

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

## **Visiting Team Report**

**Master of Architecture (Pre-Professional Degree + 2 Years)**

The National Architectural Accrediting Board  
26 March 2008

*The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from an NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.*

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## I. Summary of Team Findings

### 1. Team Comments

The team appreciated the effort the department put into preparing the APR and team room. Both were well organized and provided the majority of the information required for the team to make its evaluation. Communications between the team, and college administration, faculty, staff and students was open, candid and forthright, which facilitated the team's efforts.

The Texas A&M "Spirit" permeates the campus creating a strong sense of pride and loyalty for the university and College of Architecture. The students are bright and highly motivated. There is also a strong relationship between faculty and students with each having a mutual respect and appreciation for one another.

As part of a research university, the College of Architecture has developed strong research centers where M.Arch. students can receive certificates and develop areas of specialization in five areas of study: environmental hazards management, facility management, health-system design, historic preservation and sustainable urbanism.

A by-product of the department's emphasis on research is that it has a high percentage of its faculty with doctorate degrees.

The BED students appreciate and value the opportunity for third-year students to participate in a study abroad or internship program. With approximately 90% of the BED students hailing from Texas, the third-year programs broaden students' experience and expose them to a diverse world. M.Arch students would also like the opportunity to participate in similar programs.

The current change in leadership at the university, college and department levels comes at a critical time in the history of the program and should be leveraged to strengthen the M.Arch. program. The team had the opportunity to meet Dr. Glen Mills, who was recently named the new head of the department of architecture. Dr. Mills is excited about his new responsibility and is eager to join the faculty and staff to build upon the rich legacy of the department of architecture.

### 2. Progress Since the Previous Site Visit

**Criterion 12.11, Non-Western Traditions( 2002):** *Awareness of the parallel and divergent canons and traditions of architecture and urban design in the non-Western world*

**Previous Team Report (2002):** Examples of courses, or course material, were hard to find, and the team felt that the examples were insufficient to meet this criterion.

**2008 Visiting Team Assessment:** Even though the department has made recent hires and proposed changes to the required history courses this Condition is still not met.. While the BED program and career change curricula offer Non-Western Traditions history courses as electives, there was no evidence that this subject matter is incorporated into required M.Arch. courses or addressed at the graduate level.

**Criterion 12.22, Building Systems Integration (2002):** *Ability to assess, select, and integrate structural systems, environmental systems, life-safety systems, building envelope systems, and building service systems into building design*

**Previous Team Report (2002):** Although some examples of building systems integration were found, they were insufficient to clearly show that the criterion is met.

**2008 Visiting Team Assessment:** This criterion is now met.

**Criterion 12.29, Comprehensive Design (2002):** Ability to *produce an architecture project informed by a comprehensive program, from schematic design through the detailed development of programmatic spaces, structural and environmental systems, life-safety provisions, wall sections, and building assemblies, as may be appropriate; and to assess the completed project with respect to the program's design criteria*

**Previous Team Report (2002):** This comprehensive design appeared only in some examples in ARCH 606, Architectural Design II, and ARCH 607, Architectural Design III. This ability should be significantly strengthened.

**2008 Visiting Team Assessment:** This criterion is now met.

**[Causes of Concern taken from VTR dated M.Arch 27, 2002]**

[In 2002] the team found the following to be the main causes of concern:

- Physical Resources: The buildings that house the program meet the majority of its needs. The program is growing and the existing space is being stressed.

***2008 Visiting Team Assessment: In response to the 2002 accreditation visit, the University has added a large auditorium and exhibit space, but additional space is still needed. See Causes for concerns below for additional information.***

- Faculty members from the Construction Science School are utilized for teaching some courses for architectural students. These courses, faculty members' expertise, and teaching skills are below the standard set by the architecture faculty and program.

***2008 Visiting Team Assessment: This is no longer a cause for concern. Faculty members who meet the standards set by the faculty and program teach the M.Arch courses.***

- The career change curriculum is too compressed.

***2008 Visiting Team Assessment: This is no longer a cause for concern. The Career Change curriculum has been modified to increase course requirements for graduation.***

**3. Conditions Well Met**

1.2 Architectural Education and the Students  
3.7 Human Resource Development  
13.7 Collaborative Skills  
13.18 Structural Systems  
13.30 Architectural Practice  
13.34 Ethics and Professional Judgement

**4. Conditions Not Met**

5 Studio Culture  
13.9 Non-Western Traditions

- 13.12 Human Behavior
- 13.13 Human Diversity
- 13.20 Life Safety
- 13.26 Technical Documentation

## 5. Causes of Concern

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.

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. 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.

M.Arch. 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.

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

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

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

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.

## II. Compliance with the Conditions for Accreditation

### 1. Program Response to the NAAB Perspectives

*Schools must respond to the interests of the collateral organizations that make up the NAAB as set forth by this edition of the NAAB Conditions for Accreditation. Each school is expected to address these interests consistent with its scholastic identity and mission.*

#### 1.1 Architecture Education and the Academic Context

*The accredited degree program must demonstrate that it benefits from and contributes to its institution. In the APR, the accredited degree program may explain its academic and professional standards for faculty and students; its interaction with other programs in the institution; the contribution of the students, faculty, and administrators to the governance and the intellectual and social lives of the institution; and the contribution of the institution to the accredited degree program in terms of intellectual resources and personnel.*

Met	Not Met
[X]	[ ]

The APR clearly articulates the academic and professional standards set for faculty and students. In the M.Arch. program, students are required to take a minimum of six electives outside of the department of architecture and the final study committee must include at least one faculty member outside of the department. Students in the M.Arch. may also get a specialized certificate in health systems and design, historic preservation, environmental hazard management, facility management and, sustainable urbanism. These certificates engage the students with faculty and students in other disciplines and with the department's research centers.

The students are involved in campus life and the TAMU spirit. Through committee work, lectures and the research centers, faculty are involved in the governance, intellectual and social lives of the institution and the dean is also the planner for the university. In addition to regular department budgets, the college and the university provide additional financial resources for graduate students and new faculty.

#### 1.2 Architecture Education and Students

*The accredited degree program must demonstrate that it provides support and encouragement for students to assume leadership roles in school and later in the profession and that it provides an environment that embraces cultural differences. Given the program's mission, the APR may explain how students participate in setting their individual and collective learning agendas; how they are encouraged to cooperate with, assist, share decision making with, and respect students who may be different from themselves; their access to the information needed to shape their future; their exposure to the national and international context of practice and the work of the allied design disciplines; and how students' diversity, distinctiveness, self-worth, and dignity are nurtured.*

Met	Not Met
[X]	[ ]

The students of Texas A&M University are one of the most important assets of the university, as identified by the faculty, and the administration of the department, the college, and the university. The talented students who enroll in Texas A&M University

recognize the significance of the devotion, which these groups have shown. The students and faculty enjoy mutual relationships of mentorship, scholarly inquiry, and design innovation.

Additionally, the team finds evidence of a strong relationship between graduate and undergraduate students. These relationships provided added mentorship and educational opportunities for all of the students of the Department.

The students of Texas A&M University are insightful, articulate leaders who become leaders within the profession of architecture, and society at large. This leadership is exhibited daily in design studios, student organizations, and activities of the college and University. All of these characteristics are nurtured by the unique educational and collegiate opportunities offered at Texas A&M. The strength of the program in cultivating young architects is evident in the placement and career successes of its graduates, and their continued dedication to the university and the College of Architecture.

### 1.3 Architecture Education and Registration

*The accredited degree program must demonstrate that it provides students with a sound preparation for the transition to internship and licensure. The school may choose to explain in the APR the accredited degree program's relationship with the state registration boards, the exposure of students to internship requirements including knowledge of the national Intern Development Program (IDP) and continuing education beyond graduation, the students' understanding of their responsibility for professional conduct, and the proportion of graduates who have sought and achieved licensure since the previous visit.*

Met	Not Met
[X]	[ ]

Texas A&M provides its students with a sound preparation for the transition to internship and licensure. This is achieved through coursework and student organizations like AIAS.

The professional practice class, taught by a former Texas Board of Architecture member, provides students with the requirements for licensure. The class also attends the annual meeting of the Texas Society of Architects, the AIA component for the state. BED students also have the option to do internships at firms around the country.

AIAS is very active at Texas A&M. During their meetings students are given information about licensure and they are responsible for organizing a career fair attended by architectural firms from around the nation.

### 1.4 Architecture Education and the Profession

*The accredited degree program must demonstrate how it prepares students to practice and assume new roles and responsibilities in a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base. Given the program's particular mission, the APR may include an explanation of how the accredited degree program is engaged with the professional community in the life of the school; how students gain an awareness of the need to advance their knowledge of architecture through a lifetime of practice and research; how they develop an appreciation of the diverse and collaborative roles assumed by architects in practice; how they develop an understanding of and respect for the roles and responsibilities of the associated*



*disciplines; how they learn to reconcile the conflicts between architects' obligations to their clients and the public and the demands of the creative enterprise; and how students acquire the ethics for upholding the integrity of the profession.*

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

It is evident that the school makes a significant effort to sponsor and support the contact of the graduate program students with the profession, with the inclusion of local practitioners as “adjunct faculty”, the annual career fair and also by the semester meetings with the Dean’ Advisory Council. But these activities alone, without a support of a formal academic course, might not be enough to cover some of the other aspects included under this condition.

- I) How do the students gain awareness of the need to advance their knowledge of architecture through a lifetime of practice and research?
- II) How do they learn to reconcile the conflicts between the architects’ obligations to their clients?
- III) How do the students acquire the ethics for upholding the integrity of the profession?

Nevertheless although it is not mentioned on the APR we found two basic mandatory courses at the graduate level (*ARCH 657 & 693*) that clearly cover these other ethical aspects of the condition.

### 1.5 Architecture Education and Society

*The program must demonstrate that it equips students with an informed understanding of social and environmental problems and develops their capacity to address these problems with sound architecture and urban design decisions. In the APR, the accredited degree program may cover such issues as how students gain an understanding of architecture as a social art, including the complex processes carried out by the multiple stakeholders who shape built environments; the emphasis given to generating the knowledge that can mitigate social and environmental problems; how students gain an understanding of the ethical implications of decisions involving the built environment; and how a climate of civic engagement is nurtured, including a commitment to professional and public services.*

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

The breadth and depth of the various opportunities afforded students in the program help them understand and feel architecture’s potential impact upon society. Numerous examples of the impact of architecture and society exist within the centers, such as the border town colonias, the Solar Decathlon efforts and similar sustainability efforts, and several community healthcare examples. Additionally, the foreign semester opportunities provide valuable interaction and examples of architecture’s impact upon society at a global level.

Note that the foreign study/semester away program is not a requirement of the M.Arch. program, but the overwhelming consensus is that the program participants would benefit greatly from a similar experience.

## 2. Program Self-Assessment Procedures

*The accredited degree program must show how it is making progress in achieving the NAAB Perspectives and how it assesses the extent to which it is fulfilling its mission. The assessment procedures must include solicitation of the faculty's, students', and graduates' views on the program's curriculum and learning. Individual course evaluations are not sufficient to provide insight into the program's focus and pedagogy.*

Met	Not Met
[X]	[ ]

As part of the department's efforts to address cultural diversity within the student body, the department experimented with requiring a semester abroad. The department received a grant from the university's Office of Institutional Assessment for a study of undergraduates who went to Europe and those who did not. The results of the survey helped to convince faculty, students and administrators to make this a requirement. The department has only recently done a survey of graduating seniors and of alumni. Ongoing assessments and implementing changes based on the assessments should be more regular.

## 3. Public Information

*To ensure an understanding of the accredited professional degree by the public, all schools offering an accredited degree program or any candidacy program must include in their catalogs and promotional media the exact language found in the NAAB Conditions for Accreditation, Appendix A. To ensure an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must inform faculty and incoming students of how to access the NAAB Conditions for Accreditation.*

Met	Not Met
[X]	[ ]

Within various locations on the Department and College websites, the program identifies the NAAB definition of an accredited program as it relates to its M.Arch and BED programs. As in many other institutions, the explanation of differences between pre-professional and professional degree programs shows opportunity for improvement.

## 4. Social Equity

*The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with an educational environment in which each person is equitably able to learn, teach, and work. The school must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program's human, physical, and financial resources. Faculty, staff, and students must also have equitable opportunities to participate in program governance.*

Met	Not Met
[X]	[ ]

Texas A&M provides equitable opportunities for faculty, staff and students to learn, teach, work and participate in program governance.

**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]

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.

**6. Human Resources**

*The accredited degree program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, and adequate administrative, technical, and faculty support staff. Student enrollment in and scheduling of design studios must ensure adequate time for an effective tutorial exchange between the teacher and the student. The total teaching load should allow faculty members adequate time to pursue research, scholarship, and practice to enhance their professional development.*

Met      Not Met  
[X]      [ ]

The department has just successfully completed a search for a new department head. The search for dean of the college is almost complete.

**7. Human Resource Development**

*Schools must have a clear policy outlining both individual and collective opportunities for faculty and student growth inside and outside the program.*

Met      Not Met  
[X]      [ ]

It is our understanding that this "Condition" in all its aspects, is exceptionally well met by the program

**8. Physical Resources**

*The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and*

*interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes.*

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Met      Not Met  
[X]      [ ]

While there have been improvements since the last visit in the overall space situation for the college, most noticeable being the Geren Auditorium (although students commented that this facility came at a cost of losing 4 studio spaces) there remains a palpable space crunch throughout the facility.

The Ranch is another example of a superior facility that (although remote) is available for use by all studios and personnel.

Repeated comments and observations centered on lack of pin up/review space, very tight/cramped studio space, and poor space for departmental administrative staff. This situation is further exacerbated by the university-mandated growth targets as well as the recent influx of the additional teaching positions and associated support staff, classrooms and lab needs.

The primary strategy available for the college to mitigate this situation has been to move targeted programs (typically the various centers mentioned throughout this report) into spaces in adjacent buildings as space has become free for various reasons. This strategy, while beneficial in alleviating the immediate space deficit, has resulted in “lost opportunities” for interdisciplinary collaboration and communication, ironically one of the self-stated hallmarks of the overall program.

The new COSC building, once completed, will hopefully allow for the reconsolidation of the now-dispersed programs and help alleviate a portion of the other needs previously identified. The college projects its existing space deficit at nominally 50,000 sq ft.

It should be noted that facilities within the college such as its library, the reprographic facilities, and the anticipated new gallery space are considered to be excellent.

## 9. Information Resources

*Readily accessible library and visual resource collections are essential for architectural study, teaching, and research. Library collections must include at least 5,000 different cataloged titles, with an appropriate mix of Library of Congress NA, Dewey 720–29, and other related call numbers to serve the needs of individual programs. There must be adequate visual resources as well. Access to other architectural collections may supplement, but not substitute for, adequate resources at the home institution. In addition to developing and managing collections, architectural librarians and visual resources professionals should provide information services that promote the research skills and critical thinking necessary for professional practice and lifelong learning.*

Met      Not Met  
[X]      [ ]

The college has a library within the architecture building and an additional architectural collection in the main university library, which is nearby. The library also has an extensive visual resources collection that is in the process of being digitized and organized in an image data management system. The faculty is trained on how to use the data management system.

**10. Financial Resources**

*An accredited degree program must have access to sufficient institutional support and financial resources to meet its needs and be comparable in scope to those available to meet the needs of other professional programs within the institution.*

Met	Not Met
[X]	[ ]

The college appears to be on par financially with other colleges within TAMU.

It should be noted, however, that the increased financial burden of an architectural program (increased labs space, equipment, etc) is being met through the implementation of Instructional enhancement/equipment fees, which account for most of the income to make up that delta.

The space crunch is also felt financially, as the increase in the teaching positions and associated support staff and classroom/studio space needs all ultimately require a level of capitol support to realize.

The university is exploring alternative options for colleges with managed enrollment (architecture, engineering, business) such as differential tuition.

**11. Administrative Structure**

*The accredited degree program must be, or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC). The accredited degree program must have a measure of autonomy that is both comparable to that afforded other professional degree programs in the institution and sufficient to ensure conformance with the conditions for accreditation.*

Met	Not Met
[X]	[ ]

The college is appropriately accredited. Additionally, its administrative structure is similar to other colleges within the university, although such structure is not dictated or mandated by the university.

**12. Professional Degrees and Curriculum**

*The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch...), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch..., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.*

Met	Not Met
[X]	[ ]

The Master of Architecture degree along with the BED currently meets the requirement of a minimum of 168 semester credit hours of which a minimum of 30 semester credits must be at the

graduate level. The program needs to be aware, especially with their proposed changes to the BED, of the requirement that by January 1, 2015 the total curriculum needs to include a minimum of 45 semester credits outside of the architectural/professional studies.

### 13. Student Performance Criteria

*The accredited degree program must ensure that each graduate possesses the knowledge and skills defined by the criteria set out below. The knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice.*

#### 13.1 Speaking and Writing Skills

*Ability to read, write, listen, and speak effectively*

Met	Not Met
[X]	[ ]

#### 13.2 Critical 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 them against relevant criteria and standards*

Met	Not Met
[X]	[ ]

#### 13.3 Graphic Skills

*Ability to use appropriate representational media, including freehand drawing and computer technology, to convey essential formal elements at each stage of the programming and design process*

Met	Not Met
[X]	[ ]

Many of the presentations did not indicate an understanding of the design process and how students develop their design solutions. There is a noticeable absence of freehand conceptual drawings, which appear to have been replaced by computer-generated drawings.

#### 13.4 Research Skills

*Ability to gather, assess, record, and apply relevant information in architectural coursework*

Met	Not Met
[X]	[ ]

**13.5 Formal Ordering Skills**

Understanding of *the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design*

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

**13.6 Fundamental Design Skills**

Ability to use *basic architectural principles in the design of buildings, interior spaces, and sites*

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

The students' work meets this criterion, but the graduate level work did not demonstrate the same level of design excellence as their counterparts at the undergraduate level.

**13.7 Collaborative Skills**

Ability to *recognize the varied talent found in interdisciplinary design project teams in professional practice and work in collaboration with other students as members of a design team*

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

**13.8 Western Traditions**

Understanding of *the Western architectural canons and traditions in architecture, landscape and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them*

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

**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
<input type="checkbox"/>	<input checked="" type="checkbox"/>

No required graduate coursework indicated this material was discussed.



### 13.10 National and Regional Traditions

Understanding of *national traditions and the local regional heritage in architecture, landscape design and urban design, including the vernacular tradition*

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

### 13.11 Use of Precedents

Ability to *incorporate relevant precedents into architecture and urban design projects*

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

The team finds evidence of an ability by the students to incorporate precedents through the final study proposals created in ARCH 685. This research and study clearly strengthens the final study done the subsequent semester. However, the use of precedents, and the ways in which they have influenced students design work in prior studies is not evident. The use of precedents throughout the program should be significantly strengthened.

### 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
<input type="checkbox"/>	<input checked="" type="checkbox"/>

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
<input type="checkbox"/>	<input checked="" type="checkbox"/>

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.

**13.14 Accessibility**

Ability to *design both site and building to accommodate individuals with varying physical abilities*

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

While the team finds evidence within student work of an ability to incorporate tenants of accessibility into design projects, this ability varies widely and should be addressed in a deeper way than only restroom and wheelchair accessibility. Particularly issues of accessibility on the site and the lack of a lecture dealing with issues of the American with Disabilities Act (ADA) cause concerns for the team.

**13.15 Sustainable Design**

Understanding of *the principles of sustainability in making architecture and urban design decisions that conserve natural and built resources, including culturally important buildings and sites, and in the creation of healthful buildings and communities*

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

**13.16 Program Preparation**

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 the relevant laws and standards and assessment of their implication for the project, and a definition of site selection and design assessment criteria*

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

**13.17 Site Conditions**

Ability to *respond to natural and built site characteristics in the development of a program and the design of a project*

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

While students deal with topography within design studio projects, the ability to address spaces between buildings and interventions in an urban context was not evident.

**13.18 Structural Systems**

Understanding of *principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems*

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

**13.19 Environmental Systems**

Understanding of *the basic principles and appropriate application and performance of environmental systems, including acoustical, lighting, and climate modification systems, and energy use, integrated with the building envelope*

Met <input checked="" type="checkbox"/>	Not Met <input type="checkbox"/>
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Although this condition was met, there was a belief that HVAC systems incorporation should be more evident in drawings that were presented.

**13.20 Life-Safety**

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

Met <input type="checkbox"/>	Not Met <input checked="" type="checkbox"/>
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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.

**13.21 Building Envelope Systems**

Understanding of *the basic principles and appropriate application and performance of building envelope materials and assemblies*

Met <input checked="" type="checkbox"/>	Not Met <input type="checkbox"/>
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**13.22 Building Service Systems**

Understanding of *the basic principles and appropriate application and performance of plumbing, electrical, vertical transportation, communication, security, and fire protection systems*

Met <input checked="" type="checkbox"/>	Not Met <input type="checkbox"/>
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**13.23 Building Systems Integration**

Ability to *assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design*

Met <input checked="" type="checkbox"/>	Not Met <input type="checkbox"/>
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**13.24 Building Materials and Assemblies**

Understanding of *the basic principles and appropriate application and performance of construction materials, products, components, and assemblies, including their environmental impact and reuse*

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

**13.25 Construction Cost Control**

Understanding of *the fundamentals of building cost, life-cycle cost, and construction estimating*

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

**13.26 Technical Documentation**

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

Met	Not Met
<input type="checkbox"/>	<input checked="" type="checkbox"/>

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.

**13.27 Client Role in Architecture**

Understanding of *the responsibility of the architect to elicit, understand, and resolve the needs of the client, owner, and user*

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

**13.28 Comprehensive Design**

Ability to *produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies, and the principles of sustainability*

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

**13.29 Architect's Administrative Roles**

Understanding of *obtaining commissions and negotiating contracts, managing personnel and selecting consultants, recommending project delivery methods, and forms of service contracts*

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

**13.30 Architectural Practice**

Understanding of *the basic principles and legal aspects of practice organization, financial management, business planning, time and project management, risk mitigation, and mediation and arbitration as well as an understanding of trends that affect practice, such as globalization, outsourcing, project delivery, expanding practice settings, diversity, and others*

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

Consensus is that this course needs to be updated with more current architectural salary and overhead costs information.

**13.31 Professional Development**

Understanding of *the role of internship in obtaining licensure and registration and the mutual rights and responsibilities of interns and employers*

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

**13.32 Leadership**

Understanding of *the need for architects to provide leadership in the building design and construction process and on issues of growth, development, and aesthetics in their communities*

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

**13.33 Legal Responsibilities**

Understanding of *the architect's responsibility as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, historic preservation laws, and accessibility laws*

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

**13.34 Ethics and Professional Judgment**

Understanding of *the ethical issues involved in the formation of professional judgment in architectural design and practice*

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

This criterion is well met by the Ethics and Professional Practice course.

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### III. Appendices

#### Appendix A: Program Information

##### 1. History and Description of the Institution

*The following text is taken from the 2008 Texas A&M University Architecture Program Report.*

Texas A&M University was the first public institution of higher learning in Texas, founded in 1876. Today, it is one of a select few academic institutions in the U.S. to hold triple federal designation as a Land, Sea and Space Grant University. TAMU ranks as the nation's seventh largest university, with enrollment currently at 45,380 students on the main College Station campus, distributed among ten academic colleges. The university is centrally located, approximately equidistant from three of the 10 largest cities in the U.S. (Dallas, Houston, and San Antonio), and from the state capitol of Austin.

TAMU ranks among the top 25 public universities in the *U.S. News & World Report* 2006 "America's Best Colleges" poll, and among the top five in its "best values" ratings. Other national and international publications, including *Kiplingers*, also give the university high marks for academics and value. TAMU consistently ranks among the country's top 20 universities in enrollment of National Merit Scholars, with more than 600 such students currently enrolled.

TAMU conducts research valued at more than \$500 million annually, placing it among the top 20 universities nationally. Branch campuses include Galveston and Qatar, with study centers in Mexico City, Costa Rica, and Castiglion Fiorentino, Italy. TAMU holds membership in the Association of American Universities, a highly selective organization that promotes high standards for teaching, research and scholarship at the undergraduate, graduate and professional levels. It serves as home to one of the largest chapters of Phi Beta Kappa, and ranks at the top among the State of Texas' public institutions in student retention and graduation rates - among the leaders for overall student body and for minority students, both African-American and Hispanic.

The university has an endowment valued at approximately \$4.4 billion, which ranks third among U.S. public universities, and seventh overall.

TAMU has formal agreements for collaborative research and faculty/student exchanges with more than 130 institutions in 52 countries, with active research programs on all seven continents. We rank among the top U.S. universities in attracting international students, with more than 3,500 currently enrolled, from 130 countries

##### 2. Institutional Mission

*The following text is taken from the 2008 Texas A&M University Architecture Program Report.*

The University's Statement of Purpose is "to develop leaders of character dedicated to serving the greater good." This statement is further defined by six core values: loyalty; integrity; excellence; leadership; selfless service; and respect.

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.

People are Texas A&M University's most valuable asset. The University strives to maintain an environment which 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. President Robert Gates instituted a Faculty Re-Investment Program which resulted in the hiring of significant numbers of new faculty.

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.

### **3. Program History**

*The following text is taken from the 2008 Texas A&M University Architecture Program Report.*

From 1905 until 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, the B.S. in Architectural Engineering was replaced by a five-year program leading to a Bachelor of Science degree in Architectural Construction. 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 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 now administers undergraduate courses leading to the four-year Bachelor of Environmental Design (non-professional) degree, as well as graduate courses leading to the Master of Architecture (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, a fourth department, Visualization, was approved by the Texas Higher Education Coordinating Board. As of spring 2008, the Master of Science in Visualization will be administered by the new department.

#### **4. Program Mission**

*The following text is taken from the 2008 Texas A&M University Architecture Program Report.*

The mission of the Department of Architecture is to create and disseminate knowledge of interiors, buildings, cities, in the built and virtual environments, influencing our society to achieve a culture of sustainability: economic, social, and ecological. To achieve this mission, the department engages in teaching, research, and service in keeping with the traditional mandate of a land-grant university.

The faculty are committed to the studio education method that employs project-based learning to model professional behavior and motivate students through meaningful application of the knowledge that they acquire. Students in the pre-professional Bachelor of Environmental Design and the professional Master of Architecture degree programs enroll in design studio courses that tackle architectural projects similar to those faced by professional architects. In the studio projects, an emphasis is shared among the technical and expressive content of design work, the process by which students research, synthesize, and document their design ideas, and the creation of tangible products that achieve high quality of graphic and physical craft.

The Department of Architecture defines studio to include forms that are not typical within an architecture program, such as design/build experiences, research groups, and production of time-based media. These educational experiences share in common project-based learning, inquiry and discovery, collaboration between faculty and students, dedicated space, and the attitudes of reflective practice.

The studio courses are complemented by courses in technology, history, theory, and practice, taught by renowned scholars in those fields, to assure that students may design from a foundation of extensive and comprehensive knowledge of the built environment.

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, the Master of Science in Visualization Sciences, and the PhD in Architecture investigate open

questions in the field and produce a thesis or dissertation that contributes to the body of knowledge of architecture.

The department is also committed to service to the people of Texas, the United States, and the world through engagement in projects of tangible and lasting value to communities. The studio method and the research activities provide students with many opportunities to work with underserved segments of the population, such as the people of the *colonias* along the U.S. and Mexico border, those affected by hurricanes and other natural disasters, and disadvantaged people throughout our communities.

## 5. Program Self Assessment

*The following text is taken from the 2008 Texas A&M University Architecture Program Report.*

### Evidence-Based Design

In the early 1990's, the College of Architecture made a commitment to strengthen the research capabilities of the faculty and departments. This has led to the formation of five research centers within the college, four which are directed by faculty from the Department of Architecture. The centers include: the Center for Heritage Conservation; the Center for Housing and Urban Development; the Center for Health Systems and Design; the CRS Center; and the Hazard Reduction and Recovery Center.

The College of Architecture has one of the most active research programs in the country. Awards of externally funded research in the College typically amount to about \$4-5.5 million per year. The diversity of the college is represented in the wide range of research undertaken by faculty. Perhaps the most distinctive feature of the college's research initiative is the Research and Interdisciplinary Council (CRIC). Its mission is to develop broad-based, interdisciplinary cultures in the College, which encourage the creation, dissemination and application of knowledge in design and construction of built and virtual environments.

M.Arch. students can pursue one of five graduate certificates. Each certificate covers an interdisciplinary area and program of study. Achievement of a certificate depends upon completion of courses designed to expose students to a specific body of knowledge. These certificates are offered through the College research centers. The five certificate programs available to students in the M.Arch. program: Environmental Hazard Management; Sustainable Urbanism; Heritage Conservation; Facility Management; and Health Systems and Design.

### Sustainability and Energy Conservation

Several signature faculty hires in the Department of Architecture have created a core group of faculty of international renown for their work in sustainable design. Dr. Ken Yeang, Pliny Fisk, Dr. Jorge Vanegas each work in different aspects of sustainable design: Dr. Yeang at the large building scale; Prof. Fisk at the small building scale; and Dr. Vanegas at the community scale. All work directly with students, and partner with faculty on research. Faculty from our department are also involved in running the TAMU Energy Systems Lab, one of the nations foremost research groups in energy conservation and sustainability.

### Computing and Visualization

The Texas A&M University Visualization Laboratory in the Department of Architecture was established in 1988. The academic program started one year later. The Visualization Laboratory and Visualization Sciences academic program were created in response to

clear indications that digital visualization was going to play a highly important role in digital communication. This 7,500 square foot space contains a . two video studios, color and black-and-white darkrooms, video editing facilities, image input and output facilities, an electronic classroom, sound creation and manipulation facilities, a Cyberware 3D scanner, research spaces, an immersive visualization lab, and approximately 25 visual workstations.

The video studios total over 2,000 square feet with complete lighting, blue screen, and cyclorama systems. Professional-quality digital video cameras with field kits are available to students for location video shoots. Additional video cameras are located in the studios. The electronic classrooms are equipped with visual workstations, high resolution, multi-scan projectors, multiple format video and DVD decks, and surround audio systems. Recent additions to the laboratory's facilities are high definition digital video equipment and immersive visualization facilities. Courses in visualization and use of the facilities are available to students in the M.Arch. program with a particular interest in animation and its applications for architecture. M.Arch. students can also collaborate with M.Viz. students for their finals studies to produce time-based graphic presentations.

#### Community of Allied Professions

Within our college, we have departments of Construction Science and Landscape and Urban Planning, and will soon have a Department of Visualization, which provide students with an exceptionally wide choice of elective courses and diverse final study committee members. Students are not only exposed to a wide range of professional directions, but to the hybrid professions such as urban design that result from the overlaps between disciplines.

#### Healthcare Facilities Design

The Center for Health Systems & Design is a joint venture between the Colleges of Architecture and Medicine at Texas A&M University, intended to promote research, innovation and communication in an interdisciplinary program that focuses on health facility planning and design. The research interests of faculty fellows range from the effects of stress on patients' health and well being, to the design of healing environments for neonatal patients, children, the elderly, people who live in the Texas *colonias* and AIDS patients. The primary activities of the Center include: a professional associates program, curriculum development, health lecture series and support of health-related research and design projects. Faculty from the Department of Architecture lead the work of the center, and have established international reputations in the field of healthcare design. This center is a strong asset for recruitment into the M.Arch. program.

#### Off Campus Programs

All undergraduates in the College of Architecture are required to study off campus for at least one semester. This can take the form of a study abroad program (60%) or internship (40%). There are also many opportunities for graduate students to study off campus, as part of a program or individually, and there are funding sources available to them for this purpose. The College offers a wide range of national and international programs designed to meet the needs of a diverse student population. Our programs are highly diversified in terms of destinations, levels of cultural immersion, and cost. Students may choose between several faculty-led programs, international reciprocal exchange programs, or a number of independent study-travel opportunities.

We operate programs out of three established study centers, in Castiglion Fiorentino, Italy, Dusseldorf, Germany, and Barcelona, Spain. We have an established and active program based in London that includes urban design study in Oxford and Edinburgh. Plans are being developed for two new programs in the 2007-8 academic year: India and China. Each is being offered by TAMU faculty who are native to those places. We also

offer international reciprocal • exchange programs in Guatemala, Australia, England and Mexico. These are highly immersive programs in which our students attend classes at a partner institution in the local language.

Students can also elect to study at another campus program in the U.S. We have active liaisons with the Washington-Alexandria Program run by Virginia Tech, the Rural Studio at Auburn, and the Artemis Institute at Montana State.

Students who opt to undertake a professional internship spend between 5 and 8 months working in an architectural practice. The internship experience is intended to broaden students' horizons and strengthen their knowledge base by supplementing classroom learning with a "real life" work context. The internship is a formal arrangement between the firm and the Department of Architecture. Students earn six hours of academic credit.

#### Quality of Undergraduate Students

Texas students who place within the top 10% of their high school class are guaranteed admission to the state university of their choice. As one of the two premier state universities, we receive a high number of these students - they currently comprise approximately 2/3 of the entering freshman class. The Department of Architecture has among the highest admissions requirements for undergraduates in the University, further increasing the competency level of entering freshmen and transfer students.

#### Quality and Diversity of Faculty

There are over 60 faculty members in the Department, representing not only those disciplines traditionally associated with the built environment, but also coming from a variety of other academic areas, such as computer science, medicine, psychology, engineering, art and even physics. We have a high number of faculty directly engaged in research compared to other accredited programs. We also have faculty actively engaged in architectural practice.

#### Quality of Staff

We have excellent and knowledgeable staff, particularly in the areas of student advising, at both the undergraduate and graduate levels.

#### Availability of Resources

TAMU has experienced the same fiscal challenges faced by all public institutions in recent years. The Texas A&M System is one of the two premier academic systems in a state that is experiencing an economic boom. However, the state contribution to the university budget is now approximately 27% of the university's revenue, the balance being made up through tuition, fees, grants and contracts, alumni contributions, and income from endowments. Comparatively speaking, our facilities, technology, and resources are plentiful and in very good condition.

Since the last accreditation visit, we have completely remodeled one of our three buildings, creating a 265-seat lecture auditorium and additional classrooms. We are currently remodeling our gallery/review space. We have been allocated space in two additional buildings, the Williams Building and the Pavilion, which we now occupy.

In addition to a well-equipped woodshop, the College of Architecture has completed construction of a major design/build facility, the "Architecture Ranch." This is a 16-acre prototype research facility located at Texas A&M's Riverside Campus (approximately 5 miles from the main campus). This site provides a multi-use structure incorporating classroom and studio facilities, high-tech wood and metal shops and a large indoor-outdoor area that can facilitate large-scale building projects.

#### Financial Support for Students

The Department of Architecture has access to a generous amount of scholarship funding, at both the graduate and undergraduate level. Annual awards total more than \$150,000. A complete listing of scholarships is provided in Section 4.17.

#### Interdisciplinary Opportunity

The College of Architecture is one of the few accredited design schools that houses all of the "built environment" professions. Within the walls of our college, students have opportunity to take courses in construction science; construction management; landscape architecture; urban and regional planning; land development; facility management; and visualization. They are presented with frequent opportunity to work in collaboration with students from other disciplines. These efforts are often faculty-driven, resulting from faculty research collaboration. This particularly benefits graduate students who must construct interdisciplinary final study committees, and who strongly rely upon faculty recommendations for out-of-department committee members.

#### Alumni & Professional Community Support

We have an active Professional Advisory Board that is comprised of former students who are now leaders in the industry. These relationships are fostered through an active outreach program that each year includes an alumni open house held on campus; receptions at the state and national AIA conventions; and an annual banquet celebrating Outstanding Alumni Award recipients. Alumni demonstrate support in the form of endowments, scholarships and internships. We also have a large career fair, managed by AIAS, which is supported by firms with a strong connection to TAMU.

#### IT Support

The computer resources in the Department are excellent, and we receive support from a strong team of in-house technicians who provide both hardware and software assistance. The media support staff maintain a core of sixty student workstations located throughout the college, as well as a stock of laptops and digital cameras, and operate a storefront office offering student assistance with computing and printing. Our department has pioneered IT technology such as web site design, e-learning, wireless networks, notebook requirements, interactive plasma screens, tele-conferencing, and tele-video, digital fabrication, and Building Information Modeling (BIM).

### CHALLENGES

#### Administrative Changes

We are conducting a search for department head, having operated with interim heads for two years. In addition, Dean Regan has announced his pending departure at the end of the coming academic year.

PLAN: A department head recruiting committee has been in operation since M.Arch 2007. They launched an early, proactive search, and have established a list of potential candidates. A second committee will begin interviewing candidates at the beginning of the fall 2007 semester. A dean search committee has already been appointed, and will begin work in fall 2007. Dean Regan has stated that he will remain in office until a new dean has been hired.

#### New Department Formation

A new Department of Visualization will be formed in the coming year, and most of the faculty for the new department will come from the Architecture Department. Most of these faculty members do not teach in the professional programs. However, this move will

decrease the size of the department, in terms of faculty and students, and bring about a shift in the political landscape of the college.

PLAN: This move will take place over a number of years, beginning with the Master of Science in Visualization program moving in fall 2007. This will have a minimal impact on the Department of Architecture. The coinciding of the new department formation and the hiring of a new head of Architecture will provide opportunity for the department to re-invent its structure and outlook, in line with changing demands in the profession and the academy. A series of workshops will take place to define the reformation of the Architecture Department once the new department head is in place by fall 2008.

#### 120-Hour Curriculum Mandate

The State of Texas has mandated that all undergraduate non-professional degrees must have a maximum of 120 hours in the undergraduate curriculum. The Bachelor of Environmental Design degree is currently 135 hours. At the same time, the university core curriculum is increasing; it is now equal to 49 hours. That leaves just 71 hours in the pre-professional architecture curriculum, which has significant implications for the professional curriculum (although a few courses serve double duty as core curriculum and architecture curriculum).

PLAN: A committee of architecture faculty have been working for the past year to create a new undergraduate curriculum that meets the state requirements, and prepares students to enter an M.Arch. program. This innovative curriculum will go into effect fall 2008. Upon adoption of the 120-hour curriculum by the architecture faculty in fall 2007, we will begin to examine the graduate curriculum to address any changes that are needed to meet accreditation guidelines.

#### Competition for Higher Quality Graduate Students

There are seven other professional programs in architecture within a 200-mile radius of TAMU (Rice, U. of Houston, Prairie View A&M, Texas Tech, U. of Texas at San Antonio, U. of Texas at Austin, and U. of Texas at Arlington). All of the programs are growing, particularly at the graduate level. Homeland security protocol is making it more difficult for international students to gain access to the university, so there is greater competition for quality graduate students regionally, nationally, and internationally.

The State of Texas 10% rule almost guarantees high quality undergraduate students. This together with higher admission standards for the undergraduate program have resulted in very strong undergraduate students, and higher numbers of honors students. In contrast, the many of the most desirable graduate applicants who are admitted do not choose to attend TAMU.

#### PLAN:

We are formulating a more aggressive recruiting strategy for the M.Arch. program. As of Fall 2007, we have moved from a single individual managing the M.Arch. program to a core committee approach, composed of experienced, graduate faculty, facilitated by the program coordinator and the program advisor. The first step, a new brochure, is complete. The second step, revision of the website, is underway. Additionally, we are being more pro-active in outreach, including manning a table at AIAS Forum, and devising an early acceptance program for our top BED students. Building strength through faculty recruitment and curriculum revision are also key objectives.

#### Ethnic Diversity

As a non-urban university, ethnic diversity has long been a challenge to Texas A&M. The university, college and department go to great lengths to recruit minority students and

faculty. This is particularly a challenge in architecture, which does not attract large numbers of underserved populations. In the past three decades the university has moved from a male-only institution to one with a student population more than 50% female. Achieving ethnic diversity has been more difficult to achieve.

PLAN: A significant component of our recruiting strategy is active recruitment of students from the Rio Grande Valley high schools to reach Hispanic populations that are now a plurality in Texas. At the graduate level, we now have several graduates of our Ph.D. program teaching at Prairie View A&M, a historically black university located approximately 60 miles from College Station, which has a school of architecture. We are attempting to build a stronger relationship, in part through the sharing of our study abroad programs, hopefully leading to the recruitment of minority graduate students. We have been actively building the number and amount of graduate fellowships and scholarships to help recruit minority international students, and are working in partnership with the university's Office of the Vice President for Diversity to further improve our profile.

#### Faculty Replacement

We are experiencing the retirement of several key faculty and have a shortage of new tenure-track faculty.

PLAN: We are being far more pro-active in our hiring, including personal face-to-face recruiting (at ACSA meetings, for example) rather than waiting for them to respond to ads. A key part of this strategy is keeping tabs on Ph.D. students in a select group of architecture programs. We provide attractive start-up packages that include "signing bonuses," reduced teaching loads, research/travel funding, and arrangements to supervise graduate assistants.

#### Outgrowing Space

The student population in the college is growing; the number of programs is growing; and we are about to form a new department. Space is at a premium, particularly for design studios, which cannot be shared with other programs or departments.

PLAN: The College of Architecture is high on the university's list for a new academic building, and this issue is high on Dean Regan's list of concerns. Some relief for our space shortage will come in the form of newly available space in an adjacent building within the next year. Additional space may become available from the construction of a shared academic building to be constructed next to the Architecture complex. We are also looking at a more efficient means of utilizing studio space.

#### Studio Faculty

Our department has placed an emphasis on hiring interdisciplinary faculty with strong research credentials. This has affected the numbers of faculty with a primary interest in design practice and teaching design studio. This situation is increased by the difficulty in building a practice in the Bryan/College Station area (although the area is growing, and practice opportunity is increasing), which makes the department less attractive to faculty candidates who are primarily practitioners.

PLAN: An outcome of the curriculum development has been a renewed commitment to studio teaching, which is taking on a new format, and will require a more structured and coordinated approach to studio teaching. We are actively building strength in the studio teaching faculty; the most recent faculty search committee was specifically instructed to look for candidates with evidence of strong studio teaching interest and capability, and two new, very promising hires resulted from this search. Additionally, the University has devised new faculty ranks, such as Professor of Practice, that will allow hire of individuals who concentrate on professional education.



#### Quality of Studio Space

While the graduate architecture studios are quite adequate, the environmental quality of the undergraduate studios is a challenge. Part of this issue is due to space shortage, but other aspects relate to age and heavy use of facilities, and the changing ways we teach studio. There is a need for crit space; additional pin-up space; large format computer screens, etc.

PLAN: Funding is available to improve the physical quality of studios, and purchase new furnishings. Several issues have been in flux, which have slowed this process: implementation of the student laptop computer policy; development of the new undergraduate curriculum; and a desire to investigate new trends in studio facilitation. Resolving this challenge is one of the highest priorities in the department.

#### Lack of Interdisciplinary Studios and Fluidity Between Programs

While we enjoy close physical proximity with allied professional programs within the college, tight curriculum requirements inhibit cross-registration, particularly in studio, and particularly at the graduate level.

PLAN: Promotion of interdisciplinary studies is a major objective of the college. Administrators are looking at reducing roadblocks to student fluidity. Attempts to coordinate teaching with other departments are recognized and encouraged.

#### Frontiers in Learning & Practice

All aspects of architectural practice are changing. The academy must respond to needs that are present today, yet also be able to anticipate future trends. In particular, research conducted by the CRS Center is coupled closely with trends in practice, such as integrated practice, comprehensive life-cycle services, and information technology. Faculty are encouraged to collaborate more closely with practice through service, consulting, provision of continuing education, and employment in firms. Still, there is a need for the dialogue between researchers in academia and practitioners in the field to be strengthened.

PLAN: We are using the mandated 120-hour curriculum requirement to design a curriculum that will serve our students into the future, by connecting research more directly to practice, and linking required courses more closely to studio. This is being achieved, in part, by offering greater choice through more electives and tracks to pursue specific areas of interest (which can change in response to demand).

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## Appendix B: The Visiting Team

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## Appendix C: The Visit Agenda

**Saturday  
M.Arch 22**

### Team Arrives at College Station

12:20 PM Kevin G. Montgomery, FAIA (NCARB)  
American Flight 3213

1:35 PM Jonathan Bahe, AIAS  
Continental Flight 9513

1:35 PM Luis Badillo, AIA  
Continental Flight 9513

11:15 AM Paul Bohn, Observer  
1:30 PM (will drive to College Station ETA)

8:09 PM Barbara Sestak, ACSA  
American Airlines Flight 3217

### After arrival team checks in at

Amerisuites Hyatt Place  
College Station  
1100 University Drive East  
College Station, TX 77840

5:00 PM - Team Orientation and Review of APR  
7:00 PM Amerisuites Conference

7:30 PM Dinner (NAAB Accreditation Team Members/Observer)  
La Rivera  
3700 South Texas Avenue, Suite 300  
Bryan, TX 77803

**Sunday  
M.Arch 23**

8:00 – Breakfast & Entry Meeting with Dean Regan, Mark Clayton, NAAB Accreditation  
9:00 AM Team Members and Observer

Hilton Hotel  
801 University Drive East  
College Station, TX 77840

9:30 - Team Room Orientation w/NAAB Accreditation Team Members, Observer  
10:30 AM

- 10:30 -  
12:15 PM      Tour of Facilities: Campus & Architecture Complex (NAAB Accreditation Team Members, Observer, Elton Abbott and Robin Abrams)
- TAMU Campus  
Langford Architecture Complex
- 12:30 –  
1:230 PM      Langford A202  
Catered/Blue Baker  
NAAB Accreditation Team Members, Observer, Mark Clayton, Robin Abrams, and Phill Tabb
- 2:00 –  
5:30 PM      Review of Student Exhibits  
Team Room  
NAAB Accreditation Team Members and Observer
- 6:00 –  
8:30 PM      Informal Contact with Graduates and  
Light Dinner
- Rodney Hill's House  
119 Lee Avenue  
NAAB Accreditation Team Members, Observer, Recent and past graduates, local registration board members, and representatives of the AIA Chapter, invited students and faculty Coordinated by R. Abrams & E. Abbott

**Monday  
M.Arch 24**

- 7:00 –  
8:00 AM      Breakfast  
Hilton Hotel  
NAAB Accreditation Team Members, Observer, Dean Regan and Mark Clayton
- 8:15 -  
9:45 AM      Entrance Meeting with IT, Business, and Facilities Staff  
and Library Staff
- Langford A205 and Langford A217  
NAAB Accreditation Team Members, Observer, M. Randle (Assistant Dept. Head in Architecture), J. Raupe and D. Nichols (Student Advisors), New IT Manager, T. Butler and C. Tedrick (Facilities), C. Novosad (Business), P. Bender (Library)
- 9:45 –  
10:45 AM      Langford A217  
NAAB Accreditation Team Members, Observer and Open Faculty Participation.
- 11:00 -  
11:30 AM      President's Conference Room  
NAAB Accreditation Team Members, Observer and President Elsa Murano, Provost Jerry Strawser
- 12:00 –  
2:30 PM      Lunch Tour

Solar D House @ Bush Library & Architecture Ranch  
NAAB Accreditation Team Members, Observer, M. Clayton, R. Abrams, P. Fisk and E. Abbott.

2:30 –  
5:00 PM      Debriefing Session – Visits to Studios  
Team Room  
NAAB Accreditation Team Members and Observer

5:15 –  
6:30 PM      Meeting with Students  
Geren Auditorium  
B102  
NAAB Accreditation Team Members and Observer

7:00 PM      Dinner  
Café Eccel  
101 Church Avenue  
College Station, TX 77840  
NAAB Accreditation Team Members and Observer, AIAS President, Tau Sigma Delta President and Selected Students

**Tuesday  
M.Arch 25**

8:00 –  
9:00 AM      Breakfast  
  
Hilton Hotel  
NAAB Accreditation Team Members and Observer, Dean Regan, Mark Clayton

9:15 –  
10:15 AM      Tour of Research Centers  
  
Williams Building Pavillon  
NAAB Accreditation Team Members and Observer - Facilitated by R. Abrams  
  
Observation of Lectures and Seminars; Review of General Studies, Electives,  
and Related Programs;

10:00 AM –  
12:00 PM      Review of School Records and Transfer Credit Assessment

12:15 –  
1:15 PM      Lunch and Second Meeting with Faculty  
  
A217  
Catered/Blue Baker  
NAAB Accreditation Team Members and Observer and Faculty

1:30 –  
5:00 PM      Observation of Lectures and Seminars

Review of General Studies, Electives, and Related Programs Review of School  
Records and Transfer Credit Assessment

Team Room  
NAAB Accreditation Team Members and Observer and Facilitated by R. Abrams

5:30 PM Accreditation Deliberation amnd Drafting the VTR

Dinner  
Team Room (Dinner Delivered to Team Room)  
NAAB Accreditation Team Members and Observer

**Wednesday  
M.Arch 26**

8:00 – 9:00 AM Exit Meeting with Program Administrators  
Breakfast

A217  
Catered/Blue Baker  
NAAB Accreditation Team Members, Observer, Dean Regan and Mark Clayton

9:00 – 10:00 AM Exit Meeting with Dean Regan  
Dean's Office  
NAAB Accreditation Team Members, Observer and Dean Regan

10:30 - 11:00 AM Exit Meeting with President Murano and Provost Strawser  
President's Conference Room  
NAAB Accreditation Team Members, Observer and President Murano,  
Provost Strawser

11:30 - 12:00 PM Exit Meeting with Students & Faculty  
2<sup>nd</sup> Floor, Building A  
NAAB Accreditation Team Members, Observer and Students and Faculty

6:35 PM Kevin G. Montgomery Departure  
American Airlines Flight 3278  
College Station Airport  
NAAB Accreditation Team Members, Observer & Facilitated by R. Abrams

1:55 PM Barbara Sestak Departure  
Continental Airlines Flight 9537

1:55 PM Luis Badillo Departure  
Continental Airlines Flight 9537

1:55 PM Jonathan Bahe Departure  
Continental Airlines Flight 9537

1:30 PM Paul Bohn Departure (Drive to Houston – Estimated Time 1:30 PM)



IV. Report Signatures

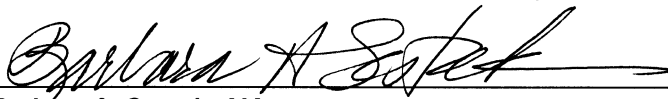
Respectfully submitted,



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Kevin G. Montgomery, FAIA  
Team Chair

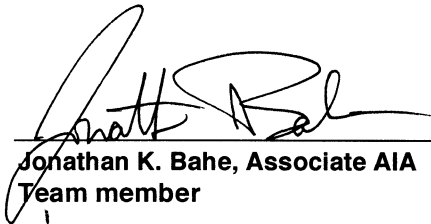
Representing the NCARB



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Barbara A. Sestak, AIA  
Team member

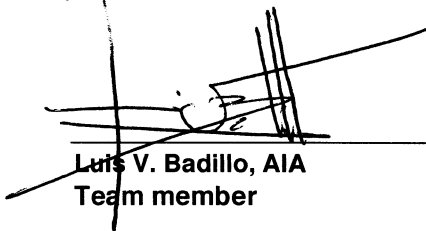
Representing the ACSA



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Jonathan K. Bahe, Associate AIA  
Team member

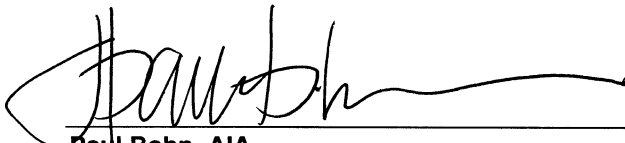
Representing the AIAS



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Luis V. Badillo, AIA  
Team member

Representing the AIA



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Paul Bohn, AIA  
Observer

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FINAL DRAFT