

**University of Texas at Austin
School of Architecture**

**Architecture Program Report for 2012 NAAB Visit for
Continuing Accreditation**

**Bachelor of Architecture (5 years/167 credits)
Master of Architecture (degree + 3½ years/111 credits)**

**Year of the Previous Visit: 2006
Current Term of Accreditation: Six-year term**

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

I.1. Identity & Self Assessment

I.1.1. History of Institution

The University of Texas at Austin, endowed and maintained by state legislative grant, is the oldest and largest of the fifteen component institutions of The University of Texas System. Founded in 1881, the University began formal instruction September 15, 1883. The grounds have grown from the original 40-acre hilltop to an attractive campus of more than 300 acres situated near the center of the capital city of Texas. Architects of existing campus buildings include Cass Gilbert, Paul Philippe Cret, O'Neil Ford, Skidmore, Owings & Merrill, Cesar Pelli, Lake | Flato Architects, Overland Architects, and Kallman, McKinnell & Wood.

As a public institution, established by the state constitution, The University of Texas at Austin derives part of its income directly from the state. An additional source of income is the Permanent University Fund, which consists of revenue from the two million acres of land in West Texas granted to The University and its branches in 1876 and 1883. Fees paid by students are added to legislative to legislative appropriations and income from land and bonds. The proceeds of endowment funds and other donations by individuals and organizations provide important additional support to research and teaching at The University.

The University is home to more than 50,000 students, over 3,000 full-time faculty members, and 18,000 staff members. The campus supports 39,000 undergraduate students and 11,000 graduate students, distributed across 16 individual colleges and schools, with many interdisciplinary and joint-degree programs. Currently, 333 different degree plans are offered, 123 of which are bachelor's programs. Seven museums and 17 libraries, as well as first-class performing arts centers and athletic facilities, support the educational mission of the University and are also available to the public at large.

In 2004, the University identified specific areas of focus to carry the institution through the 21st century. The Commission of 125 Report (present in the team room as Appendix 5) identified two broad, complementary initiatives: first, to develop a new undergraduate core curriculum to better prepare students for "lives of accomplishment; and second, to recognize and promote leadership across all academic departments and colleges. The report also stresses the value of maintaining a high quality campus environment, and reaffirmed the Core Purpose and Core Values of the University.

Mission of Institution (adopted 1983)

To promote the development of the human resources of Texas and the nation to their highest potential of intellectual achievement and personal growth;

To provide excellent teaching for the education of qualified and promising undergraduates and graduates of diverse social, economic, and ethnic backgrounds;

To conduct research designed to develop and to extend human knowledge;

To advance the arts and to preserve culture;

To cultivate in the minds of the students the ethical and moral values that are the basis of a humane social order;

To maintain intellectual freedom, to protect it from those who seek to shackle independent thought, and to guard against unquestioning conformity to established intellectual doctrine;

To provide superior libraries that will serve as centers of scholarly research and as learning resources for students, faculty members, and the people of Texas;

To render service to the public through museums, exhibitions, performing arts, and other cultural activities; through applied research; through dissemination of information; and through athletic activities;

To provide continuing and advanced education for professional development and intellectual enrichment; and

To serve as the leader of higher education in Texas and to develop further a superior system of higher education, as well as to sustain and strengthen the quality of primary and secondary school education throughout the State.

History of Program

In 1910, The University of Texas at Austin began offering a professional degree in architecture and, in 1948, established the School of Architecture. The School is centrally located on campus in four adjacent buildings: the historically significant Battle Hall (1911) and Sutton Hall (1918), both designed by distinguished American architect Cass Gilbert; Goldsmith Hall (1933), designed by noted architect and campus planner Paul Philippe Cret; and the West Mall Office Building (1961).

Initially established as a division of the College of Engineering, The School of Architecture became a fully autonomous unit in 1951 under the direction of Harwell Hamilton Harris. Over the next several years Dean Harris built an extraordinary young faculty including Colin Rowe, John Hedjuk, Werner Seligmann, Bernard Hoesli, and Robert Slutzky, positioning the School as a participant in a larger international dialogue about architecture. In 1950, a program of graduate study was established in Community and Regional Planning, a degree accredited by the Planning Accreditation Board (PAB) since 1969. In 1985, Charles Moore, one of the country's most distinguished architects, became the first O'Neil Ford Centennial Professor of Architecture, bringing national acclaim to the School's post-professional program as its director. His legacy remains at the School in its deep concern for humanistic principles and sense of wonder. Many of Moore's colleagues still teach at UTSOA and the alumni from his tenure remain committed to his principles and pedagogy. The Charles W. Moore Foundation was established in 1997 in Austin, Texas to preserve Moore's last home and studio.

Growth of the university created the need for the School of Architecture to adopt a separate admissions process in 1971. At that point, the undergraduate Bachelor of Architecture program accounted for the majority of students in the School. In the mid-1980s, a policy was initiated to reduce undergraduate admissions and increase the number of graduate admissions in architecture while maintaining a constant student body size. This transition occurred over a five-year period, such that the current composition of the School is roughly half undergraduates and half graduates. In 2010-11, the student body included approximately 284 Bachelor of Architecture and 174 Master of Architecture degree-seeking students (including non-accredited Post-Professional degree candidates).

The School has benefited from two additional programs in recent years. In 1997, the School initiated the degree program in interior design which previously resided in another college. The Bachelor of Science in Interior Design is a professional degree program accredited by the Council for Interior Design Accreditation (CIDA). More recently, a Master of Interior Design program was implemented in 2010. Additionally, in 2003, the School began to offer a graduate degree in Landscape Architecture. The Master of Landscape Architecture program is fully accredited as of its 2006 review from the Landscape Architecture Accreditation Board (LAAB).

In addition, the establishment of the three UTSOA centers: Center for Sustainable Development, Center for American Architecture and Design, and the Lady Bird Johnson Wildflower Center significantly enhances educational opportunities for students and faculty. The Center for American Architecture and Design was founded in 1982 with a focus on regional architecture, and now expands its scope to include the investigation of fundamental issues of design that are integral to our understanding of architecture. The Center for Sustainable Development was founded in 2001 with a mission to lead the study and practice of sustainable development in Texas, the nation, and the world through complementary programs of research, education, and community outreach. The CSD is unique in its integration of diverse

interests to develop creative, balanced, achievable solutions to the physical and social challenges facing the planning, construction, and preservation of buildings, neighborhoods, and regions. The Lady Bird Johnson Wildflower Center was incorporated into the School of Architecture in 2006 and acts as a research unit of the School of Architecture and the College of Natural Sciences, providing teaching faculty and a unique learning landscape.

Today, the School of Architecture offers a broad range of undergraduate and graduate degrees, including dual degrees, in Architecture, Architectural History, Community and Regional Planning, Historic Preservation, Interior Design, Landscape Architecture, Sustainable Design and Urban Design. The programs in architecture are consistently highly ranked by *DesignIntelligence*® (undergraduate #7 and graduate #10) as are the programs in interior design (#6), landscape architecture (#12), and community and regional planning (#15 by Planetizen in 2012).

Mission of Program

As stated in its mission statement, the School of Architecture is “committed to enhancing its Texas-wide, national, and international reputation for teaching and research programs that are directed towards improving the health, beauty, equity, and efficiency of the built and natural environments.” This mission is supported with broad attention in the school’s core purpose, vision, and practices and code of values:

UTSoA CORE PURPOSE

Improving lives through the responsible design of enduring places and communities

VISION

Through the implementation of our core practices and code of values, UTSoA seeks to advance the practice of design and planning to improve our built environment

CORE PRACTICES

Uniting theory with practice. UTSoA values the union of innovative theory with responsible practice as the best means to serve society. We recognize that it is only through design creativity and intellectual invention that the highest form of design and planning professionalism arises.

Embracing interconnectivity. The interconnections among the design, planning and research disciplines of UTSoA enrich the School and the University as a whole. Our participation in a diverse, cooperative dialogue creates a fuller context for the advancement of our field for the benefit of society.

Engaging communities. UTSoA serves many communities in a responsible manner as a laboratory for ideas. Open, active and ongoing communication with our community are a means to strengthen the relevance of our mission, to contribute to the greater good, and to underscore the importance of civic responsibility.

Continuously committing to teaching. UTSoA is committed to the continuing development of the art of teaching so that our core values may be instilled in our students and that they may be inspired to have positive impact on society.

CODE OF VALUES

1. Collegiality: We encourage positive working relationships within the School and among faculty and staff to serve the School’s mission.
2. Teaching excellence: We are committed to the continuing development of the art of teaching as well as to the individual and collective development of our students.
3. Pluralism: We advocate tolerance and broadmindedness for diverse ideas as these provide a richer environment for creative exploration than fidelity to narrow doctrines.

4. Interconnectivity: We encourage participation in a diverse, cooperative dialogue as this sets a richer context for intellectual advancement than the operation of subcultures.
5. Professionalism: We believe that creativity and invention do not replace but emerge from responsible professionalism, solid disciplinary skills and critical thinking.
6. Exploration: We support advanced research and scholarship to guide the future of our disciplines and to offer options for new possibilities and directions.
7. Activism: We recognize that open, active and ongoing communication with our community are a means to strengthen the relevance of our mission, to contribute to the greater good and to underscore the importance of the design community's civic responsibility.
8. Change: Our work benefits from the reflection on the past to create a context for meaningful discussion of current ideas and to discover directions for the future.
9. Locality: Respect for and an understanding of culture, site and context reflect and create a sense of place.

Through approaches that emphasize solving actual and theoretical problems, students gain the knowledge and skills necessary to link understanding to experience, theory to practice, and art to science in ways that respond to human needs, aspirations, and sensibilities. Architecture students complete their degrees with the knowledge, creativity, and critical thinking skills required not only to be proficient within the professional environment, but also to transform the lives of individuals and, consequently, society as a whole.

Culture of Program

The school is one of the smallest academic units on campus, which creates an intimate educational environment. Each degree supports a relatively small number of participants with a robust identity of its own. With its consortium of architects, interior designers, landscape architects, planners, historians, and scholars, the school strives to improve and transform the human environment through advancement in design and technology.

Relatively unique at the University of Texas, the School of Architecture is a non-departmentalized college. As a consequence, all of the school's resources can be utilized where deemed most appropriate, and there are no administrative barriers between disciplines. Accordingly, UTSoA faculty are free to move between programs and work collaboratively across disciplines. A culture of collegiality is created that respects interaction between disciplines.

Interactions between Program and Institution

The School of Architecture and the University of Texas at Austin are mutually beneficent to each other, especially through discovery, teaching, engagement, and service. There are many activities and initiatives that illustrate the program's benefit to the institution.

- The UTSoA contributes to discovery at UT through programs such as the Smart Building Initiative (SBI), an interdisciplinary research endeavor sponsored by the SoA's Center for Sustainable Development. The UT Smart Building Initiative is one of the inaugural recipients to receive Longhorn Innovation Fund for Technology (LIFT) support in 2011. LIFT is a fund of approximately \$500,000 that is awarded by the UT Research & Educational Technology Committee (R&E) to innovative academic technology projects. The Smart Building Initiative plans to develop an integrated system for understanding the relationship between energy usage and user behavior, and to create a method for sharing that information with facility managers and the occupants themselves on campus and elsewhere.

- The UTSOA leads the university in teaching. For example, Lawrence Speck, FAIA, distinguished professor and former dean of the School of Architecture, has been recently awarded the 2011 Topaz Medallion for Excellence in Architecture Education, the highest honor awarded to an architectural educator from the American Institute of Architects (AIA) and the Association of Collegiate Schools of Architecture (ACSA). His lecture courses attract more students (architecture majors and non-majors) than any professor at the university, making him one of the most influential teachers on campus. In addition to Professor Speck, the School is proud to have many faculty members that have been acknowledged for their teaching with awards such as the University of Texas System Regents' Outstanding Teaching Award, the Friar Centennial Teaching Fellowship, the Chancellor's Council Teaching Award, the Rome Prize, the ACSA Distinguished Teacher Award, the ACSA New Faculty Teaching Award, among others.
- The UTSOA engages the community from the university to the region to the world. In 2006, a team of faculty and students exhibited "Resilient Foundations: The Gulf Coast after Katrina" in the 10th Architecture Exhibition of the Venice Biennale, the premier international design exhibition in the world. The University of Texas at Austin School of Architecture was one of 12 influential research institutions worldwide invited to participate in the 10th annual Venice Biennale Architecture Exhibition. The exhibition focused on post-Katrina reconstruction plans for the Gulf Coast including New Orleans, with particular attention given to both the natural and cultural systems. In creating the exhibit, the School of Architecture acted as both curator and contributor, enabling the international public to view a wide range of responses.
- The UTSOA is a leader in service among University programs. Students and faculty participate directly in service learning projects that directly benefit a particular community. For example, the Center for Sustainable Development supported the first ever *Public Interest Design* (PID) summer design/build studio in East Austin. The course connected students with leading practitioners in public design, equipping them with the tools to leverage the practical and ethical complications of public service as a means to heighten the quality of their work by seeking innovative design solutions that positively impact larger social problems. This summer's cohort included students from UT Austin, Harvard, Georgia Tech, Wisconsin, Syracuse, College of Charleston, Iowa State, and Nebraska, from programs in architecture, landscape architecture, planning, urban studies, geography, political science, policy studies, economics, and sustainable design. The course was taught by Bryan Bell, and included an array of special guest lecturers including David Perkes from the Gulf Coast Community Design Studio, Victoria Bell from Ballard Bell Architecture, Jess Zimbabwe from Urban Land Institute, and John Peterson of Public Architecture.

The School of Architecture seeks to assist those who wish to develop knowledge, sensitivity, and skill in design, planning, and construction, so that as professionals, they may improve the human environment. The curriculum offers opportunities for a broad education in professional subjects and in the arts and the humanities. Through its consortium of architects, educators, and scholars in these fields, the school provides a service to society and to architecture by advancing the state of the art in design and technology.

I.1.2. Learning Culture

In 2002, the American Institute of Architecture Students (AIAS) created a task force to address both the positive and negative aspects of studio culture, calling for explicit policies to clarify the positive values: optimism, respect, sharing, engagement, and innovation. These values are fully supported by the School of Architecture.

The policy states, "The University of Texas at Austin School of Architecture believes in the value of the design studio model. Studio learning encourages dialogue, collaboration, risk-taking, innovation, and learning-by-doing. The studio offers an environment where students can come together to ask questions and make proposals, which are developed and discussed in a larger group. UT studios offer intensive one-on-one instruction from faculty members, and provide the opportunity for each student to develop

his/her critical thinking skills, spatial and material sensibilities. Our design studio offers a synthetic form of education, where project-based learning becomes the foundation for developing an understanding of and commitment to the School's core values — broadmindedness, interconnectivity, professionalism, exploration and activism — all in service of architecture's fundamental mission: to improve the quality of the built and natural environments." In addition, the policy outlines ten principles: open-ended questions, balance, time management, design process, grades, collaboration, interdisciplinary opportunities, faculty development, critiques/reviews, and diversity.

The UTSoA developed its initial Studio Culture policy in 2005 through conversations with students and faculty and continues to update this document to reflect changes in curriculum. This policy is accessible to all on the school's website at <http://soa.utexas.edu/architecture/culture> (Appendix 5) and includes an explanation of the reasons why the policy was established for the school.

Social Equity

The University of Texas at Austin includes the Division of Diversity and Community Engagement (DDCE), whose mission is to advance "socially just learning and working environments that foster a culture of excellence through diverse people, ideas and perspectives. We engage in dynamic community-university partnerships designed to transform our lives." The UTSoA embraces the mission of the DDCE and has benefited from its support including, but not limited to, thematic faculty hires in Latin-American Studies, Engineering, and Community and Regional Planning. The DDCE's strategic areas are community engagement, academic diversity initiatives, school partnerships, and institutional equity. The UTSoA focuses on these areas through its commitment to addressing design challenges with the advocacy of all voices.

In 2008, Dean Fritz Steiner commissioned a Diversity Task Force with the charge of gathering feedback from students, faculty, and staff, presenting a report of its findings, and drafting a strategic plan for addressing diversity and equity within the School. The Diversity Task Force was comprised of representatives from all programs in the School, including students, alumni, faculty members, and staff members. Two school-wide forums were held in 2008 (Appendix 5) to solicit input on three general topics — Recruitment, Curricula, and Cultural Competency. Each forum generated streams of thought and ideas about the challenges, consequences, and implications of achieving greater diversity and equity within each program and the School as a whole.

The "Framework for Diversity" was approved unanimously by the faculty and implemented in 2010. The plan highlights goals and strategies including: To create and sustain a culture of respect, support and inclusivity for all people in the school; Actively engage, recruit, and retain individuals from all populations to the school; Prepare students in all degree plans within the school to understand, address, and solve issues for people and communities of all backgrounds; and Develop and Strengthen relationships with diverse cultures and societies. The information is accessible in a pamphlet as well as on the school's website at <http://www.soa.utexas.edu/diversity>

In addition, each academic unit across the university has a Minority Liaison Officer (MLO). MLO's are faculty members who have been appointed by their departments or programs to act as a resource for enrolled and prospective minority students. In addition they act as advisers and advocates for enrolled minority students.

Harassment and Discrimination

It is the policy of The University of Texas at Austin to provide an educational and working environment that provides equal opportunity to all members of the University community. The School of Architecture works within this policy to achieve equity and diversity in student admissions, advancement, retention, and graduation. The following is the University of Texas policy regarding equal educational opportunity:

In accordance with federal and state law¹, the University prohibits unlawful discrimination, including harassment, on the basis of race, color, religion, national origin, gender, including sexual harassment, age, disability, citizenship, and veteran status.

Procedures for filing discrimination complaints on the basis of gender, including sexual harassment, are addressed in the Handbook of Operating Procedures by HOP Policy 4.B.2. Pursuant to University policy, also prohibited is discrimination on the basis of sexual orientation, gender identity, and gender expression. These policies apply to visitors, applicants for admission to or employment with the University, and students and employees of the University who allege discrimination by University employees, students, visitors, or contractors. An administrative department of the University, the Office of Institutional Equity, deals with grievances related to harassment and discrimination. For more information on these policies, please visit the Office of Institutional Equity: <http://www.utexas.edu/eos/>.

In addition, the university maintains a Compliance Program to ensure the university operations comply with state and federal laws including, but not limited to, Title VII of the Civil Rights Act, Family and Medical Leave Act (FMLA), Fair Labor Standards Act (FLSA), Americans with Disabilities Act (ADA), Health Insurance Portability and Accountability Act (HIPAA), Workers' Compensation, State Ethics Statement, and Uniform Services Employment and Reemployment Rights Act (USERRA).
<http://www.utexas.edu/hr/hrpro/comply/understanding.html>

Academic Integrity

The principles of the University Honor Code both govern and direct student conduct, to promote a safe environment that is conducive to academic success and to ensure that each University student graduates ready to contribute to society as an ethical citizen.² The University's honor code is stated, as "The core values of the University of Texas at Austin are learning, leadership, individual opportunity, and responsibility. Each member of the University is expected to uphold these values through integrity, honest, trust, fairness and respect toward peers and community."

I.1.3. Responses to the Five Perspectives

The five perspectives are evident in a myriad of places throughout our school and its curricula; they serve as guiding principles for much of what we do. Below we have singled out just a few aspects of one or two instances where each perspective is powerfully present.

Architectural Education and the Academic Community

The University of Texas at Austin is a top research university whose motto is "What Starts Here Changes the World." The faculty, students, and alumni of School of Architecture have had and continue to have a significant and distinctive impact in the built environment.

Three factors contribute significantly to our strong position within the university: (1) Our physical location, at the very heart of the campus, gives us a presence and a visibility that offers exceptional opportunities for connectedness. (2) The very strong qualifications of our students—incoming architecture freshmen have the one of the highest average SAT scores on campus—as well as their reputation for commitment and hard work wins great respect among our university peers. (3) The breadth of our faculty (whose graduate degrees include business, law, engineering, art, art history, philosophy, anthropology and economics as well as architecture, planning and design) offers a natural point of connection in a broad, multi-disciplined university.

¹ See Section 13-204 of the Institutional Rules on Student Services and Activities (Appendix C to the General Information Catalog) for further information concerning harassment; and Sec. 11-501(b) for information concerning enhanced student penalties for offenses motivated by race, color, or national origin. Sources: Titles VI and VII of the Civil Rights Act of 1964, as amended; Age Discrimination in Employment Act of 1967, as amended; Age Discrimination Act of 1975; Americans with Disabilities Act of 1990; Equal Pay Act of 1963; Veterans Readjustment Act of 1974; Executive Order of 11246; Sections 503 and 504 of the Rehabilitation Act of 1973; Title IX of the Education Amendments of 1972; Texas Labor Code, Chapter 21; BOR 2.1.6.

² Taken from Appendix C of the General Information catalog, Issue Number 2011/4. To view the full catalog, visit <http://registrar.utexas.edu/catalogs/gi11-12/>

The School of Architecture has embraced these opportunities and has established itself as an active participant in its academic community. Building on the values of interconnectivity and pluralism, the School has formal associations with multiple units across campus for dual degrees, certificates, and portfolios including, but not limited to, Engineering, Liberal Arts Plan II (honors program), Business, Latin American Studies, and Geography. Further connections are established through research and teaching with Art and Art History, History, Economics, Public Policy, Business, Law, Drama, Communications, and Social Work.

Building upon these affiliations, the School organizes symposia and publications to foster these relationships. Initiated in 2009 by the UTSOA Center for Sustainable Development, the *Campus Sustainability Symposium* is an annual interdisciplinary forum for sustainability-related research projects and operations initiatives led by faculty, staff and students across campus. The Center for American Architecture and Design hosts symposia that examine the issues that impact architecture and design in the Americas including the ongoing *Latitudes* symposia as well as unique events like *Music in Architecture – Architecture in Music* this fall. Additionally, the School initiated a program in 2002, called *Books and Buildings*, to celebrate the diverse achievements of alumni and faculty members whenever they complete significant works of architecture and/or scholarship. Open fora, such as these, have served as an excellent opportunity for “cross-pollination” within the School as well as the larger university community.

Architectural Education and Students

A Core Purpose for The University of Texas at Austin is “to transform lives for the benefit of society.” The School builds upon the university’s statement through the value of “pluralism” and the practice of “embracing interconnectivity” to enrich the School, the University and the community. The School of Architecture addresses that Core Purpose and Value, not only in the classroom and studio, but also in creating an environment in which students can grow socially and intellectually as leaders in a larger community.

The School of Architecture encourages first-hand experiences of diverse peoples, places and cultures - nationally and internationally - so that we might better engage the world in which we live. Educational study abroad experiences can be integrated into degree plans in several ways. The UTSOA study abroad programs include *Study in Italy*, *Europe Program*, and *Studio Mexico*. Each is an upper-level offering for both undergraduates and graduates and provides a full-semester’s worth of credit toward the degree. Additionally, the UTSOA faculty members have taught university-organized programs, *Maymester* and *Summer Program* in locations such as Japan, Germany, and the Netherlands. (See Part 1, Section 2.1 for more information on UT faculty-led study abroad opportunities.) These summer options are open to students across campus and frequently attract students interested in architecture faculty and courses. Furthermore, advanced design studios, such as the so-called O’Neil Ford Studios, may contain travel as an essential component of the studio experience. Most recently, the O’Neil Ford Studios have traveled to China, Brazil, Ecuador, and Norway, among others. These programs emphasize the breadth and diversity of architecture as a cultural phenomenon and as a profession.

International travel for academic purposes is extensively supported by endowments including the *William H. Emis III Traveling Scholarship in Architecture*, the *Blake Alexander Traveling Student Fellowship in Architecture*, the *Dick Clark Travel Fund*, the *Veselka Graduate Research Travel Endowment* and, especially, the *Mike and Maxine K. Mebane Endowed Traveling Scholarship in Architecture*. The significant financial support enables a great number of students to participate in these and other study abroad experiences.

The same attitude pervades our on-campus curriculum. The high caliber of our students encourages the celebration of differences, self-direction and dignity; a very natural process that blends individual and collective learning agendas. At strategic points in both undergraduate and graduate programs, students are asked to make important choices about their education for themselves. Graduate students select “vertical studio” options from their first semester onward, and all students select advanced design studio options as a way of embracing individual interests and paths within architecture.

Architectural Education and the Regulatory Environment

As stated in the Core Practices, the School supports “uniting theory with practice.” This is not only demonstrated by our faculty members, many of whom maintain robust professional careers, but, equally significant, through our architecture curricula. For example, in the course of their studies, the students are required to take a comprehensive studio(s) as described in the Bachelor of Architecture and Master of Architecture degree plans. In many ways a capstone experience, the comprehensive studio requires “the union of innovative theory with responsible practice” in the studio setting.

With four studios, two environmental controls, and three construction courses completed at minimum, the students enter the comprehensive studio, whether Design VI for undergraduates and/or Advanced Design/Technical Communications, with the goal of applying the various bodies of information in design of a complex building. Students test and apply the knowledge, whether best practices and/or regulations, gained from the technology courses in a substantial building design. Paralleling the profession, the students produce a substantially complete set of documents (and models) that address site design, structure, material assemblies, codes, HVAC, details and so on. While competence is expected, most students seek innovation emerging from an understanding of solid disciplinary skills. The comprehensive studio is essential to the “sound preparation” of the students as they transition to a professional environment including licensure.

Given this particular academic preparation, it is not surprising that many of the UTSOA graduates in architecture leave the School with significant experience in the profession. Students are encouraged to consider summer internships as they progress in their studies as well as participation in the Professional Residency Program. (See “Architectural Education and the Profession for more information on the Professional residency Program.) In either case, the UTSOA Career Services Center, as well as the IDP Education Coordinator, provides guidance concerning job skills and career planning through information sessions and individual meetings with interested students. It is important to note that all incoming architecture students are introduced to the Career Services Center during the freshman and graduate student orientations.

Through innovative architectural education, including the comprehensive studio and internship experiences, as well as student support services, the graduates of the UTSOA are prepared to enter the profession. In many ways, ranking address this aptitude. In addition to competitive rankings for the undergraduate and graduate programs, a report compiled in 2008 using data from the NCARB website at http://www.ncarb.org/are/arepassrates_by_school.asp by Patrick Tripeny (Director of School of Architecture University of Utah), showed the UTSOA had the highest average A.R.E. pass rate (87.7%) from 2005-07. Although subsequent reports have not been compiled, The University of Texas at Austin School of Architecture continues to remain competitive.

In 2009, *Architectural Record* ranked our undergraduate and graduate programs 5th in the nation. In the same publication, the School was ranked 3rd for skills in sustainable practices and principles. *Design Intelligence* reported in its 2010 edition of *America's Best Architecture & Design Schools* that The University of Texas at Austin School of Architecture offers two top ten professional degrees in architecture. Additionally, the survey of Architecture Deans and Department Heads tallied The University of Texas at Austin's Bachelor of Architecture program as the fourth-most admired program in the country, citing our high-quality faculty, exceptional design fundamentals and sustained record of excellence.

Architectural Education and the Profession

The School believes “creativity and invention do not replace but emerge from responsible professionalism, solid disciplinary skills and critical thinking,” as described in the Code of Values. The School prepares students to practice in a global economy, contribute to bettering the built environment through design, and lead the growth and development of the profession.

Through individual practices, the faculty and alumni are model leaders within architecture and associated disciplines. Our alumni provide valuable links between our school and the profession. In spring 2010, an

exhibit recognized and showcased the outstanding design, preservation, planning and architectural talent and expertise of our alumni in conjunction with the School's centennial celebration, 100: Traces & Trajectories. Over 28 alumni projects were selected for exhibition. Similarly diverse and exceptional, the faculty contributions are evidenced in and contribute to arenas such as the City of Austin Comprehensive Plan, Envision Texas, the Austin Community Design and Development Center, AIA Design Awards, Texas Society of Architecture (TSA) Awards, among others. As the faculty members engage the profession, the students are also afforded opportunities to do the same during their studies. In both cases, the alumni and faculty members provide invaluable roles as models of effective and profound practice to the students.

While enrolled at the University, students are afforded opportunities to directly experience practice across the world. The Professional Residency Program (PRP) was founded in 1974 and provides eligible architecture students with a unique opportunity to expand their education through work experiences in architectural offices across the country and world. Over the past twenty years, the PRP students have been linked with 260 firms in 29 countries. The educational and professional objectives of the Residency Program are: 1) to provide students the opportunity to further develop their professional skills; 2) to enrich and expand his or her advanced design vocabulary through practical applications; 3) to explore the many aspects of the practice of architecture that are not typically available to students; 4) to expand his or her knowledge of architectural practice, such as project management, construction observation, landscape design, energy modeling; and 5) to strengthen his or her professional profile upon graduation. During the 6-7 month internship, students receive a full semester's credit toward their Bachelor of Architecture or Master of Architecture degree.

Typically, 35-50 undergraduate and graduate students participate in the program during the year, which constitutes a substantial portion of the architecture student population. (See Appendix 5.) Currently this fall, 41 students are interning in architectural firms around the world including: Allied Works Architecture, Portland; Bjarke Ingels Group, Copenhagen; EMBT, Spain; Jean Nouvel Design, Paris; KieranTimberlake, Philadelphia; Kohn Pedersen Fox, New York; Lake | Flato Architects, San Antonio; OMA, New York; Olson Kundig Architects, Seattle; Tod Williams, Billie Tsien & Associates, New York; Weiss Manfredi Architects, New York; among many others. After completing the PRP experience, the students return to campus and share their first-hand knowledge with their fellow students enriching the culture of the School.

Architectural Education and the Public Good

The School of Architecture is both a laboratory and clearinghouse for ideas in cooperation with the many communities it serves. With this role comes the responsibility of open, active, and ongoing communication as a means to strengthen the relevance of our mission, contribute to the greater constituencies the School engages, and underscore the importance of civic responsibility.

The School of Architecture houses three centers: the Center for American Architecture and Design, the Center for Sustainable Development, and the Lady Bird Johnson Wildflower Center. In addition to their roles in furthering knowledge in the field, each is also a vehicle for increasing public and professional awareness of architecture's important role in contributing to society (primarily through symposia, publications, research projects and direct support for pertinent projects).

Moreover, students are encouraged to become leaders and activists for the profession throughout their education in architecture. Many student projects, both in design studios and in other classes, are oriented toward community connectedness and making a contribution to the community's good. Part of the educational intent of these activities is to stimulate our students to seek out ways in which architecture can resolve the concrete and observable needs of our society.

For example, The Alley Flat Initiative designs and builds secondary dwelling units or 'alley flats' that showcase innovative design and environmental sustainability features, and demonstrate how sustainable housing can support growing communities by being affordable and adaptable. Originally conceived through student research and design studios in the University of Texas School of Architecture, several prototypes have already been constructed, and the long-term objective of the initiative is to create a

flexible and self-perpetuating delivery system for sustainable and affordable housing in Austin. This "delivery system" would include not only efficient housing designs, constructed with sustainable technologies, but also innovative methods of financing and home ownership that benefit all neighborhoods of Austin. The program is a collaboration between the University of Texas Center for Sustainable Development, the Guadalupe Neighborhood Development Corporation, the Austin Community Design and Development Center, and the BaSiC Initiative. (see Appendix 5 www.thealleyflatinitiative.org).

Another opportunity for student activism is through the School of Architecture's participation in the Solar Decathlon sponsored by the U.S. Department of Energy. For each of the three entries, the UT team put together a collaborative interdisciplinary research group of students and faculty with the goal of providing leadership in the renewable energy revolution for a more livable, sustainable future through innovations in energy-efficient building design and environmental stewardship. Our entry, The BLOOMhouse, in the 2007 Solar Decathlon was built on five design principles found in LIFE: harvest, adaptation, community, endurance, and delight. *BP Solar Today* named the University of Texas at Austin as the winner of its internal design competition for the 2007 Solar Decathlon. For this competition, seven universities submitted design plans that met four specified criteria addressing commercial, economic, technical, and overall efficient design aspects. Combined with more explicitly academic activities of the School, these efforts remind each of us of the larger context of our work and its potential contribution to the daily lives of the people around us.

I.1.4. Long Range Planning

Long-range planning at the UTSoA occurs at many levels, but it falls primarily to administrative committees on the one hand, and the faculty curriculum committees on the other to determine the future of School policy. The Architecture and Interior Design Curricula Committee (AIDCC) and the Graduate Studies Committee (GSC) determine the curricular objectives for the B.Arch and M.Arch programs at the school, and planning initiatives are launched here. The Coordinating Committee, made up of all the program directors and graduate advisors, identifies key issues for individual programs. These objectives are then brought to the administration for implementation. The Dean, in concert with the Administrative and Executive committees, regularly identifies and reviews the school's overarching objectives alongside its curricular objectives, and together these groups chart a path of action towards achieving these goals.

The examples below illustrate how current and future committee work makes up the school's long-range planning initiatives and responds to the five perspectives.

Architectural Education and the Academic Community

An example of how the School of Architecture leads the University of Texas community is in defining and integrating sustainable initiatives. Developed by the SoA's Center for Sustainable Development in collaboration with the UT Office of Sustainability, the first annual University of Texas Campus Sustainability Symposium was held in September 2010. This dynamic event showcased the most promising sustainability-related research projects and operations initiatives led by faculty, staff and students on campus. The idea for the symposium originated within the SoA, and through a series of committee meetings was planned, executed and became an annual event. The Symposium is very ideas-based, and helps to highlight and centralize sustainability projects around the campus. The SoA's commitment to the Symposium is sustained through continued organizational and financial assistance. Similarly, the UTSoA's Ladybird Johnson Wildflower Center is developing the Sustainable Sites Initiative, which will be a LEED-like rating system for landscape projects, a move that will help to bring sustainability to the forefront both at UT and on a national level.

Architectural Education and Students

In order to best prepare students for the profession, the SoA includes and continues to plan for strategies that broaden the students' experiences. For example, the Diversity Task Force gathers feedback from students, faculty, and staff; presents a report of its findings; and drafts a strategic plan for addressing diversity and equity within the School. The Diversity Task Force is comprised of representatives from the various programs in the School, including students, alumni, faculty members, and staff members. Beginning in 2008, two school-wide forums were held (Appendix 5) to solicit input on three general topics

– Recruitment, Curricula, and Cultural Competency. Each forum generated streams of thought and ideas about the challenges, consequences, and implications of achieving greater diversity and equity within each program and the School as a whole. This group continues to both critique and generate the framework for our diverse and respectful learning environment.

Architectural Education and the Regulatory Environment

The UTSOA provides for student-to-profession transitions through the work of the Career Services Office(CSO) and the IDP Educator Coordinator, a position currently held by Juan Miro, a full professor and principal of the award-winning Miro-Rivera Architects. The Career Services Office serves only the School of Architecture, cultivating a relationship with each student that begins with entrance advising and continues through IDP eligibility and job placement. The CSO conveys the planning initiatives of the IDP Educator and Architecture and Interior Design Curriculum Committee (AIDCC) directly to the students through one-on-one counseling. After attending the 2009 National NCARB IDP Coordinators Conference, the IDP Educator Coordinator and CSO helped to plan long-range curricular changes to better prepare students for the professional world. In the undergraduate curriculum, the post-third-year portfolio review has been enhanced to help fourth-year students obtain IDP eligibility. Additionally, information sessions for undergraduate and graduate students are now planned every semester to educate about professional responsibilities. These planning measures helped to formally address the information needed by students about registration and the regulatory environment. The Architecture and Interior Design Curriculum Committee (AIDCC) and the Graduate Studies Committee (GSC) support these plans by supervising and implementing recommended changes.

Architectural Education and the Profession

Professionalism is one of the School's Core Values, and we believe this is best communicated to students by practicing architects on the faculty who teach first-hand the diverse and collaborative role assumed by architects. The UTSOA's commitment to designing in a broader context includes planning for faculty members who have a strong link to the profession. The School continuously improves on these links by hosting a variety of visiting professionals who lecture, critique on end-of-semester reviews, and present exhibitions. One example of how students interact and learn firsthand from visiting professionals is the Thermal Lab, operated and funded through the Center for Sustainable Development. The Thermal Lab is the University of Texas at Austin's new experimental laboratory for conducting research on innovative façade design, glazing, shading, window treatments, and other energy-efficient building technologies. It is located on the south side of the West Mall Building within the UT School of Architecture complex. The Lab allows researchers outside the School to partner with students and faculty to pioneer new sustainable technologies. Students are involved first-hand with professional research and collaboration. Financial support, planning, and organization of research is conducted through the Center for Sustainable Development with support and fees from industrial construction companies.

Architectural Education and the Public Good

Students are integral to an on-going school-wide discussion of public concerns through initiatives such as the Dallas Urban Laboratory. The Dallas Urban Laboratory, a research initiative that includes students, faculty, professionals and governmental agencies, engages in ongoing research and visualization of Dallas' future urban environment. As Dallas evolves, the Urban Laboratory's research initiative role is contributing to the debate on shaping the growth of the city and the metropolis. The DLAB has won numerous awards for its ability to connect communities and visual large-scale growth for a dynamic urban environment. Students at UT participate in the work of DLAB through courses, exhibitions, lectures and symposia. Planning for the DLAB is through the Director, the UTSOA Coordinating Committee, and the various community and professional groups that it includes. The Dallas Urban Laboratory's success in Dallas is meriting a name change in the recent future; it will be called the Texas Lab due to interest from a variety of communities around the state. The DLAB's visionary future planning for a larger region is in high demand across Texas.

I.1.5. Program Self Assessment

Self assessment occurs often at many levels in our professional programs. The University initiated a strategic planning process ten years ago called the Dean Provost Advisory Compact or DPAC wherein a "compact" is negotiated on a yearly basis between the University administration and the School's

administration with regard to the School's priorities, initiatives, and needs over a given period of time. The Compact process originates with an assessment from the School outlining its priorities and initiatives as they relate to the program's mission and values, as well as time frames for accomplishing goals and measures of progress, and concludes with requests from the University administration. (See Appendix 5)

As part of the University of Texas at Austin's current accreditation with the Southern Association of Colleges and Schools (SACS), data is collected and analyzed in the School of Architecture on a program-by-program basis. Each program director identifies Program Educational Objectives, Program Outcomes, Results, Methods and Actions for their respective programs. (See Appendix 5) These outcome measures are updated and refined yearly.

Curriculum and Learning Context

The University of Texas at Austin collects information each semester about every individual course through the Course Instructor Survey (CIS), administered by the Center for Teaching and Learning. These surveys evaluate teaching performance, course content and facilities from the perspective of the students currently completing the respective courses. The School of Architecture appends each CIS with a set of supplemental questions pertinent to school facilities and pedagogy. CIS results are made available to the respective faculty members and the School administration. (See Appendix 5)

The All-School Studio Review is a self-assessment opportunity that occurs twice a year at the end of Fall and Spring semesters. All studio teachers briefly present their pedagogy and studio work from the preceding semester to the faculty and together they review the results of their semester's teaching efforts. The discussions that open and close the day create a collegial atmosphere that enables faculty to critically examine pedagogy with a special focus on studio work. Moreover, this event serves as the only forum where every studio class in the School is represented and discussed at one time, and provides the entire faculty with insight into all the studios at the School. This year, for the first time, we have invited three distinguished visitors to attend our All School Studio Review to offer their insight and assessment to the overall discussion.

The annual Faculty Retreat takes place just prior to the start of the academic year and offers a chance for faculty and administration to step back and evaluate the School of Architecture's mission statement, goals, and progress. Each retreat is focused around a loose theme, the most recent Faculty Retreat being dedicated to identifying research themes to guide the school as a whole. (See Appendix 5)

Results

Data from the CIS, All-School Reviews, and Faculty Retreat are analyzed and reviewed by individual faculty members, the Administrative Team and members of the Executive Committee. Deans and faculty both report to various ad-hoc and standing committees (see Administrative Structure 2.2), notably the two committees charged with overseeing the programs' curriculum, the Architecture and Interior Design Curriculum Committee (AIDCC) and the GSAC (Graduate Studies Advisory Committee). The AIDCC and GSAC review the progress of the academic programs in part through the feedback from CIS, All-School Reviews and the Faculty Retreat, and guide and amend the respective curricula accordingly. The AIDCC and GSAC continually revise and improve the program curricula, and ensure that policy changes reflect the current needs and future projections of the School. For example, since the last NAAB Accreditation Program Report the AIDCC and GSAC have significantly changed both the History and Construction sequences. The undergraduate and graduate Construction sequences (ARC 415K, 415L, 435K, 435L, 335M; ARC 385K, 385L, 385M, 385N) were re-worked at all levels in 2008 to include greater integration and broader sustainability concepts taught in conjunction with traditional construction materials, techniques, calculations and systems. The resulting curricula are better integrated with both the respective construction courses and the other courses in the program. For example, Construction 2 now examines materials and methodology, with a specific focus on embodied energy and sustainability materials technologies. Similarly, the undergraduate and graduate History sequences have both been adjusted to reduce the number of survey courses from three to two. The two new surveys cover the same period of time as the previous three surveys and the third course was replaced with an Advanced Topics in History/Theory requirement. Reducing survey courses to two semesters has increased the opportunity for advanced topical study allows the UTSOA to maintain its strong tradition of history/theory teaching by

encouraging faculty to teach to their strengths, and students to take courses that follow their own personal interests. This directly engages students to take an active role in defining curriculum and professional concerns, one of the key tenets of the School's mission.

I.2. Resources

I.2.1. Human Resources & Human Resource Development

Faculty/Staff

Please see Appendix 2 for information on faculty resumes, experience and research.

All faculty and staff are provided with an informational handbook online through the School's website. This handbook outlines the rights and responsibilities of UTSOA employees and the policies for all to follow. <http://www.soa.utexas.edu/people/handbook>

EEO/AA Program Policy Statement

As posted on website of the Office of Institutional Equity, "The University of Texas at Austin is an equal employment opportunity employer. The University does not discriminate on any basis prohibited by applicable Federal and/or State law including race, color, religion, sex, national origin, disability, age, citizenship status, Vietnam era or special disabled veteran status in recruitment, employment, promotion, compensation, benefits, or training. It is also the University's policy to maintain a work environment free from discrimination on the basis of sexual orientation. The University of Texas at Austin remains committed to seeking the best-qualified person to fill each available position and will reward each employee based on his or her job performance." <http://www.utexas.edu/eos/index.html>

Following the mission of the Office of Institutional Equity, "The University of Texas at Austin School of Architecture is committed to creating a workplace in which all faculty, staff, and students are valued for their contributions to accomplishing the School's mission. We strive to create an equitable and inclusive environment for all people regardless of race, religion, national origin, gender, age, sexual orientation, level of physical ability, or socioeconomic status," as stated in the Framework for Diversity. (see Part I, Section 1.2) Following the recommendations of the Diversity Task Force, the School is enhancing recruitment, support and retention of faculty and staff members to create a diverse and equitable community.

In 2007, the School of Architecture proposed adding three new faculty members with a Latin American focus through the university's thematic hiring program. That proposal was supported by the provost and the vice president for diversity and engagement, and we successfully recruited Dr. Fernando Luiz Lara from the University of Michigan in our first search. A Brazilian renowned for his work in Latin American modernism and architectural history, Dr. Lara is contributing much to our School and the Teresa Lozano Long Institute of Latin American Studies (LLILAS). In 2010, we conducted a second search with a focus on Mexican and border studies and successfully hired Dr. Sarah Lopez. A first-generation U.S.-born Latina, Dr. Lopez recently completed her Ph.D. at the University of California, Berkeley, studying how the remittances (money sent home by migrants) are changing the built environment in Mexico. She will join us in 2012, after a one-year post-doc with Professor Mauricio Tenorio-Trillo (previously on the UT faculty) at the University of Chicago. These new faculty have already dramatically increased the profile of the school's Latin American programs and catalyzed new teaching and research activities rooted in the diverse viewpoints they bring.

Workloads

"Each person paid full time from the appropriations item "Faculty Salaries" shall teach a minimum of nine semester credit hours of instruction in organized undergraduate classes each long-term semester with adjustments permitted for the teaching load equivalencies listed below." For more information: <http://www.utexas.edu/policies/hoppm/pm3101.html> For example, a three-hour undergraduate lecture course earns three TLC's while a three-hour graduate course earns 4.5 TLC's. Additional TLC's are given for large lecture courses, for studios (since they have more contact hours than lecture courses) and for independent study. Most faculty members in the School of Architecture teach two courses in any given semester—generally two lecture courses or a lecture course and a seminar course or a studio with a

lecture/seminar course. Teaching three courses or two studio courses in a semester is rare and is generally only done if a faculty member actively seeks such an assignment. Faculty can be exempted by the Dean from TLC requirements for research leaves, special assignments, and/or administrative duties.

Human Resource Development

Full-time faculty members are encouraged to pursue scholarly activities. Many of our faculty members are engaged in award-winning design practices, while other faculty members are leaders in their research fields.

The UTSOA tenure and tenure-track faculty members have been frequent recipients of the Faculty Research Assignment (semester paid-leave) and Summer Research Assignment (summer paid-leave), both awards were administered by the Vice President and Dean of Graduate Studies. In 2011-2012, each academic unit will be responsible for selection and distribution of the funds. In order to be eligible for an FRA, a faculty member must be tenured and must have completed at least four full academic years of service in residence at The University of Texas at Austin. In addition, funds are available by the University and the School for scholarship and enrichment opportunities at academic and professional meetings.

Several opportunities for university-sponsored faculty research have occurred in the last five years. Four FRAs and six SRAs have helped UTSOA faculty to fund research initiatives. In 2006, Richard Cleary held a Faculty Research Assignment for the Fall 2006 semester to continue his research on Frank Lloyd Wright and building technology. David Heymann was awarded a FRA in 2009. Danilo Udovički received a Spring 2010 FRA for research on the 1930s architecture in the Soviet Union, also financed in part by the Center for Russian, East-European and Eurasian Studies (CREES). Also in 2010, Dr. Steven Moore was awarded a FRA for sustainability research.

Assistant Professor Ulrich Dangel was awarded a 2007 Summer Research Assignment (SRA) to continue his research on contemporary Austrian architecture. Assistant Professors Tamie Glass, Fernando Lara, Elizabeth Mueller, and Bjorn Sletto were awarded 2010 Summer Research Assignments (SRA) from the UT Office of Graduate Studies' Faculty Development Program, enabling these recipients to concentrate on research and writing during the summer. Assistant Professor Francisco Gomes was awarded an SRA in 2011 to investigate American concrete masonry structures.

For administrative service, the Dean and Associate Deans receive a paid leave the semester prior to returning to full-time teaching. Faculty may use external research funding to "buy out" their teaching commitments. Some faculty members have taken reduced assignments or unpaid leaves to pursue professional practice and/or accept visiting professorships at other universities.

Policies for Faculty Appointment and Review

Once a faculty member is appointed to a tenure-track position, a six-year probationary period begins. During that time, reviews are conducted by the Executive Committee and the Dean on an annual basis, including a formal midway review in the third year.

The mandatory third year review is conducted by a subcommittee of the Executive Committee during the assistant professor's sixth long semester (Spring of third year). Results from the faculty member's annual review conducted in the fifth semester (Fall) are incorporated into the third year review. The review covers the criteria that will be used in promotion consideration including teaching, research/scholarship, and service.

The third year review is intended to be "a mid-course correction." If areas of opportunity are identified, corrective suggestions are made. If progress is satisfactory in the criteria areas, the assistant professor is advised to continue the progress. In some instances highly meritorious performance is identified and recommendations are made for early consideration for promotion and tenure.

At the end of the fifth year of the probationary period, they are interviewed thoroughly by the Executive Committee and are evaluated on comprehensive performance. In the fall of the sixth year a recommendation is submitted on the issue of promotion to the University Administration. The final

decision on promotion and tenure rests with the President of the University. If tenure is granted, the seventh year appointment is as Associate Professor with tenure. If it is not granted, the seventh year appointment is a terminal appointment. If tenure is granted, faculty members are subject to a post-tenure review every six years.

http://www.utexas.edu/provost/policies/evaluation/tenure/promote_tenure.html

Faculty Standards of Performance:

In making recommendations for reappointment, tenure, and/or promotion, the following categories and standards of performance are to be considered:

1. Categories of Performance

- a. Teaching: This category includes, among other things, classroom and studio instruction; development of new courses, laboratories, and teaching methods; publication of instructional materials; and supervision of undergraduate and graduate students.
- b. Scholarship: This category consists of research for publication and may also include other forms of creative works and activities, including but not limited to architectural design and engineering technology.
- c. Service: This category includes service to students, colleagues, the School, and the University, including academic advising, counseling, and other student services; administrative and committee service; and service beyond the University to the profession, community, state and nation, including academic or professionally related public service.

2. Standards of Performance

- a. Associate Professor. For the faculty review committees to recommend award of tenure and/or promotion for candidates for Associate Professor, the faculty member must clearly demonstrate that he or she meets *each* of the following standards of performance:
 - (1) Effective teaching accompanied by program support such as curriculum development or thesis/dissertation supervision as appropriate for the discipline.
 - (2) A focused program of research, creative activities, and/or scholarly work that makes a significant contribution to his or her field as judged by peer review.
 - (3) Service demonstrating peer-recognized contributions to the University, profession, and community as appropriate for the discipline.
- b. Professor. For a favorable recommendation to be made by a faculty review committee for candidates for promotion to Professor, the faculty member must clearly demonstrate that he or she meets *each* of the following standards of performance:
 - (1) Teaching and program support that are effective.
 - (2) At the minimum a nationally-recognized body of quality research, creative activities and/or scholarly work, as defined above, that contributes significantly to the field and represents continuing accomplishment as judged by peer review.
 - (3) Service demonstrating peer-recognized leadership to the university, the profession, and the community as appropriate for the discipline.

Faculty members who are candidates for tenure and promotion are evaluated based on accomplishments for *each* of the three standards of performance; however, greater weight shall be given to teaching and the creation and dissemination of new knowledge or other creative activities as defined above. Particularly, emphasis is placed on the quality and impact of publications and creative works as judged by peer review. In addition to meritorious accomplishments, candidates for tenure and/or promotion must demonstrate a high potential for continued excellence.

All faculty review committee recommendations for reappointment, tenure and/or promotion, or assessment of progress toward such shall be based on the above categories and standards and shall be fully documented. The Dean, Provost and President shall make evaluations related to each of the standards of performance following review of faculty review committee evaluations and recommendations.

Authority to approve or disapprove a recommendation for reappointment or non-reappointment resides with the Provost, while authority to recommend tenure or promotion rests with the President, subject to the approval of the Board of Regents. Disapproval of a recommendation for tenure or promotion by the President is final.

All those involved in the peer review process have the responsibility to read all tenure and promotion materials, to review the applicant's performance on each of the performance criteria thoroughly, and to participate in committee discussions and formulation of committee recommendations. An EC member who is not present for the presentation and discussion of an applicant's materials shall not be allowed to vote on the approval of the applicant candidacy. Abstentions should be exercised only in limited, unusual circumstances such as conflict of interest or partiality. All those involved shall adhere to the highest standards of ethical, professional conduct, and confidentiality. They shall focus on factual information, shall avoid practices that would conflict with the ability to be fair and unbiased, and shall guard against inaccuracies caused by either emphasis or omission of information.

During the review process, faculty members may request to see the materials they submitted and organized. Access to said materials would be at the time the materials are ready to be forwarded from one level to the next higher level. Once the process of tenure and/or promotion review begins, the faculty member will have access to materials placed in the file by others to the extent provided by the Texas Public Information Act. The Dean may, upon the applicant's written request, provide a verbal summary of the assessments and recommendations of the Executive Committee, related to the faculty member's application for promotion and/or tenure.

Lecturers and Critics

Each semester, internationally renowned architects, interior designers, landscape architects, theorists and historians and planners present lectures and exhibits demonstrating innovative practices and scholarship at the School of Architecture. Through the Lecture Series, distinguished architects and planners are brought to the School to lecture and discuss their recent work and research. Approximately ten lectures are planned for each semester, and the series is open to the public. In addition, other events, including symposia, talks and publications, are sponsored by the Center for American Architecture and Design (CAAD) and the Center for Sustainable Development (CSD). Additionally, architecture students and faculty have the opportunity to attend City Forum, a planning and urban issues speaker series hosted by the Community and Regional Planning Student Organization (CRPSO) and the Community and Regional Planning Program (CRP) at the University of Texas at Austin. The bi-weekly colloquium series is intended to broaden the learning and curriculum in CRP, Urban Design and other School of Architecture programs by presenting the experiences, perspectives, and insights of scholars, community leaders, practicing planners, designers and policy makers engaged in contemporary city building. The various events, lectures and symposia are supported significantly by endowments.

In addition, the School benefits from endowed professorships which support extended of distinguished practioners and scholars both nationally and internationally. The O'Neil Ford Chair, originally held by the late Charles Moore, is currently held by Wilfried Wang and Barbara Hoidn, who teach one semester a year respectively. The Ruth Carter Stevenson Chair rotates through the different programs at the School, and brings in a distinguished American academic or architect every year. The most recent Ruth Carter Stevenson Chair holder is Coleman Coker. Furthermore, our McDermott Professorship has also brought in a number of exceptional visiting faculty to the School.

The School of Architecture offers digital recording and storage of all important UTSOA events, maintained by technologies from the Computer Laboratory. All current lecture series and CAAD Friday lunch forums are recorded and broadcast via the UT Adobe Connect Server which allows for side-by-side viewing of presentation slides and the presenter.

Fall 2009 Lectures, Exhibits, CAAD Friday Forums and Symposia Lectures

9.21 Dan Phillips

9.28 Sinclair Black & Larry Doll

10.12 Dietrich Neumann
10.19 Heather Roberge
10.21 Ricky Burdett
11.2 Michael Sweeney
11.4 Chris Payne
11.9 Carl Steinitz
11.11 Ross Wimer
11.18 Ronit Eisenbach

Exhibits

5.18 – 9.10 Student Work Exhibit
9.28 – 10.23 2x2: Sinclair Black/Larry Doll
11.9 – 11.27 Sarah Bonnemaïson and Ronit Eisenbach

CAAD Friday Forums

9.25 Rachael Rawlins: "Sustainable Buildings & Communities"
10.9 Francois Levy: "Bim for Skin"
10.23 Danilo Udovicki-Selb: "Hitler and Stalin at the Paris World Expo, 1937"
11.6 Michael Garrison: "Gentrification Mitigation"
11.20 Vincent Snyder: "Texas 2- Step: Formal Literacy"

Symposia

8.29 Zero Carbon Communities: Wilfried Wang, Elizabeth Mueller, Steve Windhager, Mark Simmons, & Emily Manderson, Ming Zhang, Kent Butler, Michael Oden, Steven Moore, Karl Rábago, Michael Gatto, Werner Lang, Jim Walker, Sarah Dooling and Patricia Wilson

Spring 2010- Lectures, Exhibits, CAAD Friday Forums and Symposia

Lectures

1.25 Cisco Gomes 2x2
1.27 Mark Macek 2x2
2.1 James Holston
2.3 Jorge Otero-Pailos
2.10 Tom Kundig
2.15 Emily Pilloton
2.22 Fred Holanda
2.24 Susan Yelavich
2.25 Louise Harpman
3.1 Brasilia Roundtable (Holanda)
3.3 Andersson/Wise
3.8 Marcel Meili
3.10 Elena Manferdini
3.22 Curtis White
3.24 Marlon Blackwell
3.29, 3.31 Ana Tostões
4.7 Coleman Coker
4.14 Martin Rein-Cano

Exhibits

5.18 – 9.10 Student Work Exhibit
1.25 – 2.26 2x2: Cisco Gomes/Mark Macek
3.3 – 3.26 Andersson/Wise

CAAD Friday Forums

1.29 Sinclair Black: "Sustainability and Location"
2.26 Dean Frederick Steiner: "Seeing Landscape"

- 3.12 Keenan Smith: "Rainwater Collection: Living on God's Water"
- 3.26 Jim Dodson: "Sustainability: A Survival Guide"
- 4.9 Fernando Lara: "Katrina Every Year: Design for Recurrent Floods in Cities"
- 4.23 Smilja Milovanovic-Bertram: "Luigi Moretti: Back to the Future"
- 4.30 CENTER, Volume 15: Divinity, Creativity, Complexity book release

Symposia

Latitudes 2: Giancarlo Mazzanti, José María Saez Vaquero, Javier Corvalán Espínola, Sebastián Irrarrazaval, Sebastian Irrarrazaval, Tatiana Bilbao, Gilles Saucier, Maryann Thompson, Vincent James, Michael Benedikt, Kevin Alter, Barbara Hoidn, Wilfred Wang

Fall 2010- Lectures, Exhibits, CAAD Friday Forums and Symposia

Lectures

- 8.30 Academia and Building: Roundtable
- 9.01 Carlos Jimenez
- 9.08 Kongjian Yu
- 9.13 Ned Kahn
- 9.22 Dr. Juan Ignacio del Cueto
- 9.27 Fares El-Dahdah
- 10.04 Stephen Luoni
- 10.27 Karen M'Closkey
- 10.18 Calvin Tsao
- 10.20 Juan Miro
- 11.01 Mehrdad Yazdani
- 11.03 Steven Windhager
- 11.10 Wendy Dunnam Tita
- 11.15 Hal Box

Exhibits

- 8.30 – 9.24 Faculty Exhibition
- 10.04 – 29 Future of Austin Exhibition
- 11.01 Alumni Exhibition

CAAD Friday Forums

- 9.17 Jim Walker: "UT Austin's Carbon Footprint: Today and Tomorrow"
- 10.1 Clay Odom: "Molecular Gastronomy and the Future of Architecture"
- 10.15 David Heymann: "In Progress."
- 10.29 Wilfried Wang: "Autonomy and Engagement: Banco de Londres"
- 11.12 Michael Garrison "Regenerative High-Rise Tower"
- 11.19 Larry Doll: "Parametrics and Uncertainty"

Symposia

- 9.10 Center for Sustainable Development Sustainability Symposium II
- 9.23 Landscape Forms X-Treme LA Workshop
- 11.05 Charles Moore Foundation: Deans' Roundtable
- 11.01 100: Traces & Trajectories – Alumni Exhibition
- 11.06 100th Anniversary Symposium
Craig Dykers, Snohetta Architects, B.Arch '85, (Keynote Speaker),

Spring 2011- Lectures, Exhibits, CAAD Friday Forums and Symposia

Lectures

- 1.24 Mell Lawrence
- 1.26 Vince Snyder
- Rob Rogers
- Sarah Whiting/Rob White

Brad Cloepfil
Benjamin Ball
Harry Allen
Richard A. Etlin
Francis Kere
Herb Enns
Ammar Eloueini
Barry Bergdoll

Exhibits

5.18 – 9.10 Student Work Exhibit
Explorations
Experimental Buildings at Shoal Lake
Student Design Excellence

CAAD Friday Forums

2.18 Joyce Rosner "Drawing on Spatial Experience"
3.4 Nik Nikolov: "On Descriptive Geometry and the Intermediality of Space"
3.25 Allan W. Shearer "The Military-Ecological Complex"
4.8 Danilo Udovicki-Selb: "Travels Through Space and Time"
4.22 Lois Weinthal: "Pitch Black: Inside a Photographer's Studio"

Symposia

3.31-4.1 Latitudes 3: Patricia Patkau, Pat Hanson, Charles Renfro, Mauricio Rocha, Daniel Bonilla, Carla Juacaba, Mauricio Pezo, Sofia Von Ellrichshausen

FALL 2011 Lecture Series and Associated Exhibitions

8.31 - 9.16 EXHIBITION "At Work" (UTUTSoA PRP Program)
9.7 David Bucek + William Stern
9.19 Stanley Saitowitz
Exhibit: 9.26 - 10.25 Kieran Timberlake: Inquiry
10.3 Thomas Campanella
10.7 Pei Zhu
10.10 Billie Faircloth
10.14 Wang Shu
10.17 John Stuart
10.19 - 10.23 SYMPOSIUM Music In Architecture - Architecture In Music
10.24 Qingyun Ma
10.26 Byron Kuth + Elizabeth Ranieri
Exhibit: 10.26 - 11.24 Kuth-Ranieri
11.2 Larry Sass
11.7 Susanne Gampfer
11.9 Anooradha Siddiqi
11.11 Larry Speck
11.16 Laura Briggs + Jonathan Knowles

Students

Admission

Undergraduate Admission

The School of Architecture is one of the smallest academic units at The University of Texas at Austin. Our undergraduate student body exemplifies the diverse constitution of the communities we strive to serve. In support of unique perspectives and experiences, all applications are reviewed with an understanding that excellence may manifest itself in many areas and may be expressed in different forms, such as compelling essays, strong academic preparation, extracurricular activities, excellent test scores, life experiences as well as other accomplishments.

Freshman Admission

The School of Architecture is unable to accommodate all qualified applicants, and preference is given to candidates considered to have best demonstrated the interest, aptitude, and dedication to pursue a design education. All applications are evaluated with emphasis on the following areas: SAT or ACT scores, class rank, essays, academic preparation, extracurricular activities, and other achievements.

Internal Transfer Admission

To request a major change, enrolled University of Texas at Austin students applying for internal transfer must have a minimum of 24 UT semester hours (excluding credit-by-exam) and a minimum grade point average of 3.25. Emphasis is given to strong performance in university courses, especially courses relevant to the degree program to which the applicant is applying. Meeting these requirements is no guarantee for admission.

External Transfer Admission

Transfer applicants from architecture and interior design programs in other universities will be evaluated with emphasis given to excellence in design (portfolio required), academic preparation, essays, and other achievements. Course credit and placement in studio sequence is determined upon acceptance. External transfer admission is offered to a few qualified applicants each year.

For reference on the most up-to-date policies and procedures, please visit: www.applytexas.org, www.soa.utexas.edu/admissions/undergraduate, www.bealonghorn.utexas.edu.

Graduate Admission

Our Master of Architecture students arrive with expertise in a wide variety of areas, and come from across the country and internationally. 64% of our M.Arch students are from Texas, 31% are from the rest of the country and 5% are international. Applications are reviewed with an understanding that excellence may manifest itself in many areas and may be expressed in different forms, such as compelling portfolios, persuasive essays, strong academic preparation, powerful professional experience, excellent test scores, as well as other accomplishments.

The Graduate and International Admissions Center (GIAC) first evaluates applicants to the University of Texas at Austin to determine eligibility for graduate study. Applicants must submit a completed ApplyTexas application, transcripts from every senior college attended, an official GRE score and an official TOEFL score (if required). Minimum requirements for graduate study as set by the Graduate School are: a bachelor's degree from a regionally accredited institution in the United States or comparable degree from a foreign academic institution; a grade point average of at least 3.0 (on a 4.0 scale) or comparable grade point average in upper-division work (junior- and senior-level courses) and in any graduate work already completed, acceptable official GRE and TOEFL scores.

In addition to the application materials, applicants must submit departmental requirements that include three letters of recommendation, a statement of intent describing the student's objectives for graduate study, a resume or CV, and a portfolio of creative work. The purpose of the portfolio is not to judge the applicant's ability to design buildings, but to understand how the applicant communicates visually. Prior training in architecture or design is not required.

After GIAC determines an applicant is eligible for graduate study at the University of Texas at Austin, GIAC forwards the application to the School of Architecture for review. Complete applications for the M Arch I are grouped in two pools: applicants from four-year programs in architecture and applicants without substantial academic experience in architecture. The groups are evaluated separately, and the composition of the admitted class is based on an ideal balance of approximately 40% students with backgrounds and 60% without backgrounds.

Within their groups, the reviews of candidates are identical, and take place as follows:

1) Graduate admissions coordinator and graduate adviser verify GIAC's evaluation that applicants meet minimal requirements for admission (bachelor's degree, GPA 3.0 or higher (or explained by special circumstances), competitive GRE and, if applicable, TOEFL scores)

2) Portfolios, personal statements, and letters of recommendation are reviewed and assessed on a 4-point scale by at least two faculty members.

3) Scores are weighted as follows: 40% portfolio, 20% personal statement, 20% references, 20% GPA and GRE.

4) Applicants are ranked by score and rankings are reviewed by the graduate advisor to reconcile inconsistencies.

5) Admissions offers are made according to ranking.

Calculus and one semester of Physics for Non-Technical Majors are required for before enrolling. (See Appendix 5 for instructions given to faculty reviewers)

Student Support Services

Undergraduate Academic and Personal Advising

For the undergraduate programs in architecture and interior design, the undergraduate dean's office, which is comprised of the Associate Dean for Undergraduate Programs, Academic Advising Coordinator and Senior Academic Advisor, informs and advises prospective and current students in the five undergraduate degrees including the application and admission process, and the University core requirements.

Consistently through out the year, information sessions, school tours and individual meetings are available for prospective students and parents who are interested in freshman admission as well as internal and external transfer admission. After being admitted, students and parents attend orientation and advising sessions that introduce the students to the School and University as well as complete registration for courses. Every semester each student is required to meet with his or her advisor prior to registration to discuss the courses for the upcoming semester as well as overall degree planning. In addition to the required meetings, the advisors are always available for questions concerning academic (study abroad, internship, financial concerns, teacher conflicts, scholarship advice, student organizations, etc.) and personal concerns (time management, depression, anxiety, harassment, etc.). In addition, a variety of campus services are available to assist students with problems ranging from financial assistance to services for the handicapped. Some of these student service offices include the Dean of Students, Counseling and Mental Health Clinic, the Services for Students with Disabilities office, the Sanger Learning and Career Center, the International Office, the Ombudsman, and Student Financial Services.

In addition to the undergraduate dean's office, students receive feedback from faculty members including "debriefing" meetings in the first four undergraduate studios. An important aspect of the faculty advising system is the third-year portfolio review requirement. On the first day of class of the second semester of the third-year, students entering Design VI (comprehensive studio) are required to submit a portfolio that summarizes the work completed in all the previous design and visual communication courses. Guidelines for submission of the portfolio, including deadline, are available from the undergraduate dean's office. Design VI (comprehensive studio) is culminated with a public and a "closed" review of the student's work. In the "closed" review, a panel of faculty members, typically, three total, discuss the accomplishments and failures of the student's work as well as review the portfolio of previous studio courses. The reviewing committee, at its discretion, may require the student to complete additional work, including courses prior

to or after registering for advanced studios. A successful completion of the Design VI studio and a satisfactory Third-Year Portfolio Review are required for entry into Advanced Design.

Graduate Academic and Personal Advising

In the first-professional Master of Architecture program, the Office of the Graduate Coordinator and Graduate Adviser for Architecture is charged with the responsibility to register and advise students, to maintain records, and to represent the Graduate School in matters pertaining to graduate work. Students make appointments with the Graduate Adviser for a particular meeting and advice, but can also see the Graduate Coordinator at any time. The Graduate Coordinator tends to advise students as to the technicalities of the program and student direction, and the Graduate Adviser tends to advise students with regard to professional and academic direction and content.

In addition to these regular graduate advising sessions, an important aspect of the advising system is the Vertical Portfolio Review, which is required for entry into the advanced design studio sequence and administered by the Director of Vertical Studio sequence in concert with the participation of a cross-section of other graduate faculty members. This process occurs at the end of the third semester so as to provide advice with enough time for a student to redirect their efforts should the committee determine that a concern exists, and not increase their time at the School.

A variety of campus services are available to assist students with problems ranging from financial assistance to services for the handicapped. Some of these student service offices include the Dean of Students, Counseling and Mental Health Clinic, the Services for Students with Disabilities office, the Sanger Center, the International Office, the Ombudsman, and Student Financial Services. The support staff in the student offices are especially sensitive to non-academic problems students have and are quick to engage the network of support services available to assist students.

Career Advising

The Career Services Center serves the students and alumni of the School of Architecture by offering career development and job search resources, connecting them to employers, mentors, and key professionals. The staff maintains an extensive employee directory, including up to date job postings, through personal connections with alumni and supporters of the School. In addition to offering portfolio and resume workshops, mock interviews and other informational sessions, the Career Services Center hosts Career EXPO and Career Week. In addition, the Career Services Center disseminates information, for groups and individuals, concerning the NCARB Internship Development Program.

The Professional Residency Program provides upper-level architecture students, both graduate and undergraduate, with a unique opportunity to expand their education through work experience in the architectural profession. The program has provided work experience to honors students in the School since 1974, and over the past twenty years our students have been linked with 260 firms in twenty-nine countries. Under the guidance of the director of the Professional Residency Program, selected students can complete up to 15 credit hours of degree requirements for a 6-7 month internship experience.

Study Abroad Opportunities

The School of Architecture encourages first-hand experiences of diverse peoples, places and cultures – nationally and internationally – so that we might better engage the world in which we live. Educational travel experiences can be integrated into degree plans in several ways, including, but not limited to, the following:

Study in Italy is a semester at the Santa Chiara Study Center in Tuscany, outside of Florence. The program allows for an intensive study of design, history, and visual communication, while the Center's historic structure provides a congenial campus environment and a base for travel throughout Italy.

Europe Program is a semester of study that emphasizes a broad and integrated experience covering the buildings and landscapes as well as the urban fabric across Europe. With a unique itinerary every fall, each city visited presents its own special study opportunities with regard to design, history, and visual communication.

Studio Mexico includes a 4-5 week travel component during which participants visit pre-Columbian sites, 16th century churches, small villages and contemporary architecture in Mexico. An exchange with Mexican students, faculty, and officials provides the context for the study of design, history, and visual communication. (In 2011, *Studio Mexico* was revised for safety concerns.)

In addition, the Study Abroad Office of The University of Texas at Austin offers faculty-led programs including the *Maymester* and the *Summer Program* with evolving topics and locations. This office facilitates exchanges with various foreign institutions.

Student Activities

Undergraduate Architecture Student Council [UASC] represents all School of Architecture undergraduate students through the promotion and development of an awareness of the built environment and serves as a nucleus for student activities. The UASC acts as a liaison between students and faculty members as well as administrators.

Alpha Rho Chi [APX] is a professional/social co-ed fraternity for architecture and the allied arts that promotes the artistic, scientific, and practical proficiency of its members and the profession. The Dinocrates Chapter at The University of Texas at Austin unites students from various years and studies through philanthropic and professional activities.

American Institute of Architecture Students [AIAS] is a professional organization whose mission is to promote excellence, appreciation, and advancement of architecture and to enrich communities in a spirit of collaboration. AIAS strives to provide a sense of community and a forum for sharing differing views.

Ampersand is a student organization that combines the student chapters of the International Interior Design Association [IIDA] and the American Society of Interior Designers [ASID], provides students with networking opportunities, and promotes involvement within the interior design community.

The University of Texas at Austin Chapter of the Global Architecture Brigades (GAB) is a student-led, design/build organization seeking to improve the quality of life in developing nations with the design of sustainable, socially responsible solutions to architectural problems. Members work together on both the design and the construction of their project alongside members of the community they're helping.

The Graduate School of Architecture Representative Council [GSARC] is an advocacy group charged with serving the School by strengthening, supporting, and informing the voice of graduate students at UTSOA. GSARC improves the unity and continuity of student representation within the School. Students are elected and given voting privileges on faculty committees that actively debate and offer direction to the School's curriculum and facilities. In addition to committee representation, the GSARC strives to create a dialogue between the disciplines of Architecture, Landscape Architecture, Interior Design, Historic Preservation, Community and Regional Planning, Sustainable Design and Urban Design.

National Organization of Minority Architecture Students [NOMAS] is The University of Texas at Austin Student Chapter of the National Organization of Minority Architects. The organization strives to enhance education and professional networking as well as engage solutions to ensure a healthy living and working environment for the community at large.

Issue is an annual student-run publication featuring graduate and undergraduate work at School of Architecture. Its intent is to foster interaction and exchange of ideas among students as well as to record the intellectual activities of the school.

Student Laptop Policy

The School has had a mandatory laptop and software requirement for all incoming undergraduate and graduate students in design degrees since 2005. This policy has been highly effective at fostering

productive digital design studio environments across the School's design disciplines. Please see Appendix 5 for a complete copy of this procedure

I.2.2. Administrative Structure & Governance

Administrative Structure

The School of Architecture is one of fifteen units in the University. Its chief administrative officer is the Dean who reports to the Provost and the President of the University; the same administrative structure as occurs in other professional programs at UT Austin. The dean and the faculty are jointly responsible for the School of Architecture and its policies and direction.

The School of Architecture, a small school serviced by the resources of a very large University, benefits from having representation to The University administration equal to schools and colleges that have much larger enrollments. The School is governed primarily by an elected "Executive Committee," with representation across the faculty ranks and programs. Through the Executive Committee, more emphasis has been placed on equal faculty representation in governing committees rather than a system of ranking. The Executive Committee is comprised of members of all tenured and tenure track ranks (professor, associate professor and assistant professor) elected for two year terms. Members are elected by rank in the following numbers: eight members at rank of full professor; six members at rank of associate professor; and six members at the rank of assistant professor. The Executive Committee is chaired by the dean of the UTSOA. Responsible for faculty evaluation, salary recommendations, and promotion and tenure recommendations, the executive committee is consulted on tenure-track faculty appointments by the dean after a recommendation by an appointed search committee.

In addition to the Executive Committee, there are four types of committees. The Curriculum Committees (including the Architecture Graduate Studies Committees and the Architecture and Interior Design Curricula Committee, History and Theory Committee, Graduate Admissions Committee, and Digital Technology Committee), Administrative Committees (including the Administrative Committee, Executive Committee and Coordinating Committee), Resource Committees (including the Library and Collections Committee, Student Research and Travel Scholarships Committee, Academic Scholarships and Fellowships Committee, Events Committee and Digital Technology Committee), and Ad Hoc Committees (including the Faculty Search Committees, Diversity Task Force, Battle Hall / West Mall Office Building Renovation and Addition Committee, etc.).

The School of Architecture has five administrative positions:

Dean (Frederick Steiner)—Appointment is full-time for twelve months.

Associate Dean for Undergraduate Programs (Nichole Wiedemann)—Appointment is half-time for nine months and full-time during the summer. The other half-time during the school year is a regular faculty appointment.

Associate Dean for Graduate Programs & Academic Director for Architecture Programs (Kevin Alter)—Appointment is half-time for nine months and full-time during the semester. The other half-time during the school year is a regular faculty appointment.

Associate Dean for Research and Operations (Michael Oden)—Appointment is half-time for nine months and full-time during the summer. The other half-time during the school year is a regular faculty appointment.

Director of Development and External Relations (Luke Dunlap) Appointment is full-time for twelve months.

Other Degree Programs

In addition to the B.Arch and M.Arch degrees, the School of Architecture offers the following degrees:

B.S.I.D. A four-year professional degree, the Bachelor of Science in Interior Design is a rigorous design-oriented curriculum with a strong theoretical basis to integrate creative problem-solving skills with an understanding of the aesthetic, technological, and behavioral aspects of design.

B.S.A.S. A four-year pre-professional degree, the Bachelor of Science in Architectural Studies, with an optional architectural history track, is an excellent platform for future graduate studies in architecture and associated fields. The required coursework is concentrated in the first three years leaving the fourth year to develop the student's career interest.

B.ARCH. + B.A. PLAN II HONORS A five-year plus summers dual degree, the Bachelor of Architecture + Bachelor of Arts Plan II Honors, sponsored jointly by the School of Architecture and the College of Liberal Arts, offers the academic and professional advantage of a strong liberal arts background.

B.ARCH. + B.S.A.E. A six-year dual professional degree, the Bachelor of Architecture + Bachelor of Science in Architectural Engineering, sponsored jointly by the School of Architecture and the Cockrell School of Engineering, is founded upon the mutual interests of both architecture and architectural engineering.

M.Arch II Master of Architecture, Post-Professional Degree – A two-year design-oriented degree program that offers students with a B. Arch degree the opportunity and resources for personal and professional growth in one of five areas of specialization: sustainable design, preservation, architectural design, urban design, and interdisciplinary studies.

MLA II Master of Landscape Architecture, Post-Professional Degree – A two-year degree program designed to provide individuals who have completed an undergraduate professional landscape architecture degree an opportunity to facilitate a concentrated examination of advanced topics including, but not limited to, sustainable design, cultural and historic landscape, and issues of urbanism and landscape architecture.

MSCRIP Master of Science in Community and Regional Planning - A two to three-year degree program that provides the theoretical foundation, specific skills and practical experience to succeed in professional planning and related policy careers and consists of core curriculum, electives, and the preparation of a masters professional report or a thesis

MSSD Master of Science in Sustainable Design – A two-year degree that integrates three areas of inquiry related to the built environment – natural systems, building systems, and cultural systems - to prepare students for a PhD program, work in public policy or to pursue activism related to sustainable architecture or urbanism.

MSHP Master of Science in Historic Preservation – A two-year degree that exposes students to multiple fields in the discipline of historic preservation – architectural conservation and documentation, historic site management, and preservation planning and development.

MID Master of Interior Design – A two-year degree that offers an innovative graduate curriculum that integrates research and theoretical knowledge in the application of current design issues that face our society through core coursework, self-directed research in an area of individual interest, a design studio involving travel, and a thesis.

MSSD Master of Science in Sustainable Design – A two-year degree that integrates three areas of inquiry related to the built environment – natural systems, building systems, and cultural systems - to prepare students for a PhD program, work in public policy or to pursue activism related to sustainable architecture or urbanism.

MAH Master of Arts in Architectural History – A two-year degree that provides students with an introduction to advanced studies in Architectural History including individualized coursework, reading knowledge of a foreign language, and a thesis.

Doctor of Philosophy in Architectural History – A 51-hour doctoral program that provides students with advanced training to prepare them to teach and conduct research at the highest level that includes competency in core coursework, general knowledge of architectural history, a demonstrated reading proficiency in a second foreign language, an area of concentration, and a minor area.

Doctor of Philosophy in Community and Regional Planning – A 51-hour doctoral program that prepares students for research and teaching at the university level and for leadership positions in public and private institutions, in order to make substantive contributions to planning and related policy fields, through a rigorous, but flexibly tailored, scholastic and practical training.

I.2.3. Physical Resources

The School of Architecture is privileged to occupy possibly the finest facilities of any school of architecture in the country. The School contains outstanding accommodations for studios, offices, reading rooms, review rooms, workshop, computer lab, and an exhibition gallery. These are located in three architecturally significant buildings—two designed by Cass Gilbert and one design by Paul Cret. Goldsmith Hall was built in 1933 as the Architecture building and was completely renovated and added onto in 1988. Sutton Hall was built in 1914 and was renovated in 1982. Battle Hall was built in 1910. (The School of Architecture only occupies the ground floor of Battle Hall, with the Architecture and Planning Library on the second floor and the Alexander Architecture Archive in the basement. Both the library and the archive are part of the university library system.

See List of Departmental rooms and floor plans, Appendix 6.

The School has improved physical facilities in three major ways since the last NAAB visit in 2006: security, accessibility, and renovation. Security at the School had never been a concern until a series of thefts and suspicious activity in the UTSOA buildings and surrounding areas in early 2010. The University Police Department (UPD) came to the school and gave a series of presentations to educate the School community about theft prevention and reporting suspicious activities. The School is located on the western edge of the 40 acres that comprise the University of Texas at Austin, and UPD maintained that the western campus edge formed by Guadalupe Street was the way in which suspicious persons were accessing areas around Goldsmith and Sutton Hall. After a town hall meeting to better understand security concerns, the administration acted swiftly to update facilities. Exterior doors were re-configured to allow swipe card access to members of the School community, and equipped with an alarm if propped too long. Interior doors (studio and classroom) are still accessed by keys, now issued more securely through the University Lock and Key, rather than through the School. There has not been a single theft or report of suspicious activity since the updates to facilities.

Accessibility at the School has been a focus of attention since the 2006 NAAB VTR, identified full ADA accessibility as a shortcoming of the School's facilities. An additional ADA-accessible ramp has been constructed to allow full access to facilities in Goldsmith Hall to address these concerns. In early 2008, an architect was selected to conduct a renovation study of Battle Hall, the building that houses the Architecture and Planning Library. In November 2008, the Board of Regents approved the redefinition of the Capital Improvement Program to add the West Mall Office Building to the renovation study. Last year, the Office of the Executive Vice President and Provost approved \$500,000 to complete this study of both buildings. The feasibility study includes needed additional space for the School of Architecture to offset its overcrowded studios, classrooms, and faculty offices. It is now 90% complete and will be finished in November 2011. The next step will be to make this study a project at the University level, the final step before design and construction.

Renovation at the School has been a recent major focus. The Center for Sustainable Development acts as the hub for interdisciplinary sustainability research, education, and outreach efforts for the School of Architecture, and also provides grant-writing support for all faculty members in the School of Architecture. However, until recently, the Center for Sustainable Development office space was desperately in need of renovation, poorly planned and inefficiently utilized, and did not reflect the high performance of the center. The office space has been refurbished into a dynamic workspace that better showcases our commitment to collaboration and effective design and research. The CSD has also expanded the successful Thermal Lab, beginning construction of a second facility to allow controlled-setting research (with one lab acting as the control to more accurately measure the true impact of experimental design interventions). No other U.S. university has such an experimental façade lab. The first Thermal Lab is an experimental laboratory for research on innovative façade design, glazing, shading, window treatments, and other energy-efficient building technologies. The Thermal Lab allows researchers to pair the quantitative analysis of energy performance with the qualitative analysis of space, aesthetics, and design. This second lab encourages University of Texas researchers in architecture and engineering to complete more sophisticated side-by-side controlled experiments, opening up a wider range of experimental possibilities.

Additionally, the CSD's classroom in the West Mall Building was renovated through a student design competition. The design represents a tangible attempt to better align the instructional environment with the ideals of the University of Texas School of Architecture. The renovation has allowed for the optimization of space for multi-use flexibility, installation of modern information technology equipment, and the replacement of worn materials and furniture. Sustainable elements of the renovation include the diversion and recycling of demolition waste whenever possible, and the refurbishment of contemporary designer chairs, found derelict in University of Texas surplus. Architecture students have played an integral role in every aspect of the renovation process, from the design competition design development to demolition and construction. For those involved, this project has been an invaluable learning experience into the realities inherent in working under a limited budget, an exceptionally short timeline, and multi-level organizational oversight. The entire School of Architecture now benefits from a rejuvenated and functional space.

IT Resources

Computer facilities within the School of Architecture include centralized teaching and open use laboratories. The UTSoA Computer Lab (located in Sutton Hall) is available 85 hours per week during long semesters for open use by all students enrolled in courses in the School. The Computer Lab contains over sixty-five workstations and a variety of peripherals. The laboratory hosts a variety of industry-standard software, including: Autodesk Educational Master Suite (AutoCAD, Revit, 3DS-Max, Civil 3D, Ecotect, Robot Analysis, Impression, and Vasari TP), ArcGIS, Community Viz, Revolution-R, Rhino, V-Ray for Rhino, Rhino-Terrain, Adobe Creative Suite Master Collection (Photoshop, InDesign, Illustrator, Flash, Fireworks, Dreamweaver, Premier Pro, Audition, After Effects, and Acrobat), Google Earth Pro, Google SketchUp Pro, Kerkythea Rendering System, EndNote, ARTstor, eQuest, Shopbot Partworks, Shopbot Partworks 3D, Arcade, Energy Plus, and Microsoft Office Professional (Word, Excel, PowerPoint, Access, Outlook, and Publisher).

The laboratory is also used for both software training and course-based instruction. Central to the Computer Lab is the Service Desk, the School's centralized location for input and output, which serves as a helpdesk. The Computer Lab has ten large-format color plotters, two tabloid color laser printers, three tabloid flatbed scanners, a large-format scanner, a three-dimensional non-contact laser scanner and a three-dimensional printer for rapid prototyping. In addition, the Service Desk provides a variety of technological tools for student checkout, including: laptops, projectors, digital cameras, digital video cameras, GPS receivers, and other peripherals. The service desk also has space for students to sit with their laptops and get assistance with software and hardware issues. Included in the Computer Lab is a lighting control studio for photography and lighting evaluation that includes stages and backdrops for model photography, a light table, a daylight simulation box, and a Heliodon for simulating insolation on scale models. There are also lounge areas and work counters to facilitate student laptop use in the lab environment. Lab TAs and staff are trained in all relevant technologies to be able to assist students with laptops who visit the lab for support.

The new 2D Digital Fabrication Lab is adjacent to the Computer Lab. This facility houses three 60-watt laser cutters with a state-of-the-art exhaust filtration system. The facility is designed to support the future installation of up to three CNC Knife cutting systems to expand and diversify our ability to fabricate objects from sheet materials.

The full interior of the School of Architecture's four buildings are supported by the secure UT wireless internet access. In addition, many of the most commonly used exterior spaces in the campus also have wireless coverage. Every review space in the School has a minimum of one 52" LCD HDTV for displaying laptop output. LCD TV's were chosen for these spaces because they offer superior performance in fully lit environments, higher resolution images, and better cost per performance characteristics than LCD projectors. Many studios throughout the school have also been outfitted with these display devices to enable realtime teaching, sharing, and review. The main jury room has a 3D capable 65" Plasma TV. For up-to-date details on a classroom-by-classroom basis, please visit <http://soa.utexas.edu/it/oit/digital-rooms>.

Information regarding all computer resources offered institution wide to students and faculty at the University of Texas at Austin can be found at <http://www.utexas.edu/its/whatweoffer/>.

I.2.4. Financial Resources

Current Year Fiscal Year Expenses and Revenue

MEASURES as values	2011-2012 Q1	2011-2012 Q2	2011-2012 Q3	2011-2012 Q4	2011-2012	
Period Beginning Free Balance	\$3,045,693.33	\$4,337,983.12	\$3,240,259.74	\$3,240,259.74	\$3,045,693.33	
Fund Balance Forward	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Appropriated Budget	\$7,616,086.00	\$88,967.00	\$0.00	\$0.00	\$7,705,053.00	
Budget Adjust.	\$935,098.45	\$7,817.02	\$0.00	\$0.00	\$942,915.47	
Income	\$458,958.47	\$213,511.31	\$0.00	\$0.00	\$672,469.78	
Expend.	(\$3,303,961.44)	(\$2,062,111.15)	\$0.00	\$0.00	(\$5,366,072.59)	
Transfer/Adjust.	\$689,795.60	(\$37,619.76)	\$0.00	\$0.00	\$652,175.84	
Salary Encumb.	(\$4,976,423.06)	\$606,195.84	\$0.00	\$0.00	(\$4,370,227.22)	
Misc. Encumb.	(\$129,137.88)	\$88,989.49	\$0.00	\$0.00	(\$40,148.39)	
Assets and Liabilities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Invest.	\$1,873.65	(\$3,473.13)	\$0.00	\$0.00	(\$1,599.48)	
Cumulative Free Balance	\$4,337,983.12	\$3,240,259.74	\$3,240,259.74	\$3,240,259.74	\$3,240,259.74	
MEASURES	NA	NA	NA	NA	NA	

Forecast of Revenue From All Sources and Expenses

Sources	2011-2012	2012-13	2013-14
Education and General	\$1,279,684.81	\$1,254,091.11	\$1,229,009.29
Designated	\$913,802.42	\$895,526.37	\$877,615.84
Auxiliary Enterprises	\$0.00	\$0.00	\$0.00
Restricted Expendable	\$1,043,301.71	\$1,022,435.68	\$1,040,328.30
Loan Funds	\$0.00	\$0.00	\$0.00
Unexpended Plant Funds	\$0.00	\$0.00	\$0.00
Investment In Plant Funds	\$0.00	\$0.00	\$0.00
Agency	\$3,470.80	\$3,401.38	\$3,470.80
BG Fund Group	\$3,240,259.74	\$3,175,454.55	\$3,150,424.24

Past Six Years Expenditures and Revenue

Revenue and expenses	2005-06*	2006-07*	2007-08*	2008-09*	2009-2010	2010-2011	2011-2012 (to date)
Beginning Balance		\$194,564.16	\$200,633.33	\$2,031,256.08	\$2,479,634.97	\$2,503,671.84	\$3,045,693.33
Appropri. Budget	\$5,035,173.00	\$5,938,340.00	\$6,479,201.00	\$6,928,923.00	\$7,070,990.00	\$7,404,943.00	\$7,705,053.00
Income (endowments incl)	\$1,825,354.62	\$1,862,595.99	\$1,900,700.68	\$1,946,085.00	\$1,987,291.14	\$2,301,517.11	\$672,469.78
Expend.	(\$10,000,023.36)	(\$10,466,139.44)	(\$11,005,697.62)	(\$10,764,245.65)	(\$10,854,363.54)	(\$10,683,661.64)	(\$5,366,072.59)
Transfer/Adjust. (UT)	\$661,234.00	\$667,802.33	\$702,679.55	\$612,365.78	\$753,512.48	\$808,682.85	\$652,175.84
Misc. Encumb.	(\$19,664.11)	(\$68,931.00)	(\$146,918.98)	(\$17,698.33)	(\$28,918.98)	(\$84,290.70)	(\$40,148.39)
Invest.	\$569.64	\$644.12	\$688.66	\$705.61	\$860.39	(\$700.98)	(\$1,599.48)
Ending Balance	\$194,564.16	\$200,633.33	\$2,031,256.08	\$2,479,634.97	\$2,503,671.84	\$3,045,693.33	

At this time, we have no planned increases or reductions in enrollment. Currently, we have been instructed by the central administration to reallocate 2% of our core academic budget to create a “contingency reserve” for 2012-13 and 2013-14. It is hoped that this reserve will become a “merit pool” for faculty and staff salary increases in 2012-13 and 2013-14, but due to long-term budgetary uncertainties, we are to be prepared for the central administration to sweep these funds to address institutional budget deficits. At the request of Dean Steiner, Provost Steven Leslie has agreed to reduce our 2% liability (originally \$125,000) by \$80,000 per year for the next two years. We have identified funds for the reallocation in 2012-13 and have embarked on a voluntary exit incentive program for certain faculty members who meet eligibility criteria. It is hoped that a couple of highly-paid, senior faculty will accept the incentive and retire at the end of this academic year. If they do, we will refill their positions with junior faculty, at lower salaries, thus enabling us to reallocate the funds as directed. Our endowment payout rate has continued to increase throughout the recession, due in part to excellent management by fund managers, UTIMCO, and the use of a three-year rolling average in annual income calculation. We continue to expect modest payout increases over the next several years. In addition, Provost Leslie invested \$600,000 per year for three years in the School of Architecture to provide funds for strategic priorities. These funds have created opportunities for graduate assistantships, seed funds for research projects, and general support for faculty and student scholarship. 2012-13 is the second year of the three year commitment. As a direct result of the provost’s allocation of one-time funding to the School of Architecture, our Center for Sustainable Development has been able to increase not only its application rate, but also its yield rate on sponsored projects, both foundational and federal.

Since our last accreditation visit, there have been several notable, but non-permanent, funding model changes. The first, instituted by the School of Undergraduate Studies (UGS), makes funds available to units such as the School of Architecture in return for offering specialized, non-major classes targeted at first-year students taught by mostly tenure-stream faculty. Courses, known as “signature courses,” introduce entering freshmen to topics in the field of the offering department, often in small-class formats. UGS incentivizes the program by transferring funds to the home department to cover the costs associated with replacing our tenure stream faculty, course development, and TA costs (if the course reaches a certain enrollment threshold). The program has proven to be quite popular among entering freshmen and the funds received from UGS make it doable for us as well. Second, the provost’s office has created a program to increase the number of summer courses we offer, thus hoping to improve on-time graduation rates across the campus. For every semester credit hour (SCH) generated in excess of a predetermined benchmark, we receive \$250 to use for strategic priorities. We have chosen to use these funds, along with the UGS funds, to augment our instructional budget for the next academic year. While

both of these programs are important one-time funds generators, it is important to note that neither should be confused with an increased recurring budget.

All around, the School of Architecture continues to seek ways to maximize available resources, as do all of the other schools and colleges within the University of Texas. Decreasing state appropriations will continue to challenge the university, but strategic planning and thoughtful execution of those plans will enable us to continue to excel. We have faith in our administrative leaders and believe that they will make decisions that best support our collective mission.

If you have any questions about information contained herein, Jeff Evelyn, Assistant Dean for Administration, would be pleased to meet with you in person during your visit.

I.2.5. Information Resources

Architecture & Planning Library

The Architecture & Planning Library is one of eleven branch units of the UT Library system, and it supports the School of Architecture by directly enhancing the value, relevance and effectiveness of its teaching, research, and public service goals. All students, faculty, and staff access literature, information, visual, and digital resources that support professional education in the field of architecture. While the library is located in close proximity to the School, its catalog, instructional guides, and digital content are web-based, allowing virtual discovery and access via the Internet. Architecture librarians and paraprofessional staff provide expert information services that teach and develop research, evaluative, and critical thinking skills necessary for professional practice and lifelong learning.

The Architecture & Planning Library collects materials on all aspects of architecture, landscape architecture, interior design, urban design, historic preservation, sustainable design and community and regional planning. These materials focus on design, history, criticism, theory, professional practice and education, case studies, and technology. Strengths include Texana, late nineteenth and early twentieth century French architecture books, titles on central European modernism, British materials related to the garden cities movement and the Picturesque, Frank Lloyd Wright and organic architecture, and early architecture periodicals. The Alexander Architectural Archive responds to program needs including architectural and urban design records significant to the southwestern United States, records documenting the development of The University of Texas at Austin, and representative records documenting the development of American architecture.

As of September 2011, the Architecture & Planning Library collection totals 98,378 volumes (12,796 located at the Library Storage Facility) including 19,742 items in Special Collections securely located both onsite and at the Charles Moore House. The library subscribes to 282 journals of which 108 are available online. As part of the UT Libraries, the Architecture & Planning Library also offers access to several e-book collections, nearly 700 indexes and databases as well as print collections at other branches. Processed archival records at the Alexander Architectural Archive comprise over a quarter of a million drawings, nearly 2,000 linear feet of papers including over 40,000 photographic prints, 17,500 negatives, 160,000 slides, 8,000 post cards, films, audio visual media and artifacts. Select files are now available on the UT Digital Repository and through the web.

The Architecture & Planning Library's Head Librarian reports directly to the Associate Director for User Services. The Associate Director reports to the Vice Provost and Director of UT Libraries who, in turn, reports to the Provost. Staffing levels have remained relatively stable over the last six years, with an increase in support for the archive paraprofessional (.5FTE) to offset loss of Curator's hours in the 2007 reorganization, and additional hourly allocations.

Located in historic Battle Hall, the Architecture & Planning Library has approximately 23,248 square feet (of which 7,403 serve the archive) with 261 seats for studying and 15 computer workstations, including 4 public scanners. The grand reading room is furnished with antique tables and desks designed for early UT libraries.

The library has increased its hours since the last report to 77 hours per week during long semesters of Fall and Spring. The archive is open by appointment. An average of 82,170 visitors enter the library and 13,975 enter the archive per year.

The majority of library acquisition monies are institutional funds, although gifts and some endowments have also been made available. 2010-2011 funding baseline was \$105,000. A full self-assessment of the Architecture and Planning Library is available in Appendix 5.

Visual Resources Collection

The Visual Resources Collection (VRC) is a unit within the School of Architecture supporting the UTSOA's mission to achieve excellence in teaching and research, making community connections and enhancing student life. To this end, the VRC's primary function is to provide a sustainable and searchable collection of visual images to support current classroom teaching.

The image collection is comprised of over 250,000 35mm slides and a growing collection currently numbering over 140,000 digital images that reflect the specializations of the faculty, students and staff. In addition, the VRC maintains and circulates an inventory of equipment that includes slide projectors and 35mm camera equipment, and manages the School of Architecture Darkroom (for black and white

photography). The VRC displays biannual exhibits that highlight new image acquisitions and Photo Union members' black and white photography, actively documenting UTSOA events and exhibits.

The VRC's Director's position is classified as a Professional Librarian. The Director reports to the UTSOA's Assistant Dean for Administration. There are three UTSOA graduate student teaching assistant positions assigned to the VRC. Two teaching assistant positions are .5 FTE. The third position is .25 FTE and focuses on darkroom and photography support. The VRC also employs one .75 FTE graduate research to support the VRC's operation

The VRC's main office is located in Sutton Hall, Room 3.128. The Slide Library is in Sutton 3.126 and accessed through the VRC's main office. A stable environment (temperature: 68 degrees, relative humidity: 50%) is very important to ensure that the slides are not compromised; large fluctuations in the temperature and humidity are to be avoided. The VRC administers the UTSOA's Darkroom located in Sutton 1.108. Excluding salary lines, the VRC has a baseline budget of \$15,500 (including a one time allocation of \$4000) for the 2011-2012 fiscal year. A full self-assessment of the Visual Resources Collection is available in Appendix 5.

University Co-op Materials Resource Center

The primary mission of the University Co-op Materials Resource Center is to support the School of Architecture's core purpose and mission "to build excellence in teaching and research, making community connections, and enhancing student life." The center purposely promotes education in advanced and interdisciplinary materials research, development, design and construction by providing patrons with the knowledge and expertise to develop their individual core practice and code of value when designing and constructing for the built environment.

The Material Collection is one of the largest and most comprehensive collections of its kind at any college or university in the country, if not the world. It currently holds 27,000+ material samples with corresponding product literature (manufacturer catalogues, brochures, multimedia, etc.). The collection mainly consists of traditional building construction materials, however, it strives to be reflective of the current building and design market and has a particular focus on smart, innovative, emerging and sustainable design materials, assemblies, and technologies. To provide further understanding of its holdings, the Materials Lab maintains a reference collection with trade association publications that describe material composition, fabrication, performance and application. The Materials Lab maintains an online database, initiated in the Spring of 2009.

The Materials Curator reports to the SOA's Assistant Dean for Administration. There are three 0.5FTE graduate teaching assistants, five material researchers (student workers), and one material photographer. Excluding salary for the Curator, the University Co-op Materials Resource Center has a baseline budget of \$20,806 for the 2011-2012 fiscal year. A full self-assessment of the University Co-Op Materials Resource Center is available in Appendix 5.

I.3. Institutional Characteristics

I.3.1. Statistical Reports

Comparative Data for Bachelor of Architecture Students

B.Arch Enrollment	As Reported in the 2011 ARS				As reported in 2004-2005		
Ethnicity	Male Total	Female Total	Grand Total		Male Total	Female Total	Grand Total
American Indian or Alaska Native	0	1	1	(IMA 2005: Asian America)	1	2	3
Asian only	13	26	39		12	39	51
Native Hawaiian or other Pacific Islander	0	0	0		*	*	*
Black or African American only	8	10	18		2	7	9
Black (2 or more, excl. Hisp)	0	1	1		*	*	*
Hispanic (any combination)	29	20	49		23	18	41
White	107	103	210		98	132	230
Two or more races	1	0	1		0	0	0
Foreign	4	10	14		4	8	12
Race and ethnicity unknown	0	0	0		0	1	1
TOTAL	162	171	333		140	207	347

*Indicates data not tracked in 2005

		As reported in the 2011 ARS	As reported for 2004-2005
II. Qualifications Admitted B.Arch			
SAT:			
<i>Critical Reading</i>			
	Average	650	681
<i>Mathematics</i>			
	Average	685	701
<i>Writing</i>			
	Average	652	N.A.
<i>Total</i>			
	Average	1987	1382
ACT:			
<i>English</i>			
	Average	29	31
<i>Mathematics</i>			
	Average	30	31
<i>Reading</i>			
	Average	29	30
<i>Science</i>			

	As reported in the 2011 ARS	As reported for 2004-2005
III. Time to Graduation		
Normal Time to Completion: (number of quarters or semesters in which students are expected to complete all requirements for the NAAB-accredited degree)		
	10	10
Percentage of students who completed in normal time	82.3	60
Percentage of students who completed in 150% of normal time.	n/a	91.1

Comparative Data for Master of Architecture Students

Ethnicity	As Reported in the 2011 ARS									As reported for 2004-2005
	Full Time Male Total	Full Time Female Total	Full Time Total	Part Time Male Total	Part Time Female Total	Part Time Total	Male Total	Female Total	Grand Total	
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0
Asian	1	9	10	1	1	2	2	10	12	2
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0	*
Black or African American	0	0	0	0	0	0	0	0	0	1
Hispanic/Latino	3	2	5	1	0	1	4	2	6	2
White	52	60	112	6	2	8	58	62	120	*
Two or more races	3	5	8	0	0	0	3	5	8	*
Nonresident alien	5	3	8	0	0	0	5	3	8	5
Race and ethnicity unknown	3	1	4	2	1	3	5	2	7	*
TOTAL	67	80	147	10	4	14	77	84	161	43

* Indicates data not tracked in 2005

		As reported in the 2011 ARS	As reported for 2004-2005
II. Qualifications of M.Arch I Students Admitted			
Graduate Record Examination			
Verbal (200-800)	582		670
Quantitative (200-800)	695		650
Analytical (0.0-6.0)	4		4.5

	As reported in the 2011 ARS	As reported for 2004-2005
III. M.Arch I Time to Graduation		
Normal Time to Completion: (number of quarters or semesters in which students are expected to complete all requirements for the NAAB-accredited degree)	7.5	7.5
Percentage of students who completed in normal time	94%	75%
Percentage of students who completed in 150% of normal time.	98%	100%

I. Full-time Instructional Faculty Compared to the Time of the Last Visit													
<i>As reported in the 2011 ARS</i>													
Ethnicity	Professor - Male	Professor - Female	Professor - TOTAL	Assoc. Professor - Male	Assoc. Professor - Female	Assoc. Professor - TOTAL	Assis. Professor - Male	Assis. Professor - Female	Assis. Professor - TOTAL	Instructor - Male	Instructor - Female	Instructor - TOTAL	GRAND TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian	1	0	1	1	0	1	2	0	2	0	0	0	4
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	1	1	0	0	0	1
Hispanic/Latino	0	0	0	0	0	0	1	0	1	0	0	0	1
White	14	2	16	11	6	17	6	5	11	0	0	0	44
Two or more races	0	0	0	0	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	15	2	17	12	6	18	9	6	15	0	0	0	50

2004-2005 Full-time Instructional Faculty

As reported for the academic year 2004-2005 (different reporting categories measured in 2005 Statistical Report indicated here)

Ethnicity	Full Time	Part Time	Tenured	Professor	Associate	Assistant
African American Faculty	0	0	0	0	0	0
Native American Faculty	0	0	0	0	0	0
Asian/Pacific Island Faculty	0	1	0	0	0	0
Hispanic Origin Faculty	2	0	0	0	0	0
Women Faculty	14	8	5	5	1	7

II. Faculty Promotions	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
<i>Faculty in the accredited program</i>	28	27	27	29	29
Assistant to Associate Professor	1/1	0/0	1/1	0/0	1/1
Associate to Full Professor	0/0	2/2	1/1	1/1	0/0
<i>Faculty in the institution</i>	1,973	1,975	1,995	2,066	2,049
Assistant to Associate Professor	51/61	54/71	58/68	58/62	52/66
Associate to Full Professor	26/30	35/35	22/26	29/32	30/31

III. Faculty Receiving Tenure	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Faculty in the accredited program	1/1	0/0	1/1	0/0	1/1
Faculty in the institution	51/61	54/74	58/68	58/62	52/66

IV. Registration in U.S. Jurisdictions	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Faculty receiving 1st time licenses	-	-	-	-	-
Faculty receiving reciprocal licenses	-	-	-	-	-
Faculty renewing licenses	-	-	-	-	-
Faculty receiving NCARB Certificates	-	-	-	-	-
Foreign-educated	-	-	-	-	-
Foreign-licensed	-	-	-	-	-
Broadly Experienced Architects	-	-	-	-	-

We are still in the process of gathering the information for the 'Registration in U.S. Jurisdiction' statistical section. The information we have thus far regarding licensing and certification is not complete for each of the past five academic years.

I.3.2. Annual Reports

See following page for letter certifying Annual Reports. The reports can be found in Appendix 7.



THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF ARCHITECTURE

September 30, 2011

To whom it may concern:

As Assistant Dean for Administration at the University of Texas at Austin School of Architecture, I certify that the statistical data prepared and submitted by the University of Texas at Austin School of Architecture to the National Architecture Accrediting Board, Inc. is accurate. This data, submitted through the Annual Report Submission since the last NAAB site visit, is consistent with reports and analysis sent to other national and regional agencies including the Integrated Postsecondary Education Data System of the National Center for Education Statistics.

A handwritten signature in blue ink, reading 'Jeff Evelyn', written over a horizontal line.

Jeff Evelyn

Assistant Dean

School of Architecture

University of Texas at Austin

I.3.3. Faculty Credentials

See Appendix 2.

I.4. Policy Review

The following documents will be placed in the Team Room for the 2012 Visit. These documents are referenced in this report as part of Appendix 5.

University of Texas at Austin Undergraduate Catalog 2011-2014

University of Texas at Austin Graduate Catalog 2011-2014

University of Texas at Austin Commission of 125 Report

University of Texas at Austin Handbook of Operating Procedures for Students, Faculty, and Staff

University of Texas at Austin Core Purpose and Core Values

University of Texas at Austin policies on academic integrity for students

UTSoA Mission Statement, Core Vision

UTSoA Diversity Plan

UTSoA Information Resources Self-Assessments: Architecture and Planning Library, Visual Resources Collection, University Co-Op Materials Resource Center

UTSoA Studio Culture Policy

UTSoA Admissions Requirements

Part Two (II). Educational Outcomes and Curriculum

II.1.1. Student Performance Criteria

See following pages for color-coded Curriculum Map.

See following pages for SPC Matrices for Bachelor of Architecture and Master of Architecture student performance criteria.

BACHELOR OF ARCHITECTURE

FIRST YEAR				SECOND YEAR				THIRD YEAR				FOURTH YEAR				FIFTH YEAR			
F		S		F		S		F		S		F		S		F		S	
ARC 311K VIS COMM 1		ARC 311L VIS COMM 2		ARC 221K VIS COMM 3		ARC 520L DESIGN 4		HIS 315K AMERICAN HISTORY		APPROVED ELECTIVE		HIS 315L AMERICAN HISTORY		GOV 312L AMERICAN GOV		APPROVED ELECTIVE		APPROVED ELECTIVE	
ARC 310K DESIGN 1		ARC 310L DESIGN 2		ARC 320K DESIGN 3				SOCIAL SCIENCE ELECTIVE				GOV 310L AMERICAN GOV				OPEN ELECTIVE		OPEN ELECTIVE	
M 408C CALCULUS 1		FIRST YR SIGNATURE		ARC 415K CONSTRUCTION 1		E 316K LITERATURE		ARI 324K EC 1		ARC 334L EC 2		UPPER DIV HUMANITIES				OPEN ELECTIVE			
ARC 308 ARCH AND SOCIETY		ARC 318K SURVEY 1		ARC 318L SURVEY 2		ARC 333 SITE DESIGN		ARC 520M DESIGN 5		ARC 530T DESIGN 6		ARC 560R ADV DESIGN		ARC 560R ADV DESIGN		ARC 560R ADV DESIGN		ARC 560R ADV DESIGN	
RHE 306 RHET AND COMP		PHY 302K GEN PHYSICS 1		PHY 302L GEN PHYSICS 2															
		PHY 102M PHYSICS 1 LAB		PHY 102N PHYSICS 2 LAB		ARC 415L CONSTRUCTION 2		ARC 435K CONSTRUCTION 3		ARC 435L CONSTRUCTION 4				ARC 335M CONSTRUCTION 5		ARC 368R ADV ARCH HIST		ARC 368R ADV ARCH HIST	
												PROFESSIONAL RESIDENCY PROGRAM		CRP 369K PR OF PLANNING				ARC 362 PRO PRACTICE	

		Communication Skills	Design Thinking Skills	Visual Communication Skills	Technical Documentation	Investigative Skills	Fundamental Design Skills	Use of Precedents	Ordering Systems Skills	Historical Traditions and Global Culture	Cultural Diversity	Applied Research		Pre-Design	Accessibility	Sustainability	Site Design	Life Safety	Comprehensive Design	Financial Considerations	Environmental Systems	Structural Systems	Building Envelope Systems	Building Service Systems	Building Materials and Assemblies		Collaboration	Human Behavior	Client Role in Architecture	Project Management	Practice Management	Leadership	Legal Responsibilities	Ethics and Professional Judgment	Community and Social Responsibility			
		A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	A.9	A.10	A.11		B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	B.11	B.12		C.1	C.2	C.3	C.4	C.5	C.6	C.7	C.8	C.9			
SPC met in		Realm A: Critical Thinking and Representation											Realm B: Integrated Building Practices, Technical Skills and Knowledge												Realm C: Leadership and Practice													
Pre-professional education																																						
SPC met in NAAB-Accredited Program																																						
FIRST YEAR	ARC 310K Design I		X				*																				*											
	ARC 311K Vis Comm I		*	X																																		
	ARC 308 Arch & Society	*	*					*			*	X																X										
	ARC 310L Design 2		X				X				*					*																						
	ARC 311L Vis Comm 2			X																																		
	ARC 318K History of Arch	X				*		*			X		*																									
	ARC 320K Design 3						X		*				*				*												X	*								
	ARC 221K Vis Comm 3		*	X																																		
	ARC 318L History Arch 2	X				*		*		X		*													*			*										
	ARC 415 K Construction 1						*		X						*	X		*				*		*			*							*				
	ARC 520L Design 4					*	*	*	X					*	*	X	*																		*			
	ARC 368R Arch History					*		*		*	*					*			*				*	X		X	*		*					X				
	ARC 415L Construction 2					*		X		*						*			*			*	X		X		*		*									
	ARC 333 Site Design						*		*						X		X										*	*					X					
THIRD YEAR	ARC 520M Design 5		*			X						X																										
	ARI 324K EC 1					X										*					X			X														
	ARC 435K Const 3							*						X	X	*	*	X	X		*	X	X	X	*													
	ARC 530T Design 6				*								X	X		*	*	X	X		*	*	*	*	*													
	ARC 435L Constr 4		*		X			*	*			*				*		X			X	*	*	*	*		*		*				*					
	ARC 334L EC 2															X		X			X		*	X			*	*				*						
FOURTH YE	ARC 560R Adv Design	*	*									*		*		*			X	*	*	*	*	*	*		*				*			*				
	ARC 560T Adv Design**				*								X			*			X	*	*	*	*	*	*		X				X	*						
	ARC 361T Tech Comm**			*	X															X	*								X									
	ARC 335M Const 5				*			X																	X													
	CRP 369K Principles of Planning					*					X																X		*			X	*	*	X			
FIFTH YEAR	ARC 560R Adv Design*																																					
	ARC 368R Arch History*							*				*																										
	ARC 350R Adv Theory	*				*		*				*			*													*										
	ARC 351R Adv VisComm			*		*						*																										
	ARC 560R Adv Design*																			X																		
	ARC 362 Pro Practice																												X	*	X		X	X	X			
	ARC 368R Arch History*																																					

*see 560R + 368R above.

			Communication Skills	Design Thinking Skills	Visual Communication Skills	Technical Documentation	Investigative Skills	Fundamental Design Skills	Use of Precedents	Ordering Systems Skills	Historical Traditions and Global Context	Cultural Diversity	Applied Research		Pre-Design	Accessibility	Sustainability	Site Design	Life Safety	Comprehensive Design	Financial Considerations	Environmental Systems	Structural Systems	Building Envelope Systems	Building Service Systems	Building Materials and Assemblies		Collaboration	Human Behavior	Client Role in Architecture	Project Management	Practice Management	Leadership	Legal Responsibilities	Ethics and Professional Judgment	Community and Social Responsibility
			A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	A.9	A.10	A.11		B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	B.11	B.12		C.1	C.2	C.3	C.4	C.5	C.6	C.7	C.8	C.9
SPC met in Preparatory education			Realm A: Critical Thinking and Representation											Realm B: Integrated Building Practices, Technical Skills and Knowledge												Realm C: Leadership and Practice										
SPC met in NAAB-Accredited Program																																				
FIRST YEAR	Fall	ARC 394 Vertical Studio		X			X	X		X					*		*	X					*						X	*					*	
		ARC 393 Vis Comm		*	X		*	X																												
		ARC 381R Arch Drawing			X																															
		ARC 385K Const 1					*			X													*		X	*										
	Spring	ARC 386K Theory I	*	X					X				*										*		X	*			X				X			
		ARC 394 Vertical Studio*																																		
		ARC 393 Vis Comm*																																		
		ARC 387F History I	*				*					X	X																							
SECOND YEAR	Fall	ARC 385L Const 2				*		X					X									*	*	X		X	*									
		ARC 381R Adv Vis Comm			*																															
		ARC 394 Vert Studio*																																		
		ARC 393 Vis Comm*																																		
Spring	ARC 387G History 2	X				*			*	*	X	X				*							X	X		X										
	ARC 385M Const 3				X				*	*						*							X	X		X										
	ARC 386L Theory 2	X				X							X																							
	ARC 394 Vert Studio*																																			
THIRD YEAR	Fall	ARC 393 Vis Comm*				*			*	*			*	*	X		X		X				X			*			*			X	*			
		ARC 385N Const 4		*		*			*	*			*	*	X		X						X				*		*				X	*		
		ARC 383S Site Design						*		*	*			X	X	X	X	X		X		X		*	X			*	*			X	*			
		ARC 384L EC II											X			X		X		X		X		*	X			*	*			*	*			
	Spring	ARC 695 Adv Design			*										X	X		*	X	X	*	*	*	*	*	*	X				X	*				
		ARC 381T Tech Comm			*	X												*				X	*			X		X								
		ARC 384K EC I				*							*	*		*						X	*		X											
		ARC 388R Adv History	*						*		*	*	*													X									*	
FOURTH YEAR	Fall	ARC 696 Adv Design		*								*	*				*				X						*				*			*		
		CRP XXX CRP Elective											*														*							*		
		ARC 388R Adv History																																		

* Four vertical studios and vis comm courses (ARC 394/ARC 393) are required. These courses marked with a * meet the same SPC criteria as listed on the first listing for ARC 394/ARC 393. In order to avoid duplicated X's, please refer to the first listing for the SPC Criteria met by the courses marked with a *.

II.2.1. Regional Accreditation

See following page for letter verifying the University of Texas at Austin's accreditation by Southern Association of Colleges and Schools Commission on Colleges (SACSCOC.)



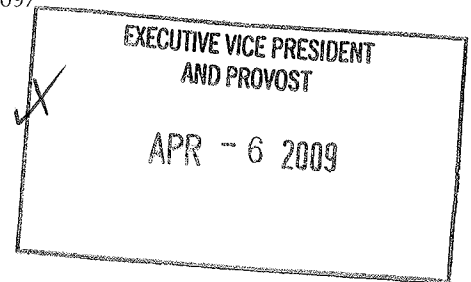
**SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES**

1866 Southern Lane • Decatur, Georgia 30033-4097

Telephone 404/679-4500 Fax 404/679-4558

www.sacscoc.org

April 1, 2009



Mr. William Powers, Jr., Esq.
President
The University of Texas at Austin
P. O. Box T
2400 Inner Campus Dr.-MAI 400/G3400
Austin, TX 78712-8920

Dear Mr. Powers:

This is to certify that The University of Texas at Austin in Austin, Texas, is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Bachelor's, Master's and Doctoral degrees.

The institution was initially accredited in 1901 and was last reviewed and reaffirmed in 2008. The reaffirmation review covered the main campus and all extended sites. The institution's accreditation extends to all programs offered on the institution's main campus as well as those offered at all extended program sites wherever located. The institution is scheduled to receive its next reaffirmation of accreditation review in 2018.

Sincerely,

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

Belle S. Wheelan, Ph.D.
President
Commission on Colleges

BSW:rb

II.2.2. Professional Degrees and Curriculum

Bachelor of Architecture

A five-year professional degree, the Bachelor of Architecture features a rigorous design-oriented curriculum with a solid foundation in technology and the history and theory of architecture. The curriculum prepares students for the challenges and demands of professional practice.

first year

FALL	[16]	SPRING	[16]
ARC 310K Design 1	3	ARC 310L Design 2	3
ARC 311K Visual Communications 1	3	ARC 311L Visual Communications 2	3
ARC 308 Architecture and Society	3	ARC 318K History of Architecture 1	3
RHE 306 Rhetoric and Composition	3	PHY 302K General Physics ¹	3
M 408C Calculus 1 ¹	4	PHY 102M Physics Laboratory ¹	1
		UGS 302 or 303 First-Year Signature Course	3

second year

FALL	[16]	SPRING	[18]
ARC 320K Design 3	3	ARC 520L Design 4	5
ARC 221K Visual Communications 3	2	ARC 368R Topics in History of Arch	3
ARC 318L History of Architecture 2	3	ARC 415L Construction 2 ^{1, 2}	4
ARC 415K Construction 1	4	E 316K Masterworks of Literature	3
PHY 302L General Physics ²	3	ARC 333 Site Design	3
PHY 102N Physics Laboratory ²	1		

third year

FALL	[18]	SPRING	[15]
ARC 520M Design 5	5	ARC 530T Design 6	5
ARI 324K Environmental Controls 1 ²	3	ARC 435L Construction 4	4
ARC 435K Construction 3 ²	4	ARC 334L Environmental Controls 2	3
HIS 315K American History	3	Approved Elective ³	3
Social/Behavioral Sciences Core Course	3		

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fourth year

FALL	[17]	SPRING	[17]
ARC 560R Advanced Design	5	ARC 560T Advanced Design	5
GOV 310L American Government	3	ARC 361T Tech Communications	3
HIS 315L American History	3	GOV 312L American Government	3
Upper Division Humanities Elective	3	ARC 335M Construction 5	3
Science & Technology Core Course (Pt. II)	3	CRP 369K Principles of Planning	3

fifth year

FALL	[17]	SPRING	[17]
ARC 560R Advanced Design	5	ARC 560R Advanced Design	5
ARC 368R Topics in History of Arch	3	ARC 362 Professional Practice	3
Approved Elective ³	3	ARC 368R Topics in History of Arch	3
Open Elective ⁴	3	Approved Elective ³	3
Open Elective ⁴	3	Open Elective ⁴	3

Bachelor of Architecture/ Bachelor of Science in Architectural Engineering Dual Degree Program

A six-year dual professional degree, the Bachelor of Architecture + Bachelor of Science in Architectural Engineering, sponsored jointly by the School of Architecture and the Cockrell School of Engineering, is founded upon the mutual interests of both architecture and architectural engineering.

first year

FALL	[17]	SPRING	[17]
ARC 310K Design 1	3	ARC 310L Design 2	3
ARC 311K Visual Communications 1	3	ARC 311L Visual Communications 2	3
ARC 308 Architecture and Society	3	ARC 318K History of Architecture 1	3
ARE 102 Intro to Arch Engineering	1	PHY 303K Engineering Physics 1	3
UGS 302/ 303 First-Year Signature Course	3	PHY 103M Physics Laboratory	1
M 408C Differential & Integral Calculus	4	M 408D Seq, Series & Multivariable Calculus	4

second year

FALL	[18]	SPRING	[17]
ARC 320K Design 3	3	ARC 520L Design 4	5
ARC 221K Visual Communications 3	2	CE 311K Intro to Computer Methods	3
ARC 318L History of Architecture 2	3	ARC 333 Site Design	3
PHY 303L Engineering Physics 2	3	EM 319 Mechanics of Solids	3
PHY 103N Physics Laboratory	1	CH 301 Principles of Chemistry	3
EM 306 Statics	3		
RHE 306 Rhetoric and Writing	3		

third year

FALL	[17]	SPRING	[17]
ARC 520M Design 5	5	ARC 530T Design 6	5
CE 311S Probability & Statistics for CE	3	ARE 335 Matls/Meth of Bldg Construction	3
CE 314K Properties/Behav of Engr Mat'ls	3	ARE 217 Comp-Aided Design/Graphics	2
CE 329 Structural Analysis	3	M 427K Advanced Calculus	4
ME 320 Applied Thermodynamics	3	ARE 346N Building Environmental Systems	3

fourth year

FALL	[15]	SPRING	[15]
CE 319F Elem Mechanics of Fluids	3	ARE 323K Project Management & Econ	3
ARC 368R Topics in History of Arch	3	CE 331 Reinforced Concrete Design OR	3
E 316K Masterworks of Literature	3	CE 335 Elements of Steel Design	
Approved Math or Science Elective	3	CE 357 Geotechnical Engineering	3
Social & Behavioral Sciences Core Crse	3	CRP 369K Principles of Planning	3
		GOV 310L American Government	3

fifth year

FALL	[17]	SPRING	[16]
ARC 560R Advanced Design	5	ARE 366 Contract, Liabilities & Ethics	3
CE 333T Engineering Communication	3	ARC 335M Construction 5	3
Approved Technical Elective	3	ARE 465 Integrated Design Project	4
Approved Technical Elective	3	Approved Technical Elective	3
HIS 315K American History	3	Approved Technical Elective	3

sixth year

FALL	[17]	SPRING	[14]
ARC 560T Advanced Design	5	ARC 560R Advanced Design	5
ARC 361T Technical Communications	3	ARC 368R Topics in History of Arch	3
ARC 368R Topics in History of Arch	3	ARC 362 Professional Practice	3
HIS 315L American History	3	GOV 312L American Government	3
GEO 303 Intro to Geology	3		

Bachelor of Architecture/ Bachelor of Arts, Plan II Honors**Dual degree program**

A five-year plus summers dual degree, the Bachelor of Architecture + Bachelor of Arts Plan II Honors, sponsored jointly by the School of Architecture and the College of Liberal Arts, offers the academic and professional advantage of a strong liberal arts background. Admission to both the School of Architecture and the Plan II Honors program is required.

first year

FALL	[15]	SPRING	[16]
ARC 310K Design 1	3	ARC 310L Design 2	3
ARC 311K Visual Comm. 1	3	ARC 311L Visual Communications 2	3
ARC 308 Arch. and Society	3	ARC 318K History of Architecture 1	3
E 603A or TC 603A World Literature	3	E 603B or TC 603B World Literature	3
TC 302 Freshman Tutorial (Signature)	3	M 408C Calculus 1 ¹	4
SUMMER 1	[4]	SUMMER 2	[4]
PHY 302K General Physics ¹	3	PHY 302L General Physics ²	3
PHY 102M Physics Laboratory ¹	1	PHY 102N Physics Laboratory ²	1

second year

FALL	[15]	SPRING	[18]
ARC 320K Design 3	3	ARC 520L Design 4	5
ARC 221K Visual Communications 3	2	ARC 368R Topics in the History of Arch	3
ARC 318L History of Architecture 2	3	ARC 415L Construction 2 ^{1, 2}	4
ARC 415K Construction 1	4	ARC 333 Site Design	3
HIS 315K American History	3	Approved Plan II Science Elective	3
SUMMER 1	[5]	SUMMER 2	[5]
FL 506 Foreign Language 1	5	FL 507 Foreign Language 2	5

third year

FALL	[18]	SPRING	[15]
ARC 520M Design 5	5	ARC 530T Design 6	5
ARI 324K Environmental Controls 1 ²	3	ARC 435L Construction 4	4
ARC 435K Construction 3 ²	4	ARC 334L Environmental Controls 2	3
SS 301 Honors Social Science	3	Elective	3
Approved Plan II Science Elective	3		
SUMMER 1	[6]	SUMMER 2	[6]
GOV 310L American Government	3	GOV 312L American Government	3

FL 312K Foreign Language 3	3	FL 312L Foreign Language 4	3
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PORTFOLIO REVIEW

fourth year

FALL	[14]	SPRING	[17]
ARC 560R Advanced Design	5	ARC 560T Advanced Design	5
TC 357 Junior Seminar	3	ARC 361T Tech Communications	3
PHL 610QA Probs of Knowledge	3	PHL 610QB Probs of Knowledge	3
HIS 315L American History	3	TC 357 Junior Seminar	3
		Elective	3

fifth year

FALL	[17]	SPRING	[17]
ARC 560R Advanced Design	5	ARC 560R Advanced Design	5
ARC 368R Topics in History of Arch	3	ARC 362 Professional Practice	3
ARC 335M Construction 5	3	ARC 368R Topics in History of Arch	3
TC 359T Essay Course	3	CRP 369K Principles of Planning	3
Upper Division Humanities Elective	3	Elective	3

Master of Architecture (first professional)

For students entering with degrees other than professional degrees in architecture, the Master of Architecture is an accredited first professional degree, with accelerated graduate professional courses designed to prepare the student for advanced work in architecture; the coursework is prescribed on the basis of the student's previous college work as shown in transcripts, portfolio, statement of intent, and references. The degree program requires at least sixty hours of coursework. Before progressing into advanced architectural design, first professional degree candidates must demonstrate a certain proficiency in design and communication skills through a qualifying review conducted by the faculty. Students entering without a background in architecture normally complete the first professional degree program in approximately three and one-half years of study in residence; the academic records of students holding pre-professional degrees in architectural studies are individually evaluated for course credit toward the first professional degree requirements.

Students may earn a Certificate of Specialization in Historic Preservation, Urban Design, or Sustainable Design by completing the relevant sequence of courses.

Design Sequence

First Professional M.Arch. degree candidates are required to complete or receive credit for a minimum of seven semesters in the architectural design sequence. It is assumed that each student entering the design sequence has satisfactorily completed a college sequence in physics and mathematics so that concurrent enrollment in such courses does not conflict with design courses. While progress in the design sequence is not entirely contingent upon progress in related coursework, the general parallels set out in the sample course sequence which follows should serve as a general model and reference.

Design Sequence includes ARC 394 Architectural Design, ARC 696 Advanced Architectural Design, and ARC 695 Advanced Architectural Design: Comprehensive Studio
[Please see Appendix 8 for information regarding our Vertical Studio Sequence]

Media Sequence

Candidates must complete or receive credit for four semesters of media courses as follows.

The media sequence includes ARC 381R Advanced Visual Communication - Architectural Drawing, Advanced Visual Communication, ARC 393 Visual Communication, and ARC 381T Technical Communication

Theory Sequence

Candidates must complete two survey courses and an advanced elective in Architectural Theory.

The theory sequence includes ARC 386K Theory of Architecture I, and ARC 386L Theory of Architecture II, and ARC 386M Topics in Theory

History Sequence

Architectural History is a special strength of the School. First Professional degree candidates must complete or receive credit for two semesters of architectural history (387F/G), plus two additional semesters of advanced architectural history, selected from ARC 388R offerings.

The history sequence includes both survey courses (ARC 387F/G World Architecture) and ARC 388R Topics in the History of Architecture and Historic Preservation

Technology and Practice Sequence.

First professional degree candidates must complete or receive credit for four semesters in construction, two semesters in environmental controls, one in site design and two in professional practice and principles of planning.

The technology and practice sequence includes ARC 385K Construction I, ARC 385L Construction II, ARC 385M Construction III, ARC 385N Construction IV, ARC 384K/L Environmental Control I & II ARC 383S Site Design, ARC 383T Site, Landscape, and Urban Studies, ARC 382 Professional Practice, CRP 3 Hours Planning Elective

Sample Curriculum

First Year Fall Semester	
ARC 394 Design - Vertical Studio	3
ARC 393 Visual Communication	3
ARC 381R Adv Vis Comm Architectural Drawing	3
ARC 385K Construction I	3
ARC 386K Theory of Arch I	3
First Year Spring Semester	
ARC 394 Design - Vertical Studio	3
ARC 393 Visual Communication	3
ARC 387F World Arch: Origins to the Middle Ages	3
ARC 385L Construction II	3
ARC 381R Advanced Visual Communication	3
Second Year Fall Semester	
ARC 394 Design - Vertical Studio	3
ARC 393 Visual Communication	3
ARC 387G World Arch: Industrial Rev to the Present	3
ARC 385M Construction III	3
ARC 386L Theory of Arch II	3
Second Year Spring Semester	
ARC 394 Design - Vertical Studio	3
ARC 393 Visual Communication	3
ARC 385M Construction IV	3
ARC 383S Site Design	3
ARC 384L Environmental Control I	3
Third Year Fall Semester	
ARC 695 Adv Arch Design, Comp Studio (V)	6
ARC 381T Technical Communication	3
ARC 384L Environmental Control II	3
ARC 388R History Theory (elective)*	3
Third Year Spring Semester	

ARC 696 Advanced Architectural Design (VI)	6
ARC 382 Professional Practice	3
ARC 386M/388R Advanced Theory or History Elective	3
ARC 386M Adv. Theory Elective	3
Fourth Fall Semester	
ARC 696 Architectural Design (VII)*	6
CRP Planning Elective	3
ARC 388R Advanced History (elective)	3
ARC Major Elective*	3
Summer Sessions	
Major Elective*	3
Minor Elective	3
Total	111

First-professional Master of Architecture students may also pursue an Emphasis or a Specialization in Sustainable Design, Urban Design or Historic Preservation. These additional foci allow students to fine-tune their time spent at the School and graduate with a certification of applied study.

II.2.3. Curriculum Review and Development

Curriculum in the B.Arch and M.Arch professional programs is decided upon and reviewed primarily through the work of two major committees: the Graduate Studies Committee and the Architecture and Interior Design Curriculum Committee. These committees are composed of faculty and student representatives and each works to assess curricula. The AIDCC and GSAC review the progress of the academic programs in part through the feedback from CIS, All-School Reviews and the Faculty Retreat, and guide and amend the respective curricula accordingly. The AIDCC and GSAC continually revise and improve the program curricula, and ensure that policy changes reflect the current needs and future projections of the School. Please see Section I.1.5 for a complete explanation of curriculum changes as brought about by committee action

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

Admission and readmission of undergraduate students to the University is the responsibility of the director of admissions. Information about admission to the University is given in the University Catalog section *General Information*. Students who are not admitted to the School of Architecture may not pursue any degree offered by the School. Information about admission is published by the School at <http://soa.utexas.edu/>. Advanced standing for undergraduate transfer students is not considered.

The University of Texas awards credit by examination to admitted undergraduates based on their qualifying scores on Advanced Placement, International Baccalaureate, CLEP, and other tests. A list of exams, qualifying scores, and the college-level course credit awarded is available at <http://ctl.utexas.edu/programs-and-services/student-testing-services/search-for-exams-by-type>. Students in the School of Architecture often enter as freshmen with certain core requirements already met through test credit. Entering freshman may also have college-level credit through dual enrollment (taking college-level courses through a community college while enrolled in high school) or summer community college credit, and the equivalent course credit at The University of Texas is determined by The University of Texas Office of Admissions. Please see <http://www.utexas.edu/student/admissions/ate> for more information on the course equivalency determination process. However, all freshmen will start in the School of Architecture with the Design I/Visual Communications I first-year sequence, because no tests exist that award the equivalent credit. Freshmen do not submit portfolios as part of the admissions process, so again, all entering freshmen start in the first-year sequence together. Only admitted external undergraduate transfer students from other four-year architecture or interior design programs submit portfolios to the School of Architecture undergraduate admissions committee, so that a determination can be made as to which design sequence is the appropriate starting point in The University of Texas School of Architecture.

The evaluation of pre-preparatory coursework for graduate credit involves a review of each student's individual academic record for course credit. The current practice for establishing each student's Program of Work begins after a student is admitted and includes an evaluation of the preparatory/pre-professional education. Degree requirements are divided into foundation courses, which may be waived based on undergraduate work, or advanced coursework, which are not routinely waived based on undergraduate coursework.

The Graduate Coordinator and Graduate Adviser review each student's transcripts to determine if the student completed any courses that fulfill any foundation requirements. If a course is an obvious match to a UTSOA foundation course, the Graduate Adviser awards a waiver for the course.

If there is a question about whether the course content is satisfied, the Graduate Programs Office reviews that university's online course descriptions and syllabi to try to resolve the issue. If it is determined the course content is satisfied, the Graduate Adviser awards a waiver.

If there is any question whether a course satisfies the foundation material, the student is informed that he/she may petition for a waiver upon arrival in Austin. The student meets with the instructor of the UTSOA equivalent course, who reviews course description(s) and syllabi to determine a match for course content. The substitution/waiver request is routed to the Graduate Adviser for final approval.

Each student is provided a copy of his/her individualized Program of Work after admission. If the student enrolls at UTSOA, all waivers based on previous course work are entered into the Graduate School's online Graduate Degree Planner, where a student is able to track his/her coursework and remaining requirements online throughout his/her academic career.

[Please see Appendix 9 regarding M.Arch I Degree requirements]

II.4. Public Information

II.4.1. Statement on NAAB-Accredited Degrees

II.4.2. Access to NAAB Conditions and Procedures

II.4.3. Access to Career Development Information

II.4.4. Public Access to APRs and VTRs

II.4.5. ARE Pass Rates

Available on the UTSOA website are: the Statement on NAAB-Accredited degrees, required access to NAAB Conditions and Procedures, Career Development Information, public access to APRs and VTRs as well as ARE Pass Rates. Please visit:

<http://soa.utexas.edu/architecture/naab>.

<http://soa.utexas.edu/careerservices/>

Copies of APRs and VTRs prior to 2005 are filed in the UTSOA Architecture and Planning Library. These materials may only be checked out by card-carrying members (students, faculty, and staff) of the University of Texas at Austin community. These materials, however, are available for the general public to access in the library during library hours.

Part Three (III.) Progress Since Last Site Visit

1. Summary of Responses to the Team Findings 2006

A. Responses to Conditions Not Met

Number & Title of Condition(s) Not Met (from 2004 Conditions for Accreditation)

13.14 Accessibility

The team acknowledges that in both B.Arch and M.Arch programs some student work indicated that a nascent understanding of this criterion was evident, but *ability* was not demonstrated in the work presented in the Team Room. Accessibility does not appear to be addressed in course syllabi.

13.28 Comprehensive Design

The team observed that there is an evolving response to previous visiting team comments. This criterion continues to be judged as not met at the graduate level on the basis of a lack of demonstrated projects with the complexity necessary to fully explore the intentions of this criterion. More complex building programs are needed to fully realize complete systems integration and comprehensive design. A productive model exists in the undergraduate program. A connection should be found between this material and a designated, required studio at the graduate level.

13.25 Construction Cost Control

Evidence of construction cost estimated and cost control was not evident in either the graduate or undergraduate materials

Comment from previous VTR [2006] (quote in full)

Response from Program [2011]:

13.14 Accessibility

Program has responded by requiring that Site Design course more thoroughly educate students in exterior and interior accessibility requirements. Additionally, studios at the undergraduate level address this issue in the sixth semester course sequence, and the Sound Building studio requires each student to produce a design where accessibility is an integral part. At the graduate level, the Advanced Technical Communications studio requires each student to produce a design where accessibility is an integral part of the project, but in a much more rigorous setting - with attention going to the implications of accessibility on all the pertinent aspects of a complex building (from construction to planning to environmental controls). It is not possible to successfully complete either of these studios without demonstrating the ability to accommodate individuals with varying physical abilities.

13.25, Construction Cost Control

Program has responded by requiring that the Technical Communications course to clearly demonstrate this aspect of the class in the future. While cost estimating and control has always been a part of this class and its associated studio course, it has become a essential component of the course. In particular, Technical Communication ARC 361T/381T utilizes BIM (Revit) extensively, and it is through BIM that Construction Cost Control is mostly engaged

13.38 Comprehensive Design (not met in M.Arch only)

Graduate students are required to take the Technical Communications studio as one of their four advanced studio options, and this is where Comprehensive Design is mandated at the graduate level. This studio is not an elective as was the Visiting Team's misunderstanding. Of the five class projects from this course

that were utilized to demonstrate Comprehensive Design, one was pointed out to the School as lacking "the complexity necessary to fully explore the intentions of this criterion." However, even in this single instance, where the project's complexity is minimized in favor of extraordinary accomplishment in development, we feel that the work demonstrates the "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." Had we had the opportunity to discuss this finding with the team directly, we would have shown that the pedagogy of this particular class favored minimizing programmatic complexity in favor of exceptional comprehensive design. Regardless of this one instance, however, each of the other four class projects presented for the Technical Communication studio had exactly the kind of programmatic complexity that the team noted as "a productive model" in the undergraduate program." Further, the graduate Environmental Controls 2 course utilizes a case-study approach, whereby graduate students intensely study accomplished and notable examples of comprehensive design, followed by the re-design of one of their past studio projects to include exactly these concerns.

B. Responses to Causes of Concern

Title of Cause for Concern

Comment from previous VTR (2006): The buildings and spaces that house the school are remarkable examples of the legacy of American campus buildings and campus planning. The stewardship of these resources is severely lacking. Further, the lack of life-safety and accessibility upgrades provides an unacceptable model of building for students of architecture.

Growth in the school pressures needs for space and the university facilities management staff. Space needs for faculty research are compromised. Currently, costly equipment for faculty research sits abandoned because universities facilities management staff have not been able to provide the needed infrastructure alterations and assistance for its installation.

The school's inability to award sabbatical leaves as an opportunity for faculty renewal is an area of concern. This concern is further amplified by the limited funds available to support faculty scholarship and travel to professional meetings. The team is concerned about a dampening in the development of academic programs and the growing vulnerability of the School of Architecture to the recruitment of their faculty.

Response from Program [2011]: *The stewardship of our remarkable buildings was noted as in jeopardy because of funding concerns for their continued maintenance, and it was noted that "the lack of life safety and accessibility upgrades provides an unacceptable model of building for students of architecture." We negotiated with the University administration to arrange for upgrades to our facilities, and as a result, Battle Hall will have a new fully accessible bathroom by November 2011. Additionally, the university approved a \$500,000 study for the renovation of Battle Hall to include both accessibility and safety upgrades. This progress has been reported in the Architecture Program Report for the 2012 team visit.*

Second, the committee cited the school's inability to award sabbaticals and limited funds to support faculty scholarship. New rules in the way Teaching Load Credits are reported have allowed the school to offer both unbalanced loads to faculty and to assign Dean's Fellows (a de facto sabbatical). As a consequence, in addition to Faculty Research

Leaves that are awarded competitively across campus, the School of Architecture can now grant faculty a leave with pay. We offered a Dean's Leave to Professor Anthony Alofsin in the spring semester of 2010. The Provost and President are currently working on a plan for university-wide sabbaticals, and we're hopeful that this will come to fruition in the near future. The number of architecture faculty receiving faculty research leaves and fellowships has been documented in the Architecture Program Report for the 2012 team visit.

Part Four (IV): Supplemental Information

1. Course Descriptions
2. Faculty Matrix and Resumes
3. *Visiting Team Report (VTR)* from 2006
4. Catalog (or URL for retrieving online catalogs and related materials)
5. Various Materials (as pages allow)
 - University of Texas at Austin Undergraduate Catalog 2011-2014
 - University of Texas at Austin Graduate Catalog 2011-2014
 - University of Texas at Austin Commission of 125 Report
 - University of Texas at Austin Handbook of Operating Procedures
 - University of Texas at Austin Core Purpose and Core Values
 - University of Texas at Austin policies on academic integrity for students

 - UTSoA Mission Statement, Core Vision
 - UTSoA Diversity Plan
 - UTSoA Information Resources Self-Assessments: Architecture and Planning Library,
Visual Resources Collection, University Co-Op Materials Resource Center
 - UTSoA Studio Culture Policy
 - UTSoA Admissions Requirements
6. Physical Resources
 - Departmental Room List
 - Floor Plans
7. Annual Reports and NAAB Responses
 - 2008 Annual Report
 - 2008 NAAB Response
 - 2009 Annual Report
 - 2009 NAAB Response
 - 2010 Annual Report
 - 2010 NAAB Response
8. Vertical Studio Description
9. M.Arch I Degree Requirements