. In 2010-2011, no faculty was granted tenure. In 2011-2012 two faculty were granted tenure, in 2012-2013 one faculty was granted tenure, and we will be reviewing six faculty for tenure in the 2013-2014 academic year when the visiting team returns.
- **Compare to number of faculty receiving tenure at the institution during the same period**
 - In academic year 2008-2009 73 faculty applied for tenure, 70 succeeded.
 - In academic year 2009-2010, 71 faculty applied for tenure 70 succeeded.
 - In academic year 2010-2011 86 faculty applied for tenure, and 81 succeeded.
 - In academic year 2011-2012 90 faculty applied for tenure, and 86 succeeded.
 - In academic year 2012-2013 68 faculty applied for tenure, and 62 succeeded.
The average success rate for tenure applications across the university since 2008 was 95%. In the department of architecture our success rate overall was approximately 100% since 2008, slightly higher than the university average.
- **Number of faculty maintaining licenses from U.S. jurisdictions each year since the last visit and where they are licensed.**
 - When the visiting team arrived in the Spring semester 2008, there were 51 faculty overall, 14 were licensed in U.S. jurisdictions, an additional 8 held licenses in foreign countries. As of summer of 2013, there are 41 faculty, 11 hold licenses from 5 are licensed in Texas, and the remainder in New York, North Dakota, Arizona, California, Colorado, and Pennsylvania. An additional 6 faculty hold licenses from foreign countries for a total of 17 licensed architects teaching in the required M.Arch. curriculum.

I.3.2. Annual Reports

I, the undersigned, Ward Wells, Head of the Department of Architecture at Texas A&M University, hereby certifies that all data submitted to the NAAB through the Annual Report Submission system since the last site visit is accurate and consistent with reports sent to other national and regional agencies including the National Center for Education Statistics.

Name: _____



Date: _____



I.3.3. Faculty Credentials

Table I.3.3.A is the information on the correlation between faculty credentials listed on resumes in Appendix 4 Section 4.2 and the required courses in the curriculum.

TABLE I.3.3 A Faculty teaching required courses in the NAAB-accredited curriculum S2011-S2013																	
Faculty member	Summary of expertise, recent research or experience (25 words)	Term	Course number	Term	Course number	Term	Course number	Term	Course number	Term	Course number	Term	Course number	Term	Course number	Term	Course number
Babe, Craig	Licensed architect, high-level practice experience Princeton, London.	S 2011	ARCH 606-603					S 2012	ARCH 606-603					S 2013	ARCH 606-601		
Caffey, Stephen	Ph.D. Art History, M.A. Art History, research and publication in visual culture of Byzantine Empire			F 2011	ARCH 644-601					F 2012	ARCH 638-600					F 2013	ARCH 644-601
Campagnol, Gabriela	Ph.D. in Architecture and Urban Planning, Sao Paulo, Master of Architecture & Urban Planning, Publication in Industrial Towns and Industrial Heritage.							S 2012	ARCH 644-601					S 2013	ARCH 644-601	F 2013	ARCH 638-600
Deyong, Sarah	Ph.D. History/Theory Princeton, M.A. Art History, B.Arch.	S 2011	ARCH 639-600			F 2011	ARCH 639-600			F 2012	ARCH 639-600			S 2013	ARCH 639-600	F 2013	ARCH 639-600
Ermyny, Marcel	Licensed architect, high-level practice experience, Caracas.	S 2011	ARCH 606-604					S 2012	ARCH 606-604					S 2013	ARCH 606-603		
Esquivel, Gabriel	M.Arch. Ohio State, Research, Publication, Grants in digital fabrication of parametric surfaces.			F 2011	ARCH 605-604					F 2012	ARCH 607-602					F 2013	ARCH 607-602
Geva, Anat	Ph.D. in Architecture, TAMU, M.Arch. Ohio State, Editor, Preservation Education Research Journal, Publications, Sacred Architecture and Technology.	S 2011	ARCH 649-600			F 2011	ARCH 649-600			F 2012	ARCH 649-600					F 2013	ARCH 649-600
Glowacki, Kevin	Ph.D. Bryn Mawr, Archeology, Publications, Research, Grants in Classical Greek Culture and Urban Form.	S 2011	ARCH 644-600											S 2013	ARCH 644-600		
Haberl, Jeff	Ph.D. Engineering, Boulder, Licensed Professional Engineer, Assoc. Director Energy System Lab. Research, Publication, Grants in mechanical system performance evaluation, simulation methods.	S 2011	ARCH 633-600					S 2012	ARCH 633-600					S 2013	ARCH 633-600		
Hamilton, Kirk	MSOD Pepperdine, Licensed Architect, Board certified, American College of Healthcare Architects, Co-editor, Health, Environments Research & Design. Research, publication, grants in evidence-based design	S 2011	ARCH 606-602			F 2011	ARCH 607-601	S 2012	ARCH 606-601			F 2012	ARCH 607-601				
Holliday, Shelley	Master of Civil Engineering, TAMU, High level structural engineering practice, research, publication in seismic connections in steel, pedagogy in teaching structures.	S 2011	ARCH 606-all sections					S 2012	ARCH 606-all sections					S 2013	ARCH 606-all sections		
Klein, Nancy	Ph.D. Bryn Mawr, Classical and Near East Archeology, Research, publication, grants in Classical Greek and Cretan cult structures.							S 2012	ARCH 644-600							F 2013	ARCH 644-602
Lang, Peter	Licensed Architect, Ph.D. History, NYU, specialist in public interest design, research, publication, grants in postwar Italian experimental design, informal settlements.	S 2011	ARCH 638-600	F 2011	ARCH 638-600	F 2011	ARCH 607-603	S 2012	ARCH 638-600	F 2012	ARCH 638-600	F 2012	ARCH 607-600				
Lu, Zhipeng	Ph.D. Architecture, TAMU, research, publication in physical environmental factors and health. Evidence-based design for healthy environments.									F 2012	ARCH 607-603						
Mann, George	Licensed Architect, M.S. Architecture, Columbia, Director, International Union of Architects / Public Health Group, research, publications, grants in healthcare facilities, global healthcare facility design.									F 2012	ARCH 607-603					F 2013	ARCH 607-603
Miranda, Valerian	Licensed Architect, Ph.D. Architecture, TAMU, director CRS center for Leadership & Management in the Design & Construction Industry, research, publications, grants in programming, management, computing for design	S 2011	ARCH 657-600			F 2011	ARCH 657-600	S 2012	ARCH 657-600			F 2012	ARCH 657-600	S 2013	657-600	F 2013	ARCH 657-600
Nichols, Anne	Ph.D. University of Illinois, Civil Engineering, research, publication, grants in fracture analysis, modeling, pedagogy for teaching structures.					F 2011	ARCH 631-600			F 2012	ARCH 631-600					F 2013	ARCH 631-600
O'Brien, Michael	Licensed Architect, specialist in materials and methods of construction, research, publications, grants in prefabrication, production housing, crime prevention and environment	S 2011	ARCH 606-601			F 2011	ARCH 607-600	S 2012	ARCH 606-602					S 2013	606-602	F 2013	ARCH 605-601
Odom, Mark	M.Arch. New School, NCARB certificate, practitioner focused on design-build, installation art.					F 2011	ARCH 607-602			F 2012	ARCH 605-604					F 2013	ARCH 605-604
Rodieck, Susan	Licensed architect, Ph.D. Cardiff, specialist in health facilities design, evidence-based design of indoor and outdoor environments, geriatric facilities, design for aging.									F 2012	ARCH 605-603						
Shepley, Mardelle	Licensed Architect, FAIA, D.Arch. Michigan, Evidence-based design & Construction and LEED certified, American College of Healthcare Certified, research, publication, grants in post-occupancy evaluation, evidence-based design, child and youth healthcare environments.					F 2011	ARCH 605-603									F 2013	ARCH 605-602
Tabb, Phillip	Licensed Architect, Ph.D. Architecture from the AA, London, research, publication, grants in Sustainable communities, sustainable housing, green architecture, solar energy planning.									F 2012	ARCH 605-602						
Warden, Robert	Licensed Architect, M.A. Philosophy, M.Arch., director Center for Heritage Conservation, research, publication, grants in digital and photogrammetry recording of historic sites, historic sites documentation and preservation.					F 2011	ARCH 605-601			F 2012	ARCH 605-601					F 2013	ARCH 605-603

I.4. Policy Review

The following policies will be available in the Team Room for review by the visiting team per Appendix 3 of the *2009 Conditions*.

- Studio Culture Policy
- Self-Assessment Policies and Objectives
- Personnel Policies including:
 - Position descriptions for all faculty and staff
 - Rank, Tenure, & Promotion
 - Reappointment
 - EEO/AA
 - Diversity (including special hiring initiatives)
 - Faculty Development, including but not limited to; research, scholarship, creative activity, or sabbatical. (Development leave policy may be viewed at <https://wikis.arch.tamu.edu/download/attachments/2064401/FacultyLeaveProgram.pdf?version=1&modificationDate=1279137460263&api=v2>)
- Student-to-Faculty ratios for all components of the curriculum (i.e., studio, classroom/lecture, seminar)
- Square feet per student for space designated for studio-based learning
- Square feet per faculty member for space designated for support of all faculty activities and responsibilities
- Admissions Requirements
- Advising Policies; including policies for evaluation of students admitted from preparatory or pre-professional programs where SPC are expected to have been met in educational experiences in non-accredited programs (*Texas A&M fulfills all SPC's within the accredited curriculum*)
- Policies on use and integration of digital media in architecture curriculum (there is currently no policy as all students integrate digital media in their work.)
- Policies on academic integrity for students (e.g., cheating and plagiarism)
- Policies on library and information resources collection development. There is currently no formal policy to supercede the long history of budgetary support for the Technical resource center by the College of Architecture. The development of the architecture collection at the Evans Library is governed by the Collection Development Policy which may be viewed at: <http://library.tamu.edu/about/collections/collection-development/index.html>
- A description of the information literacy program and how it is integrated with the curriculum. Information literacy is largely developed through the research based writing projects associated with the required Architecture Theory classes and are supported by university resources which may be viewed at: <http://library.tamu.edu/help/help-yourself/using-materials-services/online-tutorials/page5.html>

Part Two (II). Educational Outcomes and Curriculum

II.1.1. Student Performance Criteria

There is only one program, one track for completion of the accredited degree program in Architecture at Texas A&M University and that is the Master of Architecture. The curricular goals for the Master of Architecture align with the program's mission statement. *"The Master of Architecture degree program provides graduates with the requisite educational background to enter the professional practice of architecture and its numerous variants. The Master of Architecture degree is accredited by the National Architectural Accrediting Board (NAAB), qualifying its recipients to take a state professional licensing examination after a required internship period"*.

The Master of Architecture program does not expect any of the SPC's to have been met prior to beginning the required curriculum.

The curriculum has three semesters of design studio, two semesters of history and theory, two semesters of structures and systems, and one semester of ethics and professional practice.

The studio sequence begins with ARCH 605, Architectural Design I. In this course, the following SPC's are met:

- **A. 3. Visual Communication Skills:** Ability to use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process
- **A. 6. Fundamental Design Skills:** *Ability to effectively use basic architectural and environmental principles* in design.
- **A. 7. Use of Precedents:** Ability to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.
- **A. 8. Ordering Systems Skills:** Understanding of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.
- **B. 3. Sustainability:** Ability to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.
- **B. 4. Site Design:** Ability to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.
- **B. 12. Building Materials and Assemblies:** Understanding of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.
- **C. 1. Collaboration:** Ability to work in collaboration with others and in multidisciplinary teams to successfully complete design projects.

This is followed in the studio sequence with ARCH 606, Architectural Design 2. In this course, the following SPC's are 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.
- **B. 1. Pre-Design:** Ability to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.

- **B. 2. Accessibility:** Ability to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.
- **B. 5. Life Safety:** Ability to apply the basic principles of life-safety systems with an emphasis on egress.
- **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.
- **B. 11. Building Service Systems:** 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.

The studio sequence culminates in ARCH 607, Architectural Design III. This course addresses the following SPC's:

- **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
 - A.4. Technical Documentation
 - A.5. Investigative Skills
 - A.8. Ordering Systems
 - A.9. Historical Traditions and Global Culture
 - B.2. Accessibility
 - B.3. Sustainability
 - B.4. Site Design
 - B.5. Life Safety
 - B.8. Environmental Systems
 - B.9. Structural Systems
- **A.11. Applied Research:** Understanding the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.

This studio sequence is paired with technical and history theory courses and the course in ethics and professional practice. The first of these is ARCH 631 Applied Structures. The following SPC is met in this course:

- **B. 9. Structural Systems:** Understanding of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.

The second technical course is ARCH 633, Applied Architectural Systems. The following SPC's are met in this course:

- **A. 2. Design Thinking Skills:** Design Thinking Skills: Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.
- **B. 8. Environmental Systems:** Understanding the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.

Students in the M.Arch. program choose from one of the following courses to fulfill their architectural theory requirement:

ARCH 638, Architectural Theory from the Renaissance to the 19th Century, or ARCH 639 20th Century Architecture Theory and Practice. Each course fulfills the following SPC's:

- **A.1. Communication Skills:** Ability to read, write, speak and listen effectively.
- **A.5. Investigative Skills:** Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.

Students in the program also choose from one of the following to fulfill their architectural history requirement:

ARCH 644 Seminar in Art and Architectural History or ARCH 649 Advanced History of Building Technology. Each course fulfills the following SPC's:

- **A9 - Historical Traditions and Global Culture:** Understanding of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.
- **A10 - Cultural Diversity:** Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.

Students in the NAAB-accredited Master of Architecture Program are also required to complete ARCH 657 Advanced Professional Practice and Ethics. This course meets the following SPC's:

- **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.
- **C. 3 Client Role in Architecture:** Understanding of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.
- **C. 4. Project Management:** Understanding of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods.
- **C. 5. Practice Management:** Understanding of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.
- **C. 6. Leadership:** Understanding of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.
- **C. 7. Legal Responsibilities:** Understanding of the architect's responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.
- **C. 8. Ethics and Professional Judgment:** Understanding of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues in architectural design and practice.
- **C.9. Community and Social Responsibility:** Understanding of the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.

II.2. Curricular Framework

II.2.1. Regional Accreditation

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

Texas A&M University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award degrees at the bachelors', masters', doctoral and professional levels. This may be verified at <http://www.sacscoc.org/details.asp?instid=72801>

Level of accreditation: VI

Status: Accredited

Public Sanctions: None

Accredited: 2004

Reaffirmed: December 2012

Control: Public

P1-194



January 15, 2013

Dr. R. Bowen Loftin
President
Texas A&M University
1246 TAMU
10th FL Rudder Tower
College Station, TX 77843-1246

Dear Dr. Loftin:

The following action regarding your institution was taken at the December 2012 meeting of the Board of Trustees of SACS Commission on Colleges:

The Commission on Colleges reaffirmed accreditation. The institution is requested to submit a First Monitoring Report due **September 9, 2013**, addressing the committee's recommendations applicable to the following referenced standards of the *Principles*:

**CS 3.3.1.1 (Institutional Effectiveness: educational programs),
Recommendation 1**

The University adequately identifies goals, including outcomes and objectives along with specific action plans to accomplish specified goals. However, there continues to be a lack of an overarching system for assessing institutional effectiveness that clearly delineates and provides evidence of how the University is using outcome results to improve programs.

**CS 3.3.1.3 (Institutional Effectiveness: academic and student support services),
Recommendation 2**

There are concerns regarding inconsistency across programs in assessing outcomes and implementing changes based on the analysis of results, and inconsistency in using results of expected outcomes for program improvements.

**CS 3.3.1.4 (Institutional Effectiveness: research within its mission),
Recommendation 3**

The University did not provide adequate evidence of evaluation of its research enterprise nor did it provide adequate evidence of improvements based on the analysis of results. The University is requested to provide a response that clearly identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides specific evidence of improvement based on analysis of the results.



Dr. R. Bowen Loftin
January 15, 2013
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FR 4.7 (Title IV Program Responsibilities), Recommendation 7

The University is requested to provide external verification of the resolution of the 2011 federal award findings. As part of the report, the institution is required to submit financial audit reports and management letters for the two most recent fiscal years, and include its most recent financial aid audit. The most recent year is defined as the fiscal year ending immediately prior to the due date of this report. In addition, the institution is required to include a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year.

Your institution's next reaffirmation will take place in **2022** unless otherwise notified.

Please submit to your Commission staff member a **one-page** executive summary of your institution's Quality Enhancement Plan. The summary is due **February 15, 2013**, and also should include: (1) the title of your Quality Enhancement Plan, (2) your institution's name, and (3) the name, title, and email address of an individual who can be contacted regarding its development or implementation. This summary will be posted to the Commission's Web site as a resource for other institutions undergoing the reaffirmation process.

All institutions are requested to submit an "Impact Report of the Quality Enhancement Plan on Student Learning" as part of their "Fifth-Year Interim Report" due five years after their reaffirmation review. Institutions will be notified 11 months in advance by the President of the Commission regarding its specific due date.

Guidelines for the monitoring report are enclosed. Because it is essential that institutions follow these guidelines, **please make certain that those responsible for preparing the report receive the document. If there are any questions about the format, contact the Commission staff member assigned to your institution.** When submitting your report, please send **four copies** to your Commission staff member.

Please note that Federal regulations and Commission policy stipulate that an institution must demonstrate compliance with all requirements and standards of the *Principles of Accreditation* within two years following the Commission's initial action on the institution. At the end of that two-year period, if the institution does not comply with all the standards and requirements of the *Principles*, representatives from the institution may be required to appear before the Commission, or one of its standing committees, to answer questions as to why the institution should not be removed from membership. If the Commission determines good cause at that



Dr. R. Bowen Loftin
January 15, 2013
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time, the Commission may extend the period for coming into compliance for a minimum of six months and a maximum of two years and must place the institution on Probation. If the institution has been placed on Probation within the two-year period, extension of accreditation beyond the two-year period for good cause is dependent on the amount of time the institution has already been on Probation. An institution may be on Probation for not more than two years. If the Commission does not determine good cause or if the institution does not come into compliance within two years while on Probation, the institution must be removed from membership. (See enclosed Commission policy "Sanctions, Denial of Reaffirmation, and Removal from Membership.")

We appreciate your continued support of the activities of the Commission on Colleges. If you have questions, please contact the Commission staff member assigned to your institution.

Sincerely,

A handwritten signature in cursive script that reads "Belle S. Wheelan".

Belle S. Wheelan, Ph.D.
President

BSW:ch

Enclosures

cc: Dr. Cheryl D. Cardell

II.2.2. Professional Degrees and Curriculum

Texas A&M University offers the NAAB-accredited 52 credit-hour curriculum to all students who have met the standards for admission, completing a pre-professional degree and producing a certified transcript from an accredited university that confirms the applicant has successfully completed:

- 45 General Education credits (outside of architectural content)
- 29 Elective Credits
- 24 Studio credits (in 4 sequential architectural design studios)
- 6 Structures credits (in 2 courses)
- 6 Environmental Systems credits (in 2 courses)
- 3 Social Behavioral Sciences credits (in 1 course)
- 3 Cultural Diversity credits (in 1 course)
- 116 minimum undergraduate credit hours

or the equivalent thereof. Transcript evaluation is primarily undertaken by the Graduate Admissions Processing Office: (<http://admissions.tamu.edu/graduate/gettingin/reqDocuments/definitions.aspx>) that verifies the authenticity of the transcript, checking it against the International Handbook of Universities and the World Higher Education Database. These assure that the general education background of the applicant is equivalent to that of a student graduating from a Texas university and upholds the South East Texas Association of Collegiate Registrars and Admissions Officers (SETACRAO) collegiate standards.

116 credits of undergraduate education combined with the 52 credit hour Master of Architecture curriculum equals the 168 credit hours required by NAAB for the accredited degree.

The curriculum outline for the 52 hour – 4 Semester Master of Architecture Program is as follows

Master of Architecture Curriculum Core Courses (Required)		
ARCH 605	Architectural Design I	6 hours
ARCH 606	Architectural Design II	6 hours
ARCH 631	Applied Architectural Structures	3 hours
ARCH 633	Applied Architectural Systems	3 hours
ARCH 657	Advanced Professional Practice and Ethics	3 hours
<i>Choose one approved architectural theory course from below</i>		
ARCH 638	Architectural Theory-Renaissance Through 19 th Century	3 hours
ARCH 639	Twentieth Century Architecture: Theory and Practice	
<i>Choose one approved architectural history course from below</i>		
ARCH 644	Seminar in Art and Architectural History	3 hours
ARCH 649	Advanced History of Building Technology	
	Subtotal	27 hours
<i>Specialization Courses</i>		
ARCH 607	Architectural Design III	6 hours
ARCH 685	Final Study Proposal	1 hour
ARCH 693	Final Study	6 hours
	Electives	12 hours
	Subtotal	25 hours
	Total Coursework	52 hours

II.2.3. Curriculum Review and Development

Curricular review in the M. Arch. Program is driven by the outcomes of the self-assessment and long range planning processes. (Sections I.1.4 and I.1.5)

Curriculum and pedagogy development are the primary goal of long range planning. The following, from section I.1.4. of this APR confirms this:

“It shall be the purpose of long-range planning to annually consider the state and trajectory of the curriculum and pedagogy of the accredited program in terms of expectations of internal and external constituents and stated policy positions. The cornerstone document for long range planning shall be the position paper on the NAAB five perspectives. This document shall be reviewed and revised on an annual basis in the context of changing institutional, professional, and technological needs.”

Further, steps 5, 6, and 7 of the long range planning process described in section I.1.4, require that curriculum revision be tied to the performance of the program based on annual metrics:

“The Master of Architecture committee shall consider the performance of the accredited program in terms of the position paper on the NAAB five perspectives and shall revise the programs mission statement and five perspectives in terms of the achievements, challenges and expectations of the program in terms of the NAAB Conditions for Accreditation that will be in effect for the next accreditation cycle and the institutional opportunities, challenges, and expectations at Texas A&M University.

The Master of Architecture committee shall present the revisions and objectives for the development of the curriculum, pedagogy, and opportunities for success, to the faculty for discussion and acceptance at the final faculty meeting of the fall semester.

The presentation of the long-range planning documents shall be transmitted to the Head of the Department of Architecture and Associate Department Head for Professional Programs for incorporation into the following cycle of self-assessment and subsequent charges to faculty governance for implementation”

Faculty governance refers to the network of faculty committees (see page 28) which are topically oriented i.e. “the tech caucus,” or “the history committee,” which will be specifically charged by the program administrators for evaluation, discussion, and revision or redesign as the committee deems necessary. The result of this is passed to the master of architecture committee, comprised of all faculty qualified by the university to serve on graduate student advisory committees. After discussion and action, the issue is either cycled back to the topically oriented committee for revision/reconsideration or forwarded to the Department of Architecture Academic Committee (DAAC) which is comprised of the chairs of the topically oriented committees and the associate heads of the department of architecture. This committee conducts its own review of the proposal, and either cycles it back to the Master of Architecture or topically oriented committee or forwards it to the College of Architecture Academic committee for action and forwarding to the university governance for ultimate implementation in the graduate catalog.

In this way, curriculum review and development are the key outcomes of the annual self-assessment and long range planning processes.

II.3. Evaluation of Preparatory/Pre-professional Education

As stated in Section II.1.1. of this APR, related to the Student Performance Criteria, the Master of Architecture program does not expect any of the SPC's to have been met prior to beginning the required curriculum, and thus does not review incoming student's credentials for compliance with SPC's.

II.4. Public Information

II.4.1. Statement on NAAB-Accredited Degrees

The following statement is available for viewing from the Master of Architecture webpage:
NAAB Statement on Accreditation

In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted a 6-year, 3-year, or 2-year term of accreditation, depending on the extent of its conformance with established educational standards. Doctor of Architecture and Master of Architecture degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the preprofessional degree is not, by itself, recognized as an accredited degree.

Texas A&M University, Department of Architecture offers the following NAAB-accredited degree program: M. Arch. (pre-professional degree + 52 graduate credits) Next accreditation visit for all programs: 2013.

<http://dept.arch.tamu.edu/graduate/master-architecture/>

II.4.2. Access to NAAB Conditions and Procedures

The following link has been added to the Master of Architecture webpage

<http://www.naab.org/documents/streamfile.aspx?name=2009+Conditions+FINAL+EDITION.pdf&path=Public+Documents%5cAccreditation%5c2009+Conditions+for+Accreditation%5c>

II.4.3. Access to Career Development Information

The following statement and link has been added to the Master of Architecture webpage:

"Information on Career Development may be found at:

<http://ncarb.org/en.aspx>"

II.4.4. Public Access to APRs and VTRs

The following statement has been added to the Master of Architecture Webpage: *"The Architecture Program Report (APR), and Visiting Team Report (VTR) from the previous accrediting visit may be found on reserve in the Technical Resource Center (TRC) on the second floor of Langford Hall."* <http://dept.arch.tamu.edu/graduate/master-architecture/>

II.4.5. ARE Pass Rates

The following statement has been added to the Master of Architecture Webpage: *"The most recent data on Architecture Registration Exam (ARE) pass rates for graduates of the M.Arch. Program may be found on reserve in the Technical Resource Center (TRC) on the second floor of Langford Hall."* <http://dept.arch.tamu.edu/graduate/master-architecture/>

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Part Three. Progress Since Last Site Visit

1. Summary of Responses to the Team Findings [2008]

A. Responses to Conditions Not Met

Number & Title of Condition(s) Not Met

Statement of Condition from *1998 or 2004 Conditions for Accreditation* – quote in full.
(see below):

Comment from previous VTR [2008]

5. Studio Culture

The school is expected to demonstrate a positive and respectful learning environment through the encouragement of the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff. The school should encourage students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers.

Met Not Met [] [X]

Team Comment:

Even though a draft studio culture policy was introduced to the faculty in August 2007, this document has not been fully vetted and a plan for its implementation and maintenance developed. Consequently this condition is not met. However, in spite of the lack of an adopted studio culture policy, it was evident from the team's interaction with faculty, students, administration and alumni that TAMU demonstrates a positive and respectful learning environment in the studio. Therefore, it is incumbent upon the department to revive the discussions surrounding this document and put in place a written studio culture policy. With a written studio culture policy, the department will capture the positive qualities of the current studio learning environment and further solidify the importance of this culture during times of transition and new hirings.

13.9 Non-Western Traditions

Understanding of *parallel and divergent canons and traditions of architecture and urban design in the non-Western world*

Met Not Met [] [X]

Team Comment

No required graduate coursework indicated this material was discussed.

13.12 Human Behavior

Understanding of *the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment*

Met Not Met [] [X]

Team Comment:

There is no evidence in the APR or the course matrix indicating this material was covered in a required course in the M.Arch. program. The studio projects also did not show evidence that this criterion was met.

13.13 Human Diversity

Understanding of *the diverse needs, values, behavioral norms, physical ability, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity for the societal roles and responsibilities of architects*

Met Not Met [] [X]

Team Comment:

There is no evidence in the APR or course matrix indicated that this material was covered in a required course in the M.Arch. program. The studio projects also did not show evidence that this criterion was met.

13.20 Life-Safety

Understanding of *the basic principles of life-safety systems with an emphasis on egress*

Met Not Met [] [X]

Team Comment:

Issues of life safety were not evident in student projects. An understanding of egress from rooms, particularly large gathering spaces, and from the building as a whole based on occupancy load were not addressed in student work. Additionally, there was no evidence in the lecture courses of this topic being addressed on the graduate level.

13.26 Technical Documentation

Ability to *make technically precise drawings and write outline specifications for a proposed design*

Met Not Met [] [X]

Team Comment:

The team finds no evidence of inclusion of technical documentation and specification instruction within the program. While students appear able to produce plans with precision, there is significant lack of development of sections and details necessary for technical documentation. It should be noted the program assists with the placement of students within leading architecture firms across the country, which does provide them the opportunity to learn technical documentation in a professional setting.

Response from Program [Year of APR]:

The Visiting Team Report dated March 26, 2008 and transmitted to Dr. Elsa Murano with a letter dated July 22, 2008 indicates that the Master of Architecture program was formally granted a 6-year term of accreditation. The report also cites 6 Conditions Not Met:

1. Studio Culture;
2. Non-Western Traditions;
3. Human Behavior;
4. Human Diversity;
5. Life Safety;
6. Technical Documentation.

The Department created 7 ad-hoc working groups in the Fall Semester of 2008 and charged each with:

1. Articulating the nature of the condition not met or cause of concern
2. Developing alternative means of addressing the condition not met or cause of concern
3. Identify near and long term action items for addressing the condition or concern

4. Develop a timeline for implementation

The working groups individually addressed a particular condition not met, and one group focused on a key “cause of concern,” the formal evaluation of student’s previous courses as part of the admissions process for the M. Arch. accredited degree program.

These working groups began meeting in September of 2008 and presented their findings and recommendations to a faculty meeting on Friday November 14, 2008. The full text of each working group may be found in Appendix One to this report.

Following these presentations and discussions, the faculty on the Master of Architecture Committee is currently weaving the various recommendations into the M. Arch. curriculum. Once this is complete, the Departmental Academic Affairs Committee will submit the necessary course catalog modifications and syllabus modifications to the university for implementation during academic year 2009-2010. Simultaneously, the faculty teaching courses in the M. Arch. Curriculum will be articulating the types of evidence and methods of documentation to facilitate the NAAB focused evaluation in 2010.

The full reports made by these working groups are appended at the end of this report.

Conditions Not Met: Ad-hoc working group summary recommendations:

1. Studio Culture.

- Representatives from the student organizations and faculty met to draft, discuss, modify and plan approval of a joint statement affirming the role and culture of the design studio within the curriculum at Texas A&M. Once approved, the statement will appear on all studio course syllabi. A survey form has been designed with the intention that it be distributed each semester to allow for regular updating of the studio culture statement.
- The full studio culture statement can be found in the appendix of this report.

2. Non-Western Traditions; Alternative recommendations

- Require all of the possible slate of courses ARCH 639, 644 and 649, which already promote an awareness of the parallel and divergent traditions of architecture and urban design in the non-Western world, to explicitly state their non-Western content emphasis in course syllabi and University Course Catalog.
- Develop and offer a new 1 credit hour course as a required course in the accredited degree curriculum. This course would focus on non-Western traditions in architecture and urban planning.

3. Human Behavior: Alternative recommendations

- Create a new comprehensive human behavior course
- Identify an appropriate required studio in the M. Arch curriculum, e.g. ARCH 605 to emphasize human behavior. Develop reading lists, faculty support presentations and information to help faculty focus on developing specific evidence in the forms of projects and annotations of studio projects to describe the environment-behavior interaction.
- Update the studio syllabus and course description in the university course catalog to reflect this focus on human behavior and the environment
- Develop one-credit short course focused on teaching and analysis of human/environment behavior in design.

4. Human Diversity; Alternative recommendations

- add NAAB criteria to design studio project assignments and to review/critique processes

- develop a color coding/icon system for focused evaluation and accreditation presentation materials to facilitate presentation organization and evaluator access to materials that meet each NAAB criterion
 - Reformulate the 52-hour M. Arch program so that no student can graduate without having taken a combination of required courses that guarantees exposure to and understanding of all NAAB accreditation criteria.
5. Life Safety; Recommendations
- Add an explicit instructional component to ARCH 633, required for all M. Arch. Students to address the principles of egress and life safety systems, establish the calculation basis for units of exit width and distribution of exits,
 - Document in Syllabus, update university course catalog description to reflect this addition.
 - Affirm the existing course catalog description for ARCH 606 with the faculty teaching the required 606 studio to provide evidence in the documented student work of the catalog content which currently reads as follows:
606 Architectural Design II, Application of verbal graphic, research, critical thinking, and fundamental design skills to architectural projects that emphasize the integration of structural, environmental, life safety, building envelope systems, and building service systems: includes code compliance, resource conservation, cost control, and economic analysis.
 - Develop supporting presentations, podcasts, information sheets to support studio faculty in their concentration on life safety code issues in the ARCH 606 studio.
6. Technical Documentation; Recommendations
- Provide a written statement for each of the technical design studios describing the ways in which technical documentation can better be accomplished. This would include delineation of the areas of technology, types of drawings, the anticipated content, systems' descriptions (outline specifications), and suggestions for technical analysis presentation.
 - Examine the course syllabi for each of the technical studios to see if the technical documentation is required. If not, communicate with the appropriate faculty to have them make adjustments. Provide sample criteria for inclusion into syllabi.
 - At the end of the spring 2009 semester assess the technical studios as to their response to technical documentation. The four areas of technical documentation can be assessed for each of the studios and parallel sections. In the case of the final studies project, this consideration could become part of the oral examination. Organize at least one of the ARCH 606 studios to fully address this issue and compare results with the other studio sections.
 - Formalize the technical documentation as part of the process of the creation of the integrated studio ARCH 405 in the fourth year of the BED Program and ARCH 606 of the M(arch). Life safety, HVAC systems, structures, materials and other building systems should clearly be identified, expressed and explained. Target the suite of ARCH 606 studio sections in spring 2010 to fully respond to this condition and apply these recommendations.

B. Responses to Causes of Concern

Title of Cause for Concern

Comment from previous VTR [2008] (quote in full)

Physical Resources: Even though additional space was added to the department in response to the last accreditation visit, the architectural program still has significant space needs. The need for additional space exists primarily in the following areas: studio and pin-up space, project review spaces, and administrative offices.

2013 APR Response:

The formation of the department of Visualization in 2008 led to a reallocation of students and faculty. This and a process of managed enrollments in the undergraduate architecture (BED) program has resulted in sufficient studio space for all graduate students in the Master of Architecture program. Project review spaces have been increased with the renovation of Langford Building C which primarily supports the undergraduate BED program, relieving spatial demands on Langford Building A to the point where a formal review space was constructed on the fourth floor of Langford A to primarily serve the Master of Architecture studio needs. Less formal pin-up/breakout spaces for each studio remain a challenge as the University exerts increased scheduling control over seminar rooms traditionally used for informal studio gathering and discussions. Scheduling innovations will be implemented in the Spring of 2014 to spread the simultaneous demand for informal pinup/discussion space more equally between mornings and afternoons.

Administrative space for departmental offices continues to be a challenge. This has been partially alleviated by moving associate department heads into office spaces adjacent to the main department office on the fourth floor of Langford Hall. Support staff spaces have also been reallocated, moving advising to the second floor of Langford in the Student Services suite, and into offices adjacent to the main departmental office on the fourth floor.

Given University plans to move the President's office back into Williams Hall (adjacent to Langford A) Research Centers have been relocated to adjacent Scoates Hall, Francis Hall and the Pavilion Building. Plans are underway to relocate the department of Construction Science from Langford A to its own building nearby, thus freeing up significant space within Langford A. It is hoped that the Department of Architecture will be assigned sufficient space at that time for its administrative functions.

Information Resources: With the increase of the cost for periodical subscription and on-line services, a sizeable portion of the current budget is allocated to these costs, which limits the funds available for new acquisitions to the current collection. M.Arch.

2013 APR Response:

The revised mission of the in-house Technical Resource Center (TRC) and the relocation of its archives to the top floor of Langford A has led to a close scrutiny of periodicals and bound volumes to be housed on-site and a greater collaboration and dependence on the main Evans Library Collection housed nearby Langford Hall. The information industry's rapid transition to digital editions and digital archives are alleviating somewhat the cost and space burden required to house physical journals and books. The College of Architecture, which is the primary funding source for the TRC has augmented the budget allocation to support the purchase of additional volumes, journals and equipment as described in section I.2.5 of this APR.

Program Content: In response to Texas' mandate to reduce the number of credit hours required for undergraduate degrees to 120 credits, the department has just completed a review and reworking of the BED curriculum. To understand how the changes to the BED have impacted the M.Arch. program requirements, a similar evaluation needs to occur.

In addition, it appears that the 4+2 curriculum was developed based on the continuation of the TAMU BED students into the M.Arch. program. The current profile of the M.Arch. program indicates that is no longer the case. The majority of the M.Arch. students are foreign students or from other pre-professional programs in the US. To determine what students in these two categories need to satisfy NAAB degree requirements, a formal evaluation of the students' previous courses needs to be developed to determine which NAAB Student Performance Criteria were met in their pre-professional, undergraduate studies and which still need to be met by TAMU M.Arch. program.

2013 APR Response:

The implementation of the 120 credit hour curriculum for the undergraduate BED degree was complete by the Fall of 2010 when a third-party review team examined the program. This program review praised the curricular innovations implemented by the faculty to improve the program while reducing credit hours as exemplified in the integrated studio, ARCH 405, where faculty teaching the second structures and second systems classes were integrated into the studio as a teaching environment, began conducting individual student critiques at student desks, and fully participated in the midterm and final studio reviews for each student. The program review team encouraged the department to take a similar approach with Architectural theory which was implemented in the BED program in 2012.

The Master of Architecture program has adopted this integration model and began implementing it in 2011 by introducing structures faculty into each of the ARCH 606 design studios as consultants/critics and evaluators. The second stage of this integration will be implemented in the Fall of 2013 with the integration of the materials and methods seminar in ARCH 605 Design I, and will continue in ARCH 606 Design II with the building envelopes and system seminar.

The success of the integrated studio in ARCH 405 gave graduating seniors a better opportunity to gain acceptance into M.ARCH. programs around the country. The admissions data confirmed that after implementing the integrated studio, the percentage of TAMU students continuing from their fourth year to the M.Arch. program dropped significantly, success in the BED provoked a demographic change in the M.Arch. Today the M.Arch. is made up of less than ½ TAMU BED graduates, and is more populated by students from other programs in the U.S. and international students. Hence, when considering the SPC's, we have not assumed any to have been met by prior general education.

Program Focus: The M.Arch. program needs to be a focus and prioritization of the department to bring it on par with the department's research initiatives.

2013 APR Response:

With the successful implementation of the integrated studio and integrated theory pedagogy's in the BED program by 2011, the Department head formally announced to the faculty that a similar effort would be undertaken with the M.Arch. program. This has led to innovations like the Master studio with architect Miguel Roldan from Barcelona Spain in Spring of 2013. Professor Roldan's presence in the ARCH 606 studio served as a catalyst to coordinate the four sections of 606 around topics relevant to the university and contemporary city. It further provoked the effort to "brand" the program as one valuing student initiative, student discipline, and curiosity in the student. This is showing early signs of being an effective strategy to avoid passive learning behaviors in Master's students, particularly those entering the program directly from an undergraduate experience.

The integration of technical materials into the ARCH 605/606 studio sequence was developed between Fall 2012 and Spring 2013 and will be implemented in Fall of 2013 and Spring of 2014.

The development of the "Celebration of Excellence" end of year activities for the final studies students is another tangible sign of the department's renewed focus on the M.Arch. program. The "Celebration of Excellence" employs third-party faculty reviewers (those not sitting on a student's advisory committee) to participate in each of the final study presentations, which take place in public locations around Langford A. Prior to this presentations of final studies would often happen in undisclosed locations with little public access, limiting the ability of the students preparing for their final studies year to observe and participate in the reviews.

The observations third party faculty reviewers, become the basis for a larger faculty discussion of the final studies students and their projects, hand have become an incentive for the students to develop their work to address a broader array of concerns (history, theory, systems, sustainability, preservation...) in order to fare better in the faculty discussion that puts forward five students to present their work to a panel of national and internationally recognized professionals and educators from outside of Texas A&M.

Celebration of Excellence Reviewers:

2013

- Joe Mashburn, dean of the Gerald D. Hines College of Architecture at the University of Houston;
- Sandra Paret, director of corporate accounts at HOK;
- Elizabeth Price, project manager at Upchurch Architects, Inc.,
- Adrian Smith, founding principal of Adrian Smith + Gordon Gill Architecture and designer of the world's tallest building, and
- David Zatopek, vice president, Corgan Associates.

2012

- Charlie Burris, Founding principal of Architex Studio, Inc.
- Ronnie Self, Principal of Ronnie Self Architect
- David Woodcock, Director Emeritus of the Texas A&M Center for Heritage Coservation
- Bryan Trubey, Design principal at HKS Architects
- Vincent Canizaro, Chairman of the University of Texas San Antonio Department of Architecture

This Celebration of Excellence, held off campus at the Hilton hotel, becomes a gathering for friends, family, professionals and the next group of students preparing for final study. The presentations, panel deliberations and comments, and discussion afterwards has significantly raised the profile of the Master of Architecture program in the profession and the design education community in our region.

Documentation of Student Work: The department needs to develop a process that allows for on-going and sustained documentation of all coursework.

2013 APR Response:

The Associate Department Head for Professional program, who oversees the Master of Architecture program has implemented a requirement for all final studies students to submit a set of 11x17 drawings of their final presentation along with the digital files used to print their final boards.

This requirement has been disseminated to the whole faculty through the annual review process where the Department Head has required a set of digital drawings from each studio faculty to be submitted with their annual report. The annual report and digital submission is content reviewed between the Department Head and individual faculty during their annual report.

All digital files are uploaded to a mass storage drive where they are available for presentation, use in the buildings display plasma screens, and will become the material for the looping archive to be installed on the wall display outside the new review space on the fourth floor of Langford A.

Faculty: The department has several design faculty positions open. Faculty with backgrounds in architecture should be sought to teach design studios.

2013 APR response:

Since the Fall of 2008, the faculty leading Master of Architecture Design Studio have all been either licensed architects, or Ph.D. holding faculty with experience working as architects in significant firms around the world. Please see table 1.3.3.A Faculty Credentials Matrix in this APR for verification.

Graphic Skills: The emphasis on digital presentation appeared to be contributing to less than holistic architectural solutions and limiting other mediums for expressing design ideas.

2013 APR Response:

The digital revolution has taken firm hold in both the profession and in schools of architecture across the country, the Master of Architecture program at Texas A&M is not excluded from this revolution. The faculty in the Master of Architecture program continue to observe that a student's ability to think three-dimensionally is frequently subverted by the ease with which an image may be altered, without having the discipline or ability to consider the broader impact of these alterations which may appear in the floorplans, sections, elevations and other three dimensional views.

While on the surface, Building Information Models seem to hold the answer to this coordination and accuracy in representation model, the faculty find errors even when the BIM software is used, usually due to a combination of the students finding "work-arounds" to achieve an appearance and more troubling, to the student's not knowing the drawing is incorrect.

This has led to the faculty introducing SPC A.3 Visual Communication Skills into ARCH 605, Design I, the first design studio. This studio will include specific instruction and review of the obligations and responsibilities an architect has to properly represent their work regardless of the media employed.

University Recognition: The recognition by the university of the value of creative activities in a research focused institution needs to be clarified to help overcome the college's perceived lack of peer status with the other colleges in the university.

2013 APR Response:

The visibility and respect for the College of Architecture in a land-sea and space grant university dominated by the Colleges of Engineering and Agriculture is a never-ending process. Our strategies to have faculty play a stronger role in university governance, in the direction of the Glasscock Center, in the physical planning and quality of the built environment on campus continue to make small progress in increasing the visibility and respect of the College, as does the large service courses offered in creativity, history, and the history of construction.

2. Summary of Responses to Changes in the NAAB Conditions

Item I.1.2 Learning Culture: In response to the intensification of this item, the department now requires the studio culture policy be included on every course syllabus, requires a clear statement on time management be provided to the students, and has become part of the Department Head's annual invitation to the entire student population to meet, reconsider and revise the policy.

This item's focus on the development of a diverse student and faculty body has been part of the College of Architecture's establishment of an Associate Dean's position for outreach and diversity and increased support for faculty participation in recruiting and scholarly activities to enhance the formation of a diverse learning community in the Department of Architecture.

I.1.3 Response to the Five Perspectives: Due to the less territorial/more holistic nature of the questions related to the perspectives, the departmental responses were re-written to address a more holistic (i.e. not simply AIA, NCARB, NAAB...) constituency.

I.1.4 Long Range Planning: This new addition to the 2009 C&P was the primary motivation to draft a set more formally integrated policies and processes that will drive an annual review of the program's position on the five perspectives, an annual self assessment, an annual self-evaluation, and annual curriculum review, replacing the informal and ad-hoc procedures and processes that had previously been in place.

I.1.5 Self-Assessment Procedure: Revisions to this procedure to relate it more closely to the five perspectives and long range planning required a reconsideration and the drafting of a more formalized policy and procedure which was completed and implemented in July of 2013.

I.2.1 Human Resources & Human Resource Development: The consolidation from two conditions to one reframed the nature of the programs response in this APR and was an asset to the department in collecting all the pertinent policies and procedures into one location making them more accessible to the faculty and staff.

I.2.3 Physical Resources: The revision in the 2009 C&P gave the department flexibility in temporarily housing two faculty in one office while the college undergoes renovations and expansion into adjacent buildings. More flexibility in proving there is sufficient space to operate the M.Arch. allowed the department to meet student workspace needs and develop a more formal presentation space without suffering under a fixed area-per-student expectation.

I.2.4 Financial Resources: The revision to request out-year projections has altered budgeting practices and provided a modicum of stability in the overall budget process, helping provide a more predictable resource base and aiding in long range planning.

I.2.5 Information Resources: The revision in the 2009 C&P has allowed for a more flexible approach to providing necessary information resources, i.e. allowing for some digital resources, some physical archival materials, and greater partnerships with the University's Evans library. The Information technology professionals in the College have conducted detailed evaluations of

available materials and need, based on this they have made some reductions in redundant collections and increased other digital resources.

I.3.1 Statistical Reports: Allowed for an easier pull of data from University sources rather than customized data reports.

I.3.2 Annual Reports: The revisions to the 2009 C&P wherein the NAAB provides these to the visiting team simplified the development of the APR.

I.3.3 Faculty Credentials: This new addition to the APR required additional data parsing and verified that the faculty tasked to teach in the required NAAB-accredited curriculum were qualified to be doing so.

Part One (I) Section 4 – Policy Review: This new addition to the 2009 C&P necessitated changes in the programs website. Making these policy documents publicly available in a single location related to the department will be an asset in the long term.

Part Two (II) Student Performance: The revision providing clear definition of understanding and ability has clarified which criteria will have tests and quizzes as evidence of understanding and which will have implementation in the students work as evidence of ability.

Realm A: Critical Thinking and Representation: This new requirement has provoked a reconsideration of the curriculum and resulted in a set of more defined expectations agreed-upon by the faculty teaching the multiple sections of ARCH 605, Design I. Students in this first design studio of the M.Arch. required curriculum will employ a wider range of media, engage in broader socio-political contexts, evaluate research evidence for appropriateness in the project context, and recognize/design for the disparate needs of client, community and society.

SPC A.3 Graphic Representation: the title change revision underscores the broad demonstration of graphic skills in ARCH 605 including hand sketching and computer technology in each stage of the programming and design process.

SPC A.4 Technical Documentation: the revision to this SPC has provoked a greater attention to the development of graphically precise drawings within ARCH 606 Design II, and the development of informational materials and projects for outline specifications in ARCH 657.

SPC A.5. Investigative Skills: the revision to this SPC provoked a change to the required theory coursework. After discussion with the faculty the student projects and papers will provide evidence of compliance.

SPC A.6. Fundamental Design Skills: this revision to the SPC has been applied to the ARCH 605 course where the student projects will demonstrate the ability to use basic architectural principles in the design of buildings, interior spaces and sites.

SPC A.7. Use of Precedents: this revision to the SPC has been applied to the ARCH 605 course where the student projects will demonstrate the ability to incorporate relevant precedents into architecture and urban design projects.

SPC A.8. Ordering Systems Skills: this revision to the SPC has been applied to the ARCH 605 course where the student projects will demonstrate the ability to apply both natural and formal ordering systems and the ability of each to inform two and three dimensional design.

SPC A.9. Historical Traditions and Global Culture: after faculty discussion, this revision of the SPC has been incorporated into the required History coursework in the NAAB-accredited curriculum.

SPC A.10. Cultural Diversity: after faculty discussion, this revision of the SPC has been incorporated into the required History coursework in the NAAB-accredited curriculum.

SPC A.11 Applied Research: this new SPC will be incorporated into the capstone ARCH 607 Studio where the topics offered require students to demonstrate an understanding of research in determining form, and systems and their impact on human conditions and behavior.

SPC B.1. Pre-Design: the evidence of the students ability to prepare a comprehensive program for an architectural project including assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria will be integrated into ARCH 606, Design II.

SPC B.2. Accessibility: the revision to the SPC has provoked a revision to the ARCH 606 syllabus where evidence of the students ability to design both site and building to accommodate individuals with varying physical abilities will be demonstrated.

SPC B.3. Sustainability: this revision to the SPC has been applied to the ARCH 605 course where the student projects will demonstrate the ability to design projects that optimize, conserve or reuse natural and built resources, reduce the environmental impacts of building construction through means such as carbon neutral or bioclimatic design and energy efficiency.

SPC B.4. Site design: this revision to the SPC has been applied to the ARCH 605 course where the student projects will demonstrate the ability to respond to site characteristics such as soil, topography, vegetation and watershed in the development of a project design.

SPC B.5. Life Safety: this revision to the SPC has been applied to the ARCH 605 course where the student projects will demonstrate the ability to apply the basic principles of life-safety systems with an emphasis on egress.

SPC B.6 Comprehensive Design: this revision to the SPC has provoked major revisions to and been applied to the ARCH 607 course where the student projects will demonstrate the ability to make design decisions across scales while integrating all aspects of a professional project.

SPC B.7 Financial Considerations: This SPC has been integrated into ARCH 657, Advanced Professional Practice and Ethics, where project pro-forma's and cost estimating have typically been discussed and student projects developed.

SPC B.8. Environmental Systems: This SPC has been integrated into ARCH 631, Applied Systems where the topics of embodied energy, active and passive heating and cooling systems, indoor air quality, daylighting, artificial lighting and acoustics are presented and students evaluated based on their understanding of the same.

SPC B.10 Building Envelope Systems: The revision of this SPC has provoked a change in the syllabus of ARCH 606 Design II wherein the two-hour lecture component will be presenting, testing, and employing in-class detailing projects and presentations to provide evidence of the student understanding.

SPC B.11 Building Service Systems: The revision of this SPC has provoked a change in the syllabus of ARCH 606 Design II wherein the two-hour lecture component will be presenting, testing, and employing in-class detailing projects and presentations to provide evidence of the student understanding.

SPC B.12 Building Materials and Assemblies: The revision of this SPC has provoked a change in the syllabus of ARCH 605 Design I wherein the two-hour lecture component will be presenting, testing, and employing in-class detailing projects and presentations to provide evidence of the student understanding.

SPC C.1. Collaboration: The revision of this SPC has provoked a change in the syllabus of ARCH 605 Design I wherein each faculty section has established external opportunities for collaboration with the community, profession, and other related disciplines to provide evidence of the ability to work with others in multidisciplinary teams.

SPC C.2. Human Behavior: The revision of this SPC has provoked discussion and ultimately placed the evidence for understanding human behavior and the design of the environment in the context of human comfort in ARCH 631 Applied Architectural Systems.

SPC C.3, C.4., C.5, C.6., C.7., C.8., and C.9's revisions and new requirements have been made the centerpiece of the ARCH 657 Advanced Professional Practice and Ethics.

II.2.1 Regional Accreditation: Letter of SACS accreditation for Texas A&M University included in APR.

II.2.3 Curriculum Review and Development: New policy and process developed and implemented A.Y. 2013-2014 as an integrated part of self-assessment and long-range planning. Please see section II.2.3 for a description of the policy and process.

Part Two (II) Section 3 – Evaluation of Preparatory/Pre-Professional Education: Due to the new expectations of the 2009 C&P, the M.Arch. admissions process and academic program has been revised so that ALL SPC's are fulfilled within the required curriculum. The M.Arch. program does not propose that any pre-professional work fulfills SPC's.

II.4.1 Statement on NAAB-accredited programs: the M.Arch. program website was revised in 2008 to comply with the new conditions. See <http://dept.arch.tamu.edu/graduate/master-architecture/>

II.4.2 Access to NAAB Conditions and Procedures: The Department of Architecture website was revised in 2013 to comply with the new conditions. This revision follows the NAAB statement on accreditation. See <http://dept.arch.tamu.edu/graduate/master-architecture/>

II.4.3 Access to Career Development Information: The Department of Architecture website was revised in 2013 to comply with the new conditions. This revision, providing a link to NCARB Career Development information follows the NAAB statement on accreditation. See <http://dept.arch.tamu.edu/graduate/master-architecture/>

II.4.4 Public Access to APRs and VTRs: The Department of Architecture website was revised in 2013 to comply with the new conditions by providing a link to a downloadable pdf of the APR and VTR. This revision follows the NAAB statement on accreditation. See <http://dept.arch.tamu.edu/graduate/master-architecture/>

II.4.5 ARE Pass Rates: The Department of Architecture website was revised in 2013 to comply with the new conditions by providing a line to a downloadable pdf comparing ARE pass rates

among the public universities in Texas. This revision follows the NAAB statement on accreditation. See <http://dept.arch.tamu.edu/graduate/master-architecture/>

Appendix 3 List of Documents to be Available in the Team Room (Part 1: Policy Review):

The Department of Architecture website was revised in 2013 to include the documents listed in section I.4 of this APR. They are posted online as links or downloadable pdf files. Please see: <http://dept.arch.tamu.edu/about/external-review/>

Required Text for Catalogs and Promotional Materials: The M. Arch. Website was revised in 2008 to include the full content of the required text. This may be seen at <http://dept.arch.tamu.edu/graduate/master-architecture/> This text has also been included in the University Graduate catalog which may be downloaded from http://catalog.tamu.edu/pdfs/GRAD_catalog12_13.pdf

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Part Four: Supplemental Information

1. Course Descriptions (see *2009 Conditions*, Appendix 1 for format)
NAAB-format course descriptions may be found online at:
<http://dept.arch.tamu.edu/about/external-review/>
2. Faculty Resumes: NAAB-format faculty resumes may be found online at:
<http://dept.arch.tamu.edu/about/external-review/>
3. *Visiting Team Report (VTR)* from the previous visit and *Focused Evaluation Team Reports* from any subsequent Focused Evaluations.
http://dept.arch.tamu.edu/media/cms_page_media/79/Texas_AM%20VTR%20FINAL%20DRAFT.pdf
4. Catalog (or URL for retrieving online catalogs and related materials)
http://catalog.tamu.edu/pdfs/GRAD_catalog12_13.pdf
5. Response to the Offsite Program Questionnaire (See *2010 Procedures*, Section 8)
Does not apply, no offsite programs in M.Arch. curriculum.

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