

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

Architecture Program Report for 2017 NAAB Visit for Continuing Accreditation

Bachelor of Architecture (5 years/161 credits)

Master of Architecture (degree + 3½ years/111 credits)

Year of the Previous Visit: 2012

Current Term of Accreditation: Six-year term

Submitted to: The National Architectural Accrediting Board

Date: September 12, 2017

Program administrator:

Jeff Evelyn, Assistant Dean for Administration
jeffevelyn@austin.utexas.edu

Chief administrator for the academic unit in which the program is located:

Michelle Addington, Dean
addington@utexas.edu

Chief academic officer of the institution:

Maurie McInnis, Provost
provost@utexas.edu

President of the institution:

Gregory L. Fenves
president@utexas.edu

Individual submitting the Architecture Program Report:

Alana Lipham
lipham@austin.utexas.edu

Name of individual to whom questions should be directed:

Francisco Gomes, Associate Dean for Graduate Programs
fgomes@utexas.edu
512 232 0879

Juan Miró, Associate Dean for Undergraduate Programs
jmiro@austin.utexas.edu
512 471 1922

Mailing Address:
The University of Texas at Austin
School of Architecture
310 Inner Campus Drive B7500
Austin, TX 78712-1009

Table of Contents

<u>Section</u>	<u>Page</u>
Section 1. Program Description	
I.1.1 History and Mission	4
I.1.2 Learning Culture	8
I.1.3 Social Equity	8
I.1.4 Defining Perspectives	10
I.1.5 Long-Range Planning	14
I.1.6 Assessment	17
Section 2. Progress Since Previous Visit	
Program Response to Conditions Not Met	20
Program Response to Causes of Concern	21
Section 3. Compliance with the Conditions for Accreditation	
I.2.1 Human Resources and Human Resource Development	25
I.2.2 Physical Resources	37
I.2.3 Financial Resources	40
I.2.4 Information Resources	44
I.2.5 Administrative Structure & Governance	46
II.1.1 Student Performance Criteria (SPC)	48
II.2.1 Institutional Accreditation	52
II.2.2 Professional Degrees and Curriculum	52
II.3 Evaluation of Preparatory Education/Admission to Accredited Degree Programs	60
II.4.1 Public Information: Statement of NAAB-Accredited Degrees	62
II.4.2 Public Information: Access to NAAB Conditions and Procedures	62
II.4.3 Public Information: Access to Career Development Information	63
II.4.4 Public Information: Public Access to APRs and VTRs	63
II.4.5 Public Information: ARE Pass Rates	63
II.4.6 Public Information: Admissions and Advising	63
II.4.7 Public Information: Student Financial Information	64
III.1.1 Annual Statistical Reports	64
III.1.2 Interim Progress Reports	64
Section 4. Supplemental Material	65

Section 1. Program Description

I.1.1 History and Mission

History of The University of Texas at Austin

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 on 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, Pelli Clarke Pelli, Lake | Flato Architects, Overland Partners, Kallman, McKinnell & Wood, and Page. Two new buildings by Ennead are currently under construction.

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 appropriations and income from land and bonds. The proceeds of endowment funds and other donations by individuals and organizations provide important support to research and teaching at UT Austin.

Ranked among the largest and best research universities in the country, UT Austin is home to about 51,000 students, nearly 3,100 full-time faculty members, and 18,000 staff members. The campus supports 40,000 undergraduate students and 11,000 graduate students, distributed across 18 individual colleges and schools in over 170 fields of study, with many interdisciplinary and joint-degree programs. Currently, 342 different degree plans are offered, 119 of which are bachelor's degree programs. Seven museums and 17 libraries, as well as first-class performing arts centers, research and technology labs, and athletic facilities, support the educational mission of the university and are also available to the public at large.

The university embraces the idea, "What starts here changes the world," fostering a culture of ambition and leadership, yet with responsibility and a spirit of public service. In 2004, the university identified specific areas of focus to carry the institution through the 21st century. The Commission of 125 Report 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.

More recently, the university's leadership has exemplified a commitment to interdisciplinary research opportunities that equip students and faculty with skills and resources that advance innovation and collaboration. UT Austin continues to grow its Bridging Disciplines Programs, which allow undergraduates to earn an interdisciplinary certificate through a course of study that integrates classroom, research, and internship experience. In 2016, the Office of the Vice President for Research established the Bridging Barriers program, a faculty and researcher-driven process to identify hard questions that will launch new research directions (with new lines of funding) to engage significant societal problems for the coming decades.

2017 marks the tenth anniversary of UT Austin's Division for Diversity and Community Engagement (DDCE), which works to cultivate an inclusive campus culture that actively and intentionally engages diverse people, ideas, and perspectives to create a vibrant working and learning environment. DDCE initiatives that sustain and advance efforts to develop a pervasive culture of inclusion comprise a university-wide Campus Climate Response Team, Multicultural Engagement Center, Gender and Sexuality Center, Services for Students with Disabilities, Office for Inclusion and Equity, student organization funding, and other diversity education initiatives.

UT Austin further emphasizes the value of maintaining a high-quality campus environment by continually reaffirming the Core Purpose and Core Values of the university.

The University of Texas Mission, Core Purpose, and Core Values

The mission of The University of Texas at Austin is to achieve excellence in the interrelated areas of undergraduate education, graduate education, research, and public service. The university provides superior and comprehensive educational opportunities at the baccalaureate through doctoral and special professional educational levels.

The university contributes to the advancement of society through research, creative activity, scholarly inquiry and the development and dissemination of new knowledge, including the commercialization of university discoveries. The university preserves and promotes the arts, benefits the state's economy, serves the citizens through public programs and provides other public service.

The core purpose of The University of Texas at Austin is to transform lives for the benefit of society.

Core values include:

Learning — A caring community, all of us students, helping one another grow.

Discovery — Expanding knowledge and human understanding.

Freedom — To seek the truth and express it.

Leadership — The will to excel with integrity and the spirit that nothing is impossible.

Individual Opportunity — Many options, diverse people and ideas, one university.

Responsibility — To serve as a catalyst for positive change in Texas and beyond.

History of the School of Architecture

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. Some 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.

University growth created the need for the School of Architecture to adopt a separate admissions process in 1971. At that point, the 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 undergraduate and half graduate students. In 2016-17, the student body included approximately 285 Bachelor of Architecture and 157 Master of Architecture degree-seeking students (including non-accredited Post-Professional degree candidates).

The school has benefited from additional disciplines in the last 20 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 2013 review from the Landscape Architecture Accreditation Board (LAAB).

In addition, three UTSOA centers—the Center for Sustainable Development, Center for American Architecture and Design, and the Lady Bird Johnson Wildflower Center—significantly enhance 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 (CSD) 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, and 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 as a research unit of the School of Architecture and the College of Natural Sciences. As of 2016, the Wildflower Center is solely a research unit of the School of Architecture, providing teaching faculty and a unique learning landscape. This year, the Wildflower Center received an honorary designation from the Texas Legislature as the state botanic garden and arboretum.

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 Design Intelligence®, which ranks undergraduate and graduate programs from the perspective of professional practitioners who hire and supervise graduates (undergraduate #6 and graduate #12 in 2016-17).

A book entitled *Traces and Trajectories: The University of Texas at Austin School of Architecture at 100* was published in 2010 to mark the centennial of the school. The book includes 39 essays written by faculty, staff, and alumni of the school.

School of Architecture Vision & Mission

The University of Texas at Austin School of Architecture (UTSOA) aims to provide the highest quality educational experience by melding principle and practice, drawing interdisciplinary connections, and fostering a supportive culture.

We have a longstanding legacy of preparing students to be leaders in the design disciplines and work to build upon this strong foundation while continually refining our approach to teaching, research, and scholarly work. We believe that architecture and design play a key role in addressing complex local, regional, national, and global issues, and that our work will advance a better quality of life for all people. A diverse learning environment that welcomes a variety of perspectives and backgrounds is crucial to addressing these collective concerns.

Located in Austin, Texas, one of the fastest growing cities in the U.S.—and one that is widely recognized for its creative community and entrepreneurial spirit—UTSOA students are uniquely positioned to gain first-hand experience with a rapidly growing and changing built environment. As part of one of the world's leading public research universities with over 170 fields of study, students and faculty have access to a dynamic range of expertise available on the UT Austin campus. While we engage with our campus and community, we also extend our influence globally through studios and seminars that develop projects in

Mexico, South America, Europe, and Asia and through an extensive network of alumni leaders worldwide.

At a glance, UTSOA is:

- A diverse and vibrant community with a broad range of interests and expertise in the design disciplines.
- Shaped by award-winning faculty experienced in both academic and professional realms.
- Grounded in the Austin region and state of Texas, with international reach and consequence.
- Committed to interdisciplinary teaching and research, both within the School of Architecture and across the university.
- Addressing important societal issues facing the built environment, urbanization, energy and resource consumption, transportation, healthy living, diversity, and equity.

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.

- UTSOA contributes to different disciplines at UT Austin through multidisciplinary programs such as the national Urban Land Institute (ULI) Gerald D. Hines Student Urban Design Competition, one of several collaborations between UTSOA and the McCombs School of Business Real Estate and Finance Investment Center. The ULI Hines Student Competition is an urban design and development challenge for graduate students. It engages multidisciplinary student teams to devise a comprehensive development program for a real, large-scale site. Teams of five students representing at least three disciplines have two weeks to develop solutions that include drawings, site plans, tables, and market-feasible financial data. Led by architecture Professor Simon Atkinson in 2017, UT Austin's entry was awarded first place among 118 entries from 60 universities.
- UTSOA is a leader in teaching. The Architecture program has five faculty members that have been inducted into the prestigious UT Academy of Distinguished Teachers (the second highest percentage of the school's faculty among the 18 schools or colleges in the university). Lawrence Speck's lecture course, "Architecture and Society," is one of the largest and most popular courses in the university (both for architecture majors and non-majors), making him one of the most influential and respected teachers on campus. Many faculty members have been acknowledged for their teaching with awards and recognitions outside the university: several won the Rome Prize, the ACSA New Faculty Teaching Award, five are ACSA Distinguished Professors, and Lawrence Speck was 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).
- UTSOA architecture programs advance the university's mission to serve a broad public, engaging audiences at the local, regional, national, and global scales. For example, in the last few years, design studios have worked in Africa and Asia (China and India), in Latin America (especially Mexico and Brazil), and in Europe (especially Paris, Italy, London, and Berlin). Most of the design/build studios have focused on communities in Texas (East Austin and the Gulf Coast).
- UTSOA is a leader in service among university programs. Students and faculty participate in service learning projects that directly benefit a particular community. For example, the Center for Sustainable Development supported several Public Interest Design (PID) summer design/build studios in East Austin, a traditionally underserved area of Austin. The course connected students with leading practitioners in public design, equipping them with 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 address larger social problems.

Research Week. This initiative is an example of another opportunity available to B.Arch students in our school. The Office of Undergraduate Research in the School of Undergraduate Studies and the Senate of College Councils work together each year to host Research Week. The week of events showcases undergraduate research taking place across campus, introduces students to the possibilities for participating in the research mission of the university, and connects students to opportunities for involvement in research in virtually any field of study. UTSOA students participate in the Research Week every year by coordinating a public exhibition that highlights their ongoing research.

Study Abroad. The School of Architecture encourages first-hand experiences of diverse peoples, places, and cultures—nationally and internationally—so that we may better engage the world in which we live in a collaborative manner (see *Section 3. I.2.1 Study Abroad Opportunities*).

Student Organizations. The University of Texas at Austin has approximately 1,300 student organizations, three different legislative student groups, over 70 sororities and fraternities, one of the largest student-run newspaper in the nation, and hundreds of intramural and club sports teams and leagues.

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 organization's values: optimism, respect, sharing, engagement, and innovation. These values are fully supported by the School of Architecture. 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.

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 Austin 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 Studio Culture policy includes an explanation of the reasons why the policy was established for the school. The policy is also included in the studios' syllabi and discussed in curriculum committee meetings and at all-faculty reviews.

I.1.3 Social Equity

The University of Texas at Austin includes the Division of Diversity and Community Engagement (DDCE), an administrative office directed by a university vice president, 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 DDCE's strategic areas are community engagement, academic diversity initiatives, school

partnerships, and institutional equity. 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. In 2014, Benjamin Ibarra Sevilla joined the faculty as Assistant Professor, the third of three tenure-track hires in the area of Latin American architecture supported by the DDCE and Provost's Office.

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

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 (Framework for Diversity) for addressing diversity and equity within the school. In 2015, a school-wide Committee on Diversity + Equity (CODE) was formed as an ongoing commitment to achieving greater diversity and equity within each program and the school as a whole.

With the adopted UTSOA Framework for Diversity and the Committee on Diversity + Equity as guiding forces, UTSOA has initiated and maintained diversity strategies on several fronts.

On Recruitment: In 2016, the school established the *Race and Gender in the Built Environment of the American City* initiative, with the support of the Provost's Office, to hire Emerging Scholar Fellowship positions. Three Scholars and a tenure-track faculty member have been hired as a result of this initiative.

The school has increased diversity through the active recruitment of undergraduate and graduate students. These efforts have not gone unnoticed, as *Metropolis* magazine spotlighted UTSOA's commitment to diversity in the article on January 2017, "Diversity Champions: 8 Schools that Aren't Just Paying Lip Service to Diversity."

On Curriculum: The school has developed new courses offered with emphasis on issues of race, gender, and equity. A working group of faculty and students was formed to develop strategies for curricular diversity and engagement.

On School Climate: The Committee on Diversity + Equity (CODE) continues to work to increase faculty awareness of issues related to diversity, gender, and equity. In 2016, it organized a second Diversity Forum (with increased student involvement and participation) to review goals and implementation. It established an *SOAvoices* page on UTSOA website. Comprised of short interviews with faculty and students, *SOAvoices* speaks to the diversity of perspectives and experiences within the School of Architecture. In 2016, the student-led Community and Regional Planning Diversity Committee hosted *Toward an Inclusive City*, a special roundtable discussion on race and gender and LGBTQI issues in the built environment. In addition, Interim Dean Elizabeth Danze (2016-17) hosted a roundtable luncheon as part of *AIA Austin's Women in Architecture Shape the Conversation* series. The UTSOA Climate Survey was issued to students and was completed on March 2017.

Harassment and Discrimination. The Office for Inclusion and Equity advances a diverse, equitable, and supportive campus culture through a commitment to fulfilling the spirit of equal opportunity laws and policies, as well as building awareness within the university community.

In addition, the university maintains a Compliance Program to ensure that 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 (ADAAA), Health Insurance Portability and Accountability Act (HIPAA), Workers' Compensation, State Ethics Statement, and Uniform Services Employment and Reemployment Rights Act (USERRA).

I.1.4 Defining Perspectives

1-Collaboration and Leadership

The School of Architecture addresses collaboration and leadership not only in the classroom and studio, but also by creating an environment in which students can grow socially and intellectually as leaders in a larger community. The Core Purpose of 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 at large.

Three factors contribute significantly to our strong collaborative 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) desirability of other departments to engage and collaborate with our students due, in part, to the very strong qualifications of our students—incoming Architecture freshmen have the one of the highest average SAT scores on campus—as well as a reputation for commitment and hard work, which 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.

The School of Architecture has embraced these strengths and has established itself as an active participant, collaborator, and leader in our immediate 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 *Latitudes* symposia as well as unique events like *The Great Efficiency Debate*, where architects and engineers debated the proposition, “Resolved: Efficiency is the prime mover of great design.”

The integrated UTSOA study abroad programs (see *Section 3. I.2.1 Study Abroad Opportunities*) engage communities and students from the other cultures in which we are visiting. Additionally, UTSOA faculty members have taught university-organized programs, including maymester and summer courses in locations such as Japan, Germany, and London. 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 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, Mexico, and Berlin. These programs emphasize the breadth and diversity of Architecture as a cultural phenomenon and as a profession.

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*. This significant financial support enables a great number of students to participate in these and other study abroad experiences.

The same attitude pervades the school's 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.

Students are also given leadership opportunities to participate in academic and administrative matters at the school. Student involvement is particularly important in curriculum discussions and decisions. There are student representatives in the majority of the committees, including the Undergraduate Curriculum Committee, Architecture Graduate Studies Committee, and Coordinating Committee. In 2016, three UTSOA student representatives were voting members in the search committee for the new dean at our school.

At UTSOA, students have a wide range of opportunities to be involved and build a network through student organizations. The Undergraduate Architecture Student Council (UASC) and Graduate School of Architecture Representative Council (GSARC) serve as the official student voices and governing bodies for students in the School of Architecture. In addition, the following organizations are active in the school: American Institute of Architecture Students (AIAS), Ampersand, Community and Regional Planning Student Organization (CRPSO), Feminist Design Collective (FDC), American Society of Landscape Architects Student Chapter (ASLA), National Organization of Minority Architecture Students (NOMAS), Society of Engineering and Architecture Students (SEAS), Student Historic Preservation Association (SHPA), and Tau Sigma Delta.

2-Design

The University of Texas at Austin is a top research university with the motto, "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 on the built environment. 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.

In its professional programs, the school has a very direct approach to addressing the fundamental understanding of the complexity and multi-dimensionality of the design processes necessary to produce creative work which has primary aims to provide value and influence the future.

This is not only demonstrated by our faculty members, many of whom maintain robust professional careers, but also through Architecture curricula. For example, in the course of their studies, 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.

B.Arch students must complete at least four Intermediate Studios, two Environmental Controls courses, and four Construction courses prior to Comprehensive Studio. Similar to M.Arch students entering Integrative Studio, B.Arch students enter the Comprehensive Studio with the goal of applying the various bodies of information in the 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. In parallel to the profession, students produce a substantially complete set of documents and models that address site design, structure, material assemblies, codes, HVAC, details, and more. While competence is expected, most students seek innovation emerging from an understanding of solid disciplinary skills. The Comprehensive Studio and Integrative Studio are essential to the "sound preparation" of the B.Arch and M.Arch students, respectively, as they transition to a professional environment including licensure.

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. A broad range of practices are represented from large corporate firms, to mid-size and small practices, from corporate to experimental and design/build.

Diverse and exceptional, faculty contributions are evidenced in a broad array of arenas such as the City of Austin Design Commission, the Austin Community Design and Development Center, AIA Design Awards, Texas Society of Architecture (TxA) Awards, and others. As the faculty members engage the profession, students are also afforded opportunities to do the same during their studies.

In both cases, alumni and faculty members provide invaluable roles as models of effective and profound practice.

3-Professional Opportunity

Unlike many design schools, UTSOA has a complementary mix of faculty who are accomplished practitioners in their fields. Actively designing, building, transforming, and creating human environments is at the core of the school's ethos, along with the more traditional academic roles of advancing theory through research and writing. The school has a long history of reflective practice, risk-taking, and innovating the way that design and planning are taught, all of which has shaped these professions in direct and profound ways.

The school prepares students to practice in a global economy. As stated above, it is through innovative architectural education, including the comprehensive studio and internship experiences, as well as student support services, that the graduates of UTSOA are prepared to enter the profession. Given this particular academic preparation, it is not surprising that many Architecture program graduates leave the school with significant experience in the profession. Students are encouraged to consider summer internships as well as participation in the Professional Residency Program as they progress in their studies.

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, PRP students have been linked with 260 firms in 29 countries. The educational and professional objectives of the Professional Residency Program are: (1) to provide students the opportunity to further develop their professional skills; (2) to enrich and expand the student's 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 the student's knowledge of architectural practice, such as project management, construction observation, landscape design, energy modeling; and (5) to strengthen the student's 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 course of the academic year, which constitutes a substantial portion of the architecture student population. This fall, 30+ students are interning in architectural firms around the world including: 3XN, Copenhagen; Wheeler Kearns Architects, Chicago; KPF, New York; ehdd, San Francisco; Good Fulton & Farrell, Dallas; DudaPaine, Durham; Augusto Quijano Arquitectos, Mérida; Pelli Clarke Pelli, New York; Diller Scofidio Renfro, New York; Bercy Chen Studio, Austin; Jaja Architects, Copenhagen; Mithun, Seattle; Rogers Partners, New York; Weiss Manfredi, New York; Perkins+Will, Chicago; Fyoog, Austin; Pezo Von Ellrichshausen Arquitectos, Concepcion; Snøhetta New York; Snøhetta, Oslo; Allied Works, Portland; Michael Hsu Office of Architecture, Austin; MASS Design Group, Boston; ARO, New York; Guerin Glass Architects, New York; Marwan Al-Sayed, Los Angeles; KieranTimberlake, Philadelphia; BORA, Portland; Rick Joy, Tucson; Bade Stageberg Cox, New York; SHoP, New York; Hacker Architects, Portland. 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.

Additionally, the UTSOA Career Services Center and the AXP Education Coordinator, Professor Francisco Gomes, provide guidance concerning job skills and career planning through information sessions and individual meetings with interested students. It is important to note that all incoming students are introduced to the Career Services Center and the Architecture licensures process during the freshman and graduate student orientations.

4-Stewardship of the Environment

The School of Architecture has been a leader in sustainable design since the 1970s when the school started one of the first Sustainable Design programs in the US. Today, the school offers design-based and scholarly curriculums in sustainable design that study the relationship between the built and natural environments.

The Center for Sustainable Development and the Lady Bird Johnson Wildflower Center (two of the three centers housed within the School of Architecture) were established to address the need for comprehension and responsibility for the stewardship of the environment and natural resources. UT Austin offers several educational programs and projects in conjunction with these centers, including the Portfolio Program in Sustainability which is open to any graduate student at the university and the collaborative design and build of the university's first Living Wall.

Several faculty members teaching design studios are LEED certified and have designed buildings that are certified by LEED or by the Austin Green Building Program (the oldest green building program in the nation). We believe notions of environmental stewardship must be incorporated in a range of classes within the curriculum from history to design. We also aim to make it part of the culture of the design studios. The topic is specifically addressed in core courses like Site Design, Environmental Controls, Construction, and in seminars like *Energy Modeling and Design Process* or *Solar Geometry and Energy Flow in Buildings*.

Another opportunity for students to reflect on environmental issues is available through the School of Architecture's participation in the Solar Decathlon sponsored by the U.S. Department of Energy. Our entry in the 2015 Solar Decathlon, the NexusHaus, was developed in partnership with Technical University of Munich. The UT Austin 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.

In 2011, the university established the Green Fee, a competitive grant program funded by tuition fees to support sustainability-related projects and initiatives proposed by university students, faculty, or staff. The school's Solar Decathlon entry, NexusHaus and the Material Exchange program were partially funded by the Green Fee. Other university efforts include Zero Waste, which strives to reduce or divert 90% of UT Austin's total waste from landfills by 2020, and the Green Labs initiative, which encourages the use of equipment and practice that is environmentally safer and resource-efficient.

5-Community and Social Responsibility

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.

As previously mentioned, the School of Architecture houses three centers: the Center for Sustainable Development, the Lady Bird Johnson Wildflower Center, and the Center for American Architecture and Design. 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 for 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.

Furthermore, within our own academic community, the principles of the University Code of Conduct both govern and direct student conduct to promote a safe environment that is conducive to academic success and to ensure that each student graduates prepared to contribute to society as an ethical citizen. The University Code of Conduct states, "The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community."

Our faculty is very involved in a range of community oriented activities and they serve as role models for our students. Service is very much part of the culture of our school and our faculty serve in different capacities at the local, regional, and national level. In Austin, for example, our faculty are involved with the Design Commission of the City of Austin, the Austin Community Design Development Center (an organization that provides sustainable design and development to low income individuals and neighborhoods and whose Executive Director is an alum of our M.Arch program), the Veteran Community Park and Pavilion Project, the Field Constructs Design Competition, and the Waller Creek Local Government Corporation among others.

I.1.5 Long-Range Planning

The Dean, in concert with the Administrative and Executive committees, regularly identifies and reviews the school's overarching objectives alongside its curricular objectives. Together, these groups chart a path of action toward achieving these goals. In 2017, the school developed the following four "big ideas" to articulate the long-range plan for the school:

Designing Resilient Environments at Every Scale

As a component of the flagship university for Texas, a large and rapidly growing state that manifests some of the most pressing environmental challenges, UTSOA is uniquely well-positioned to develop solutions with broad implications as well as train the professionals who will implement them. Doing this effectively requires alliances with other UT Austin colleges, schools, and institutes, as well as outside organizations that are committed to achieving a sustainable future. Leveraging our faculty expertise with UT's size, scale, reach, and influence, UTSOA is able to address a range of topics in sustainability—such as water availability, energy efficiency in buildings, landscape effects of climate change, adaptive reuse of buildings and larger infrastructure, coastal resiliency, changes in urbanization patterns, and the role of design in economic and social equity—that are critical to the future of the state, country, and world. Potential campus partners include the Cockrell School of Engineering, McCombs School of Business, Jackson School of Geosciences, College of Natural Sciences, College of Liberal Arts, LBJ School for Public Affairs, and various research institutes.

Health in the Built Environment

An overlapping but distinct topic to resiliency and sustainability is the role of the physical environment in human health, whether at the individual or population scales. Architects and interior designers have a long history of experience with post-occupancy research of buildings and spaces, knowledge that is applied in the design process to improve physical and mental

health and overall well-being. Planners, urban designers, and landscape architects are trained to design and evaluate behavior patterns at larger scales. Partnerships with the Dell Medical School, School of Nursing, School of Social Work, and the Center for Integrated Design have the potential to lead to breakthrough discoveries and interventions that will improve the health of populations.

A Regional Focus on Latin America

Through eighty years of inquiry and exchange, UTSOA has gained an important perspective on the architectural traditions of the Americas. UT Austin has long been the leader in Latin American studies—as well as a main destination for educating Latin American leaders—and the School of Architecture has expansive offerings for study and research in this region. In response to unprecedented urbanization, currents of immigration, the vulnerability of large populations of people due to climate change, and an evolving and rich design culture, the school seeks to make further investments in faculty, programs, research, and student experiences in the region. Like UT Austin, UTSOA is widely recognized for its focus on Latin America, and strategic philanthropic and campus partnerships with LLILAS and other units will enable the school to continue this trajectory well into the future. To solidify this focus, UTSOA will offer a new transcriptable Graduate Certificate in Latin American Architecture beginning in Fall 2017. Furthermore, Wilmont “Vic” Vickrey [B.Arch ’49] created a new endowment to support the school’s Latin American initiatives.

Redesigning Design Education

In order to train the next generation of professionals who will tackle these global concerns, design education itself must evolve. Digital technology and the ubiquity of small-scale fabrication equipment is rapidly changing not only the design and engineering professions, but also the abilities and expectations of incoming students in these fields. It is safe to say that the “maker movement” is no passing fad, and UT Austin must make significant investments in people and technology to be on the forefront of this shift. In addition, “design thinking” is becoming a more pervasive way of teaching across all disciplines. With UT Austin’s myriad offerings and resources, large student population, and setting in a tech center, the campus presents attractive opportunities for research and implementation of new products, research, and development of ideas with industrial partners.

The Academic Policy Structure of the school was updated in 2014. The implementation of long-term planning at UTSOA occurs at many levels but falls primarily to administrative committees on one hand and to faculty curriculum committees on the other, to determine the future of the school’s policy. These committees receive data from different sources as described below in I.1.6.A *Program Self-Assessment*. The Architecture and Undergraduate Curriculum Committee and the Architecture Graduate Studies Committee determine the curricular objectives for the B.Arch and M.Arch programs, and planning initiatives are launched here. The Coordinating Committee, comprised of administrators, program directors, and graduate advisers, identifies and works on key issues pertinent to all programs. Specific proposals are then forwarded to the administration for implementation.

Long-Term Planning - Collaboration and Leadership

UTSOA believes it is crucial for our students to understand the collaborative nature of the architecture profession. The school promotes collaboration through systematic teamwork in design studios. The undergraduate Intermediate Studios are structured to include two exercises where students work in teams. Students in the Comprehensive (B.Arch) and Integrative (M.Arch) Studios work in teams of two the entire semester. Also, collaboration and leadership are part of the criteria for grading studio work.

Long-Term Planning – Design

Preparing students for a professional life in architecture is one of the school’s goals, and we believe this is best communicated to students through practicing architects on the faculty who teach based on first-

hand experience with the diverse and collaborative role assumed by architects. 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 these links by hosting a variety of visiting professionals who lecture, critique end-of-semester projects, and present exhibitions.

Long-Term Planning - Professional Opportunity

UTSOA provides for student-to-profession transitions through the work of the Career Services Office and the AXP Educator Coordinator, a position currently held by Francisco Gomes, Associate Dean for Graduate Programs. The Career Services Office serves only the School of Architecture, cultivating a relationship with each student that begins with entrance advising and continues through AXP eligibility and job placement. The Career Services Office and the AXP Educator attend AXP conferences and update graduate and undergraduate students directly through information sessions every semester. These planning measures help to formally address the information needed by students about registration and the regulatory environment. The Undergraduate Curriculum Committee and the Architecture Graduate Studies Committee support these plans by supervising and implementing recommended changes.

Long-Term Planning - Stewardship of the Environment

An example of how the School of Architecture leads The University of Texas at Austin community is in defining and integrating sustainable initiatives. Developed by the Center for Sustainable Development in collaboration with the UT Austin 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 UTSOA and through a series of committee meetings was planned, executed, and established as an annual event. The symposium is ideas-based and helps to highlight and centralize sustainability projects around the campus. UTSOA's commitment to the symposium is sustained through continued organizational and financial assistance. Similarly, the Lady Bird Johnson Wildflower Center collaborated in the development of the Sustainable Sites Initiative, a LEED-like rating system for landscape projects. This is a move that will help bring sustainability to the forefront both at UT Austin and on a national level.

Long-Term Planning - Community and Social Responsibility

UTSOA is committed to continually improving how we prepare students in all degree plans within the school to understand, address, and solve issues for people and communities of all backgrounds. The following are some of the strategies we implement:

- 1) Integrate issues, topics, and perspectives that embrace diversity in current and future courses
- 2) Encourage faculty to include issues of diversity in the course learning objectives
- 3) Find opportunities for primary and secondary research in topics of diversity
- 4) Support faculty research on Austin's diverse communities
- 5) Create "classrooms" in the community that address inclusivity and engagement with diverse populations (i.e. partner entities for studios)
- 6) Expand collaboration with international universities
- 7) Develop ongoing partnerships with on-campus institutions that promote diversity and community engagement (John L. Warfield Center for African & African American Studies, Institute for Urban Policy Research and Analysis, Teresa Lozano Long Institute of Latin American Studies, Center for Women's & Gender Studies, Rapoport Center for Human Rights & Justice)
- 8) Seek additional funding for the Race and Gender in the Built Environment Initiative
- 9) Establish funding for student and faculty participation in events, fairs, and conferences that support the school's diversity mission.
- 10) Support for lectures, symposia, and publications that explore diversity in the built environment (for example, a future Race + Gender symposium related to the Race + Gender Initiative with participating scholars)

I.1.6 Assessment

I.1.6.A Program Self-Assessment:

Self-Assessment Toward the Program's Mission and Multi-Year Planning Objectives

Self-assessment occurs on a regular and ongoing basis at many levels in our professional programs, which include:

- Admissions data analysis provided by the Office of Admissions or the Graduate School (*annual*)
- Undergraduate student progress-to-degree analysis facilitated by the Office of the Executive Vice President and Provost (*annual*)
- Student academic progression through graduate advising or mandatory undergraduate advising procedures (*every semester*)
- Course performance as indicated by grades (*every semester*)
- All-school review of student work in studios and courses (*every semester*)
- NAAB reporting (*annual*)
- NAAB accreditation review (*every six years*)
- Program analysis (learning objectives, methods, outcomes, and future actions) and reporting for SACS (*annual*)
- Course Instructor Survey (*every semester*)
- Studio and course coordination (*every semester*)
- Curricular improvements researched and discussed in the Undergraduate Curriculum Committee (UCC) and Architecture Graduate Studies Committee (GSC) working groups (*monthly during long semesters*)
- Reporting school activities and progress to the university (*annual*)
- Faculty/staff performance evaluation (*annual*)
- Graduate student exit surveys (*every semester*)

The university initiated the Dean Provost Advisory Compact (DPAC), a strategic planning process 16 years ago, 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 DPAC process consists of an assessment from the school outlining its priorities and initiatives as they relate to the program's mission and values, timeframes for accomplishing goals and measures of progress, and concludes with requests from the university administration.

As part of the university'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 the program's educational objectives, methods, program outcomes, and actions for their respective programs. These reports are submitted every year.

The University of Texas at Austin collects information each semester for individual courses through the Course Instructor Survey (CIS), administrated 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.

The all-school studio review is a self-assessment opportunity that occurs twice a year at the end of the fall and spring semesters. All studio instructors 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.

The annual Faculty Retreat takes place just prior to the start of the academic year and offers a chance for faculty and administration to evaluate the School of Architecture's mission statement, goals, and progress. Each retreat is focused around a loose theme and offers opportunities for faculty to identify topics to address in the following academic year.

Our professional programs' vision combines intellectual curiosity with a clear ambition for our graduates to be prepared to enter professional practice. We regularly monitor and assess the demand for our graduates in the marketplace. The demand remains very high: 91% of the graduating class in 2015 who pursued employment reported finding a job in the months after graduation; 6% opted to pursue graduate studies. In 2016, 96% of the school's M.Arch (first-professional) graduates who sought a job reported finding one six months after graduation, and 88% of our B.Arch graduates who sought a job reported finding one six months after graduation. We also collect data through exit interviews which shows that 96% of our M.Arch and 89% of our B.Arch graduates plan to pursue registration. The Career Services Office reports regularly to the faculty and prepares detailed Employment Reports.

I.1.6.B. Curricular Assessment and Development

The school's curricular assessment process involves multiple entities to maintain robust architecture programs of higher standards (see attached Curricular Assessment & Development Process chart). Matters regarding the undergraduate curriculum are reviewed by the Undergraduate Curriculum Committee (UCC), and the graduate curriculum is reviewed by the Architecture Graduate Studies Committee (GSC). The Coordinating Committee exists in the school to provide the opportunity for the undergraduate and graduate curriculums to be reviewed and discussed simultaneously.

The UCC and Architecture GSC 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 UCC and Architecture GSC 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 UCC and GSC have revised the studio sequence and the portfolio review process as a result of the self-assessment process.

Course/Studio Coordinators. The curriculum of the B.Arch and M.Arch programs is administered through the UCC and the Architecture GSC and implemented by the Associate Deans with the help of the course/studio coordinators.

Coordinators are organized by areas of study (rather than year level) as follows: Foundation Studios (B.Arch), Intermediate Studios (B.Arch), Vertical Studios (M.Arch), Advanced Studios (B.Arch & M.Arch), Comprehensive/Integrative Studios (B.Arch/M.Arch), Visual Communication courses (B.Arch & M.Arch), Technical core and elective courses (B.Arch & M.Arch), and History and Theory core and elective courses (B.Arch & M.Arch). Some of these coordinators have been operating for several years, and some have been recently established as a result of the latest curriculum adjustments. The plan is for all coordinators to report back at the beginning of every year to the UCC and the Architecture GSC committees and the Associate Deans.

B.Arch Intermediate Studios. In 2016, the UCC approved changes to the studio sequence for B.Arch students, loosely modelling the Four Streams Model offered through the vertical studios of the M.Arch. The new sequence consists of two Foundation Studios in the first year and four Intermediate Design Studios in their second and third years. The goal of the Intermediate Studios is to prepare students for Advanced Design Studios in their 4th and 5th years.

Each Intermediate Studio is structured around one of four broad themes of inquiry, offering a critical framework and vocabularies for design and development into key issues emphasized in the specific theme of the studio. These studios also serve as a platform to prepare students for the range of offerings of the Advanced Studios (Comprehensive Design, Urban Design, Landscape Design, etc.). Instructors are responsible for incorporating these themes into their studio topic. All Intermediate Studios follow the same structure, but each instructor individually determines the scope and design problem for the studio. The goal is to teach students about the plurality of approaches to architectural design with the understanding that the end goals are similar, independently of the approach. The themes also allow instructors to engage students in studio topics relevant to their own area of expertise or research interest.

B.Arch Third Year Review. There is an academic portfolio review of each undergraduate architecture student at the end of the fall and spring semesters of the third year, evaluating design work of the Intermediate Studios. Students admitted to continue in the B.Arch program undertake a four-semester Advanced Studio sequence in their 4th and 5th years. One of the Advanced Studios is a new mandatory Comprehensive Design Studio (see *Section 1.1.1.4 Defining Perspectives, 2-Design*).

The coordinator of the Intermediate Studios manages the studios and the Third-Year Review and is also charged with the assessment of the Intermediate Studios and reporting to the UCC.

Section 2. Progress since the Previous Visit

The University of Texas at Austin School of Architecture had its last NAAB accreditation visit in the spring of 2012. The Bachelor of Architecture and Master of Architecture degree programs were granted the full six-year term of accreditation. Since the 2012 accreditation, the school has been proactive in rectifying the five conditions that were not met and the five causes of concern. The one exception lies with the concern of the library accessibility. Resolution of this issue requires the university's support.

Program Response to Conditions Not Met

1.1.3 Architectural Education and the Regulatory Environment

Visiting Team Report [2012]: Although there appears to be general awareness of, and conversation about, the transition to internship and licensure among students and faculty, the team discovered some issues that the program needs to address. Currently, all students do not receive consistent information about the IDP program prior to the earliest point of eligibility. In addition, the information provided to international graduate students about their options for transition to licensure in the U.S. appears to be incomplete (See *Program Response to Causes of Concern*). Extracurricular, optional IDP seminars are organized by the AIAS, but not all students attend. The principal course that addresses professional practice was inadequately documented, so that the team was unable to assess student performance for some criteria related to the regulatory environment. (See Realm C: Leadership and Practice).

Program Activities in Response [2012 – 2017]: B.Arch and M.Arch students are now receiving information regarding the Architectural Experience Program (AXP; formerly IDP) as early as orientation (i.e. Freshman Orientation, Transfer Orientation for undergraduates, or Architecture Graduate Orientation) from the director of the school's Career Services office. The Career Services office and the AXP Educator Coordinator facilitate an annually recurring AXP information session led by an external NCARB presenter. The Professional Residency Program (PRP; organized, professional internship placement program) office also offers a PRP information session covering the licensure process as it relates to AXP.

B. 6. Comprehensive Design (B.Arch only)

Visiting Team Report [2012]: Student work produced in the comprehensive Advanced Design Studio (ARC 560T for undergraduates, ARC 695 for graduates) demonstrates comprehensive design ability; however, some undergraduates are permitted to substitute participation in the PRP program, which does not meet this criterion.

Program Activities in Response [2012 – 2017]: Since the 2012 accreditation, the visiting team explained that the additional comprehensive studio for B.Arch students during the third year, Design 6, would fulfill the requirements set forth in B.6. but with some concerns with egress as it pertains to life safety. To address this concern, Professor Uli Dangel, the comprehensive studio coordinator at the time, had each studio instructor address the issue of life safety and egress directly with their classes. In 2016, the Undergraduate Curriculum Committee (UCC) approved to change Design 3-6 into a new series of Intermediate Studios, thus eliminating the comprehensive nature of Design 6. The UCC also approved the change of ARC 560T Technical Communication Studio to ARC 560C Comprehensive Studio. The new Comprehensive Studio is required for all B.Arch students to be taken in-residence with concurrent enrollment in ARC 335M Construction V. Comprehensive Studio credit cannot be earned through participation in the Professional Residency Program (PRP); PRP credit is now a regular ARC 561R Advanced Design.

C. 3 Client Role in Architecture

Visiting Team Report 2012: The course description, goals, and objectives for courses ARC 362 and ARC 392 Professional Practice seem to cover the role of clients in architecture; however, the school did not provide student work for these courses. As such the team was unable to verify student understanding of this topic in reviewing these and other course work provided.

Program Activities in Response [2012 – 2017]: Professor Keith Shuley previously made it a practice not to retain student work from his classes. The visiting team explained that had they seen examples of completed exams, that would have satisfied this requirement. Professor Shuley has retained examples of student work since the last accreditation.

C. 5. Practice Management

Visiting Team Report 2012: The course description, goals, and objectives for ARC 362 and ARC 392 Professional Practice seem to cover practice management; however, the school did not provide student work for these courses. As such the team was unable to verify student understanding of this topic in reviewing these and other course work provided.

Program Activities in Response [2012 – 2017]: Professor Keith Shuley previously made it a practice not to retain student work from his classes. The visiting team explained that had they seen examples of completed exams, that would have satisfied this requirement. Professor Shuley has retained examples of student work since the last accreditation.

C. 7. Legal Responsibilities

Visiting Team Report 2012: The course description, goals, and objectives for courses ARC 362 and ARC 392 Professional Practice seem to cover legal responsibilities; however, the school did not provide student work for these courses. As such the team was unable to verify student understanding of this topic in reviewing these and other course work provided.

Program Activities in Response [2012 – 2017]: Professor Keith Shuley previously made it a practice not to retain student work from his classes. The visiting team explained that had they seen examples of completed exams, that would have satisfied this requirement. Professor Shuley has retained examples of student work since the last accreditation.

Program Response to Causes of Concern

A. Undergraduate course load and distribution

Visiting Team Report [2012]: The current requirement of 167 credits over 10 semesters for the Bachelor of Architecture program requires 18 credits of course work in some semesters, with four courses in addition to design studio--a heavy academic load. This has caused some students to shift course work into the summer to avoid overload during the academic year. The team is concerned that current requirements exceed norms for undergraduate programs, which may affect student performance and program cost, limit the time students have available for extracurricular involvement, contribute to excessive study hours, or result in credit hour inflation. The draft version of the 2012-14 catalog shows a total number of credits that has been reduced to 161, with semester maximums at 17 and general studies at the NAAB minimum of 45.

Program Activities in Response [2012 – 2017]: As stated above, the total number of credit hours required to complete the B.Arch has been reduced to 161 with semester maximums at 17 and general studies at the NAAB minimum of 45.

B. Responsiveness to student interest in digital design communications and computational design methods

Visiting Team Report [2012]: Student interest in this area, especially at the graduate level, exceeds current levels of curricular offerings and support. This is a common concern among students at U.S. schools of architecture, as well as within the profession, as practicing architects, researchers, and students attempt to keep pace with the rapid development of digital and computational design methods. Architecture programs at research universities, such as UT Austin, have opportunities to provide state-of-the art educational experiences that anticipate future trends in design practice.

Program Activities in Response [2012 – 2017]: We continue to increase our offerings in this area, especially at the advanced level studios, by hiring new tenure track faculty who all have expertise and also adjunct faculty for advanced studios. Additionally, the visual communications curriculum for M.Arch and B.Arch have been reworked to emphasize digital tools. M.Arch students have a new required visual communication course in their first year that introduces them to advanced digital tools such as BIM. ARC 221K Visual Communication III, required for B.Arch students, has been improved to a rotating three-module structure allowing for advanced students to continue learning new skills and more novice students to focus on foundations. The school continues to upgrade shared equipment as needed, but also adds new, emerging technologies to expand educational boundaries. In spring and summer 2016, the Digital Fabrication Lab installed an oscillating CNC knife and the Robotics Lab installed two KUKA robotic arms. As an example of how these new technologies are being integrated, we will be offering a robotics programming module as an option for B.Arch students through Visual Communication III.

C. Post-professional Master of Architecture degree nomenclature

Visiting Team Report [2012]: In addition to the professional Master of Architecture degree, UT Austin offers a post-professional degree that is also called the Master of Architecture. It is restricted to students who already hold a NAAB-accredited B.Arch. degree, or an international equivalent that fulfills professional standards in other countries. Having two degrees of the same name with significantly different requirements, one that is accredited, and one that is not, is confusing for the public and to prospective students.

Program Activities in Response [2012 – 2017]: In April 2017, the Architecture Graduate Studies Committee voted to revise the post-professional Master of Architecture degree to a Master of Advanced Architectural Design (MAAD) degree. The new degree proposal was submitted to the Graduate School in August for inclusion on the agenda for the Graduate Assembly's Academic Committee October 2017 meeting. Assuming a positive response, the Graduate Assembly will vote on the new degree at their November 2017 meeting. Following further approvals from the Graduate Dean, Provost/President, UT System/Regents, and the Texas Higher Education Coordinating Board, the new degree will go into effect in Fall 2019 with the 2019-2021 Graduate Catalog.

D. Advising and program placement for international students

Visiting Team Report [2012]: Graduate students with international professional degrees in architecture that are not accredited by the NAAB and do not meet NAAB's general and professional education requirements are admitted to the post-professional Master of Architecture program without explicit advising about the path to licensure in the U.S. The team is concerned that the school is not informing these students about the difference between the EESA process used by NCARB to assess educational preparation of foreign-educated architects and the NAAB process that only applies to the professional version of the Master of Architecture degree.

Program Activities in Response [2012 – 2017]: The school's graduate admissions webpage explicitly states that the M.Arch II is *not* a NAAB accredited degree and international students interested in pursuing licensure in the United States should apply to the M.Arch I degree. Similar information is also presented on the graduate Architecture program webpage. In 2013, the M.Arch Post-Professional program added two acknowledgements to the ApplyTexas application to further clarify:

Applicant Acknowledgement 1:

The Master of Architecture Post-Professional degree is not accredited by the National Architectural Accrediting Board (NAAB).

In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. International applicants interested in pursuing licensure in the United States should instead apply to the Master of Architecture First Professional degree program.

I certify that I am aware that the Master of Architecture Post-Professional degree is not accredited by the NAAB.

Applicant Acknowledgement 2:

If admitted to the Master of Architecture Post-Professional degree program, it is not possible to later move to the Master of Architecture First Professional degree program. If you are at all interested in the Master of Architecture First Professional degree or would need to complete the Master of Architecture First Professional degree program to be eligible to pursue licensure in the United State, you should instead submit an application to the Master of Architecture First Professional degree program.

Please carefully consider your goals and interests before submitting an application to the Master of Architecture Post-Professional degree.

I certify that I am aware I may not move to the Master of Architecture First Professional degree program if admitted to the Master of Architecture Post-Professional degree program.

Furthermore, language in the Areas of Study and Admission Requirements sections in the *Graduate Catalog* was updated to clarify this distinction.

E. Library accessibility

Visiting Team Report [2012]: Battle Hall, a 100-year-old landmark building housing an extraordinary collection and a beautiful historic reading room, is a highly valued, signature resource unique to UT Austin and central to the program's identity. As with many historic buildings, access for individuals who use wheelchairs or have other mobility disabilities presents some difficulties both physically because of the inaccessibility of the stacks, and socially because of the separation of the accessible entry from the primary entry. Wheelchair access is available, but must be requested upon arrival in the accessible building entry using a courtesy phone. The team recognizes that this is a complex issue due to conflicting priorities of historic preservation and universal design.

Program Activities in Response [2012 – 2017]: The school planned to address this concern by renovating the building and completed a feasibility study for the renovation and preservation of Battle Hall and the West Mall office buildings. A \$67,000,000 budget was established for the work. The university recognizes the importance of this project, but unfortunately, under new leadership, it has been put on hold. The accessible entry for wheelchairs is located next to the stairs that serve as primary entry. The entry is well indicated but access must be requested thorough a courtesy phone.

Library personnel must accompany wheelchair users to access the reading room via an elevator located in the stacks. Work was completed in summer 2017 to improve alignment of this elevator's cab with the floor. Work has begun in summer 2017 for the addition of a wheelchair access ramp on the west side of Goldsmith Hall, designed to provide access from the southwest patio to the street level. Currently, wheelchair accessibility for Goldsmith Hall is only available on the north entry.

Section 3. Compliance with the Conditions for Accreditation

I.2.1 Human Resources and Human Resource Development

School of Architecture Faculty

UTSOA courses are taught by full-time tenured faculty, full-time tenure-track faculty, and both full-time and part-time lecturers. In addition, two named visiting professorships, the Eugene McDermott Centennial Professorship and the Nancy Panak Kwallek Endowed Chair in Design and Planning bring noted architectural practitioners from around the world to teach an advanced design studio and engage our academic community every semester (typically one per semester). In the 16-17 academic year, the faculty roster actively teaching in the B.Arch. and M.Arch. programs included fifteen tenured Full Professors, twelve tenured Associate Professors, five tenure-track Assistant Professors, three full-time lecturers, and 41 part-time lecturers.

In addition to the Dean of the School of Architecture, three tenured faculty members from the accredited architecture programs receive teaching relief for their administrative service and advising. The Associate Dean for Undergraduate Programs and the Associate Dean for Graduate Programs have a 50% teaching load and cooperatively direct the accredited architecture programs. The Graduate Advisor in the architecture program has a 75% teaching load. Undergraduate architecture advising is handled by dedicated administrative staff rather than faculty.

UTSOA Academic Organizational Chart

Administrative Leadership (current):

Michelle Addington	Professor, Dean of the School of Architecture Henry Rockwell Chair in Architecture
Francisco Gomes	Associate Professor, Associate Dean for Graduate Programs Fellow of Meadows Foundation Centennial Professorship in Arch.
Juan Miro	Professor, Associate Dean for Undergraduate Programs David Bruton Jr. Centennial Professor in Urban Design Potter Rose Professor in Urban Planning Distinguished Teaching Professor
Robert Paterson	Associate Professor, Associate Dean for Research and Facilities
Jeff Evelyn	Assistant Dean
Luke Dunlap	Director of Development and External Relations

The faculty spans a diverse set of teaching, research, and practice interests. The architecture programs support teaching excellence and active research to all faculty regardless of rank. Administrative leaders, full-time and part-time faculty, and administrative and technical support staff appointed at the School of Architecture and supporting the accredited architecture programs are listed below. 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 policies for all to follow.

Abbreviated Resumes of Instructional Faculty

Tenure and Tenure-Track Instructional Faculty (Architecture programs, 2016-17):

Dean Almy	Associate Professor
Anthony Alofsin	Professor Roland Gommel Roessner Centennial Professor in Architecture
Kevin Alter	Professor Sid Richardson Centennial Professor in Architecture
Simon Atkinson	Professor

Michael Benedikt	Mike Hogg Professor in Community and Regional Planning Professor Hal Box Endowed Chair in Urbanism
Kory Bieg	Assistant Professor
Sinclair Black	Professor Roberta Crenshaw Centennial Professor in Urban Design and Environmental Planning
Danelle Briscoe	Associate Professor Meadows Foundation Centennial Fellow in Architecture
Richard Cleary	Professor Page Southerland Page Fellow in Architecture
Ulrich Dangel	Associate Professor, Graduate Advisor for Architecture Meadows Foundation Centennial Fellow in Architecture
Elizabeth Danze	Professor, Interim Dean of the School of Architecture (16-17) Gene Edward Mikeska Endowed Chair for Interior Design Meadows Foundation Centennial Professor in Architecture Distinguished Teaching Professor
Larry Doll	Associate Professor Margaret McDermott Centennial Teaching Fellow in Architecture
Matthew Fajkus	Associate Professor
Juliana Felkner	Assistant Professor
Michael Garrison	Professor Cass Gilbert Centennial Teaching Fellow in Architecture
David Heymann	Professor Harwell Harris Regents Professor in Architecture Distinguished Teaching Professor
Michael Holleran	Associate Professor
Benjamin Ibarra Sevilla	Assistant Professor Fellow of Chair for Western Hemispheric Trade Studies
Fernando Lara	Associate Professor
Petra Liedl	Assistant Professor
Christopher Long	Professor Distinguished Teaching Professor
Sarah Lopez	Assistant Professor
Smilja Milovanovic-Bertram	Associate Professor
Steven Moore	Professor Bartlett Cocke Regents Professor in Architecture
Vincent Snyder	Associate Professor
Lawrence Speck	Professor W.L. Moody Jr. Centennial Professor in Architecture Distinguished Teaching Professor
Danilo Udovicki	Associate Professor
Wilfried Wang	Professor O'Neil Ford Centennial Chair in Architecture
Nichole Wiedemann	Associate Professor Paul Philippe Cret Centennial Teaching Fellow in Architecture, Fellow of Hampton and Margaret Frye Snell Endowed Chair in Transportation

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 (CRP) program 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.

The school also benefits from endowed professorships which support distinguished practitioners 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 in the Art of Architecture brings in a distinguished American academic or architect every year. The most recent Ruth Carter Stevenson Chair holder is Coleman Coker, who has held this position for several years. Furthermore, our Eugene McDermott Centennial Professorship has also brought in a number of exceptional visiting faculty to the School. The newly established Nancy Panak Kwallek Endowed Chair in Design and Planning was fully funded in 2016 and in Spring of 2017, Hillary Sample of MOS Architects, joined our faculty as the first Kwallek visiting professor.

Full-time and Part-time Adjunct Instructional Faculty (2016-17):

Elizabeth Alford	Lecturer
Francisco Aroso	Postdoctoral Fellow
Travis Avery	Lecturer
Judith Birdsong	Lecturer, full-time
Cindy Black	Lecturer
Rick Black	Lecturer
John Blood	Distinguished Senior Lecturer, full-time
Michael Boduch	Lecturer
Anna Brand	Fellow of the Race and Gender in the Built Environment Initiative
Coleman Coker	Ruth Carter Stevenson Regents Chair in the Art of Architecture
Brandon Cuffy	Lecturer
Charles Di Piazza	Lecturer
Tara Dudley	Fellow of the Race and Gender in the Built Environment Initiative
Amy Freedberg	Lecturer
Fran Gale	Conservation Scientist
Sarah Gamble	Lecturer
Carmen Garufo	Lecturer
Allison Gaskins	Lecturer
Rene Graham	Lecturer
Margaret Griffith	Eugene McDermott Centennial Professorship, Spring 2016
Martin Haettasch	Lecturer
Michael Hargens	Lecturer
Barbara Hoidn	Adjunct Associate Professor
	Fellow of the O'Neil Ford Centennial Chair in Architecture
Richard Jennings	Adjunct Professor
Nicole Joslin	Visiting Researcher
Charles Lawrence	Adjunct Professor

Matthew Leach	Lecturer
Edna Ledesma DeLeon	Lecturer
Charlton Lewis	Lecturer
Rodrigo Lima	Lecturer
Mark Macek	Specialist
Mike McCall	Adjunct Professor
Adam Pyrek	Lecturer
Monica Rivera	Eugene McDermott Centennial Professorship, Fall 2017
Joyce Rosner	Senior Lecturer, full-time
Stephen Ross	Senior Lecturer
Hilary Sample Meredith	Nancy Panak Kwallek Endowed Chair in Design and Planning, Fall 2017
Keith Shuley	Lecturer
Keith Simon	Lecturer
Marla Smith	Lecturer
Stephen Sonnenberg	Adjunct Professor Resident Fellow, Humanities Institute
Matthew Tanteri	Lecturer
Camille Urban Jobe	Lecturer
Dason Whitsett	Lecturer

Support Staff

All staff positions are full-time and 100% administrative in nature unless otherwise indicated. In addition to the School of Architecture staff, the school is supported by university administration. In 2016-17 academic year, "Central Services" initially established to consolidate and streamline human resources and travel administration among the academic units across campus was ended. Following this transition, administrative staff were added at the School of Architecture to address these functions. The School of Architecture has recently been told to anticipate that Academic Technology Support (ATS), information technology services delivered by the university to multiple academic units, may also be terminated after the 17-18 academic year. The School of Architecture runs an in-house Technology Resource Integration Group dedicated primarily to plotting, digital fabrication, and research digital technology resources. Plans are in place for this in-house group to expand should the need arise for more fundamental IT support services within the School of Architecture.

Administrative, Resource, Development, and Technical Support Staff:

Jasmin Blas-Mendieta	Administrative Assistant
Carolyn Buchanan	Graduate Admissions and Scholarship Coordinator
Esteban Desantiago	Event Coordinator
Robin Dusek	Graduate Program Administrator
Erin Haley	Travel Coordinator
Eric Hepburn	Director, Information Technology
Monika Hill	Senior Administrative Associate
Stacey Kaleh	Chief Communications Officer
Katrina Kosted	Undergraduate Academic Advising Coordinator
Josette Lehman	Human Resource Coordinator
Alana Lipham	Administrative Associate
Garrett Loontjer	Director, Career Services
Noel Meyer	Development Associate
Riley Moore	Dean's Assistant
Judith Parker	Administrative Assistant
Benjamin Rice	Research Scientist Associate II
H. Xavier Sandoval	Financial Analyst
Elizabeth Schaub	Director, Visual Resources Collection

Robert Stepnoski	Research Scientist Associate IV
John Vehko	Technical Staff Assistant III
Leora Visotzky	Program Coordinator: Center for American Architecture and Design
	Strategic Grants Coordinator: Center for Sustainable Development
Courtney Warrington	Technology Services Coordinator
R. Thomas Wolfe	Facilities Maintenance Manager
Jennifer Wong	Director, University Co-op Materials Resource Center
Sarah Wu	Administrative Services Officer
Tomi Yamamoto	Senior Academic Advisor

Lecturers and Exhibitors

In addition to instructional faculty, the School of Architecture curates an active series of lectures and exhibitions which bring notable visitors to the school.

Fall 2017 lecture series
Spring 2017 lecture series
Fall 2016 lecture series
Spring 2016 lecture series
Fall 2015 lecture series

The School of Architecture offers digital recording and storage of all important UTSOA events. All current lecture series and CAAD Friday lunch forums are recorded and broadcast allowing for side-by-side viewing of presentation slides and the presenter.

EEO/AA

As posted on website of the Office of Inclusion and Equity:

The University of Texas at Austin is committed to creating and maintaining an environment free of discrimination, harassment (including sexual harassment), sexual misconduct, and retaliation. The university's policies prohibit discrimination against any individual on any basis prohibited by applicable 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, gender identity, or gender expression. The University of Texas at Austin remains committed to seeking the best-qualified person to fill each available position and will reward employees based on their job performance. In addition, the university will insure that all personnel actions will be administered without regard to race, color, religion, sex, national origin, disability, age, citizenship status, Vietnam era or special disabled veteran status, sexual orientation, gender identity, or gender expression.

Following the mission of the Office of Inclusion and Equity:

The school is committed to creating an educational setting 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. (Valuing Diversity)

In 2016, the School of Architecture established an *Initiative on Race, Gender, and the American Built Environment* to facilitate diversity amongst design and planning professionals and students, and foster innovation in teaching and research on race, gender, and inequality in American cities. The first two emerging scholar fellows of this initiative, Anna Brand and Andrea Roberts, researched and offered new seminars at the school during the 2016-17 academic year. For the 2017-18 academic

year a new fellow, Edna Ledesma, will be joining the faculty and the first tenure-track Assistant Professor appointment of the initiative was made in the summer of 2017.

Workloads

The University of Texas System Board of Regents' Rule 31006: Academic Workload Requirement states "Each person paid full time from the appropriations item 'Faculty Salaries' shall be assigned a minimum workload equivalent to 18 semester credit hours of instruction in organized undergraduate classes each nine-month academic year, or fiscal year at an institution's option..." For example, a three semester credit hour undergraduate lecture course earns three teaching load credits while a three-hour graduate course earns 4.5 teaching load credits. Additional credit is given for large lecture courses, studios (which involves 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 academic workload requirements on a limited basis for research leaves, special assignments, and/or administrative duties.

Student enrollments are carefully coordinated each academic year with the numbers and types of design studios offered, the number and capacity of available elective courses, and the availability of teaching spaces to support a tutorial exchange between the student and teacher that promotes student achievement for coursework at UTSOA. The linked matrices of faculty teaching includes final enrollment for each offering of each course. Architecture program specific course offerings are highlighted.

Matrices of Faculty Teaching:

Fall 2017

Spring 2017

Fall 2016

Spring 2016

Human Resource Development

Full-time faculty members are expected 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. Funds are available from the university and the school to support travel for scholarship and enrichment opportunities at academic and professional meetings for tenured and tenure-track faculty.

The UTSOA tenure and tenure-track faculty members have been frequent recipients of the Faculty Research Assignment (FRA; semester paid-leave) and Summer Research Assignment (SRA; summer paid-leave). In 2011-2012, responsibility for selection and distribution of research assignment funds was shifted from the Vice President and Dean of Graduate Studies to each academic unit. 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. Over the past five years, FRAs have been awarded to tenured faculty at the rate of two per academic year for a total of nine FRAs (one award was declined). Architecture faculty received seven of these nine research support assignments. Nine SRAs supporting non-tenured faculty have been awarded over the same period. These Research Assignments are funded through UT Office of Graduate Studies' Faculty Development Program, enabling recipients to concentrate on research and writing.

Examples of FRA supported architecture faculty research initiatives include: In 2015, Associate Professor Ulrich Dangel held a FRA for the Fall 2015 semester to extend his research on the traditions and trajectories of the carpentry trade of Vorarlberg, Austria; Associate Professor Francisco Gomes used an FRA in the Spring 2016 to investigate the design implications of his technical innovations in load-bearing masonry; In 2017, Associate Professor Nichole Wiedemann received an FRA to pursue research and the production of interpretive maps of the Camino Real trail traversing the state of Texas.

Examples of SRA supported architecture faculty research initiatives include: Assistant Professor Kory Bieg was awarded a 2014 SRA to expand his research and teaching in real-time digital tools by developing a new interface between Firefly and 3ds Max capable of driving Arduino controlled actuators; Assistant Professor Benjamin Ibarra-Sevilla was awarded a 2015 SRA to develop photogrammetric 3D digital data from documentary photographs of two Mexican pre-Columbian buildings in Oaxaca and the Yucatan; In 2016, Assistant Professor Sarah Lopez used SRA funding to research and document an emerging migrant building style in the US developed around Cantera limestone imported from the Jalisco region of Mexico.

In addition to teaching financial and teaching relief support, the Center for Sustainable Development (CSD) supports sponsored research and the preparation of research proposals to funding agencies. Additionally, the CSD publishes a comprehensive list of funding opportunities to the faculty. Recent successfully funded proposals from the National Endowment for the Humanities, the National Science Foundation, the US Department of Transportation, in addition to an array of private funding organizations, speak to the success of this center.

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.

Tenured faculty members are subject to a university mandated post-tenure review every six years. At UTSOA, these post-tenure evaluations are conducted by the Executive Committee and forwarded to the University Administration.

TTT+NTT Guidelines Fall 2017

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 Executive Committee 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.

Architect Licensing Advisor and Licensing Education

The School of Architecture provides programming and resources to inform students about the processes and requirements for becoming a licensed architect. Francisco Gomes, licensed as an architect for over twenty years and a NCARB certificate holder, serves as the Architectural Licensing Advisor and interacts with students of architecture at the school as an administrator, instructor, and researcher. In addition to presenting information about the NCARB certificate and licensing requirements of the state of Texas as part of student orientation, the Architectural Licensing Advisor is available to students of the school and community members to assist in answering questions about licensing. Central Texas is experiencing significant population growth and in recent years a number of questions about reciprocal licensing processes have been directed to the Architectural Licensing Advisor.

The Career Services Center also provides resources and education regarding licensure requirements and processes, in addition to a wide range of presentations and tours exposing students to the professional realm including a tremendously successful annual Career Fair. Over the last two years, Career Services Center has hosted four presentations dedicated to the topic of professional licensing:

September 2016

February 2016

September 2015

April 2015

Francisco Gomes, the Architectural Licensing Advisor; Garrett Loontjer, the Director of the Career Services Center; and Charlton Lewis, a long-standing lecturer at the UTSOA, have each attended the NCARB Licensing Advisors Summit over the past three years and one or two attendees have been present at each of these summits.

Student Support Services

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

Beginning in the 2016-17 academic year, Laura Dannenmaier, the CARE Program Director from the UT Counseling and Mental Health Center was co-located at the School of Architecture to provide dedicated counseling services to students of the school. This counseling is made available to all UTSOA students by appointment, and the confidentiality of her service is protected in accordance with the Privacy Rule of the federal Health Insurance Portability and Accountability Act.

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 throughout 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. Students are able to view their individual degree requirements and progression at any time through the Interactive Degree Audit. Outside of the mandatory registration advising, the advisors are regularly 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 to feedback received from individual studio instructors, students are evaluated after each of the Intermediate Studios taken in their third through sixth semesters in the program through a Progress Report or Academic Portfolio Review. This evaluation is undertaken by a team of evaluators with students in attendance to present the work and answer questions from the team. A Portfolio Assessment of "exceeds expectations" or "meets expectations" is required for progression into the advanced-level studios in the last two years of the five-year program. Categories of evaluation for the Portfolio Assessment include: design composition skills, design integration skills, site analysis and design, critical thinking, graphic skills, grasp of accessibility and egress, and collaboration/leadership. Guidelines for submission of the process, including the portfolio and applicable deadlines, are available from the Undergraduate Dean's Office.

Graduate Academic and Personal Advising

In the first-professional Master of Architecture program, the Graduate Adviser for Architecture and Graduate Coordinator are charged with the responsibility to advise students, to maintain records, and to represent the Graduate School in matters pertaining to graduate work.

All entering M.Arch I students are first advised as part of the M.Arch I Orientation before classes begin. This Orientation is only for M.Arch I students and is separate from the all-UTSOA

orientation. The Graduate Adviser covers important information about the M.Arch I degree plan, waiver processes, professional licensing and the AXP, registration, and advising questions.

Students are able to view their individual degree requirements at any time through the Online Degree Planner provided by the Graduate School. Academic advising takes place each long semester. During advising, students may 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, degree progress, and administrative questions; 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 coordinator of the Vertical Studio sequence in concert with the participation of a cross-section of other graduate faculty members designated by the Associate Dean for Graduate Programs. This process occurs at the end of the student's *third* semester of Vertical Studio, rather than fourth, to allow students time to redirect their efforts should the committee determine that an adjustment or redirection should be made. In a private discussion lasting around 20 minutes with a three-person faculty group called a "dialog team" (which includes the student's current studio instructor), the arc of the student's development as a designer is discussed. The student's strengths, weaknesses, ambitions, and obstacles are assessed. Academic career advice is offered, based on the work, and feedback is invited about the experience of the Vertical Studio program. The outcome is documented on the student's Vertical Portfolio Review Form, which is added to the student's academic file. Detailed information on the Vertical Portfolio Review is publicly posted on the school website.

Study Abroad Opportunities

The School of Architecture encourages first-hand experiences of diverse peoples, places, and cultures—nationally and internationally—so that we may better engage the world in which we live in a collaborative manner. The following are educational travel experiences that can be integrated into Architecture degree plans:

Study in Italy is a semester at the Santa Chiara Study Center in Tuscany. 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/Paris 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. Students spend the last third of the semester in Paris working with our partner school, the Belleville School of Architecture.

Studio Mexico explores the rich cultural and built environment of Mexico. It is offered every Spring and it involves a nine-day trip to Mexico visiting the site of the studio's design project as well as other places of significance. Students participating in this studio are encouraged to take the class "Mexican Architecture and Urbanism" offered every Fall.

Studio Spain | Austin is an urban design studio that involves a nine-day trip to Spain. The focus of the studio is to learn through travel, design, and research on the Compact City model that Madrid and other Spanish cities represent, contrasting it with the Landscape City model of Austin to develop higher density urban design strategies for the City of Austin. This studio is offered every other Spring.

Sustainable Architecture and Design in Munich is a summer program that offers two integrated seminars on sustainable architecture and design, developing insight into the principles of high-comfort/low-energy architecture. The courses present examples of sustainable design on both theoretical and applied levels through case studies, field trips, and lectures.

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 also 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.

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, Community and Regional Planning, Historic Preservation, Interior Design, Landscape Architecture, Sustainable Design and Urban Design.

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.

Design for America [DFA] is an award-winning nationwide network of interdisciplinary student teams and community members using design to create local and social impact. DFA students learn how to apply human-centered design to local and social challenges as innovators through extra-curricular, university-based, student-led design studios.

Feminist Design Collective [FDC] is a student-led organization created to promote inclusion and diversity in the field of design. FDC's mission is to empower marginalized groups and individuals by facilitating open discussions regarding power structures and gender roles within the field of design and the greater built environment.

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.

Society of Engineering and Architecture Students [SEAS] is an organization focusing on providing support to students in the dual degree B.Arch/BSAE program.

Tau Sigma Delta is an honors society for advanced students pursuing architectural study and the allied arts. The national chapter originated in 1913, and UTSOA established its own chapter, Mu, in 1931. In 2013, the 100th year anniversary of the original honors society, UTSOA reactivated the Mu chapter. This organization recognizes the significant level of academic achievement present in the school.

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.

I.2.2 Physical Resources

The School of Architecture is privileged to occupy four adjacent buildings on the western edge of the 40 acres that comprise the historic University of Texas at Austin campus. The school contains accommodations for studios, offices, reading rooms, review rooms, workshops, computer labs, and an exhibition gallery. Three of the four buildings are architecturally significant—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, and 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.

Since the last accreditation visit, three additional floors of the West Mall Building have been acquired by the School of Architecture. With the exception of the ground floor, which remains a United States Postal Service facility, the building now is a dedicated UTSOA facility and plans are underway to renovate the building in stages to better accommodate the future space needs of the School of Architecture and the accredited architecture degree programs, including space dedicated to research groups. Initially, preliminary plans were developed for a comprehensive renovation of the contiguous Battle Hall and West Mall Building. The funding for this more comprehensive renovation was challenging, and fundraising in conjunction with the support of the university was recently committed to the renovation of the top two floors of the West Mall Building to add three non-studio teaching spaces as well as faculty offices and space for funded-research centers. In 2015, a portion of the basement of the West Mall Building was renovated to add two teaching spaces with digital workstations to accommodate the growing need for teaching digitally engaged subjects.

Battle Hall Floor Plans
Goldsmith Hall Floor Plans
Sutton Hall Floor Plans
West Mall Building Floor Plans

Accessibility and other improvements to the UTSOA have continued since the last accreditation visit. An accessibility ramp from the south lobby of Goldsmith Hall providing access to a work terrace used for design-build activity has been completed. The extension of the ramp to an adjacent sidewalk is currently under construction and will create a second accessible entrance to the school when completed. Additionally, the stone pavements in the central courtyard of Goldsmith Hall, an important exterior space heavily used for public school events, have been renovated (completely removed and reset on a new slab) with the addition of ramps to provide universal access from within the school.

The accessibility of Battle Hall continues remains a challenge. An accessible toilet was added on the ground floor of the building, but access to the Architecture and Planning Library remains dependent on a call button and the assistance of a staff member to provide access to a service elevator. Other less visible but equally important upgrades to our buildings include renovations of the fire alarm systems, the addition of standpipes for fire protection, HVAC upgrades, the addition of RFID keycard access in several locations, restoration of the Goldsmith Hall Loggia, as well as upcoming electrical system renovations in various portions of the School of Architecture.

Taken as whole, these projects represent a tangible attempt to better align the instructional environment with the ideals of The University of Texas at Austin School of Architecture. Renovated spaces, both recently completed and upcoming, are optimized for multi-use flexibility, installation of modern information technology equipment, and healthy material and furniture selection.

Studio-based teaching spaces in Goldsmith Hall (GOL) and Sutton Hall (SUT) and occupancy:

GOL 2.214:	three design studio cohorts
GOL 3.108:	three design studio cohorts
GOL 3.112:	two design studio cohorts (typically interior design program studios)
GOL 3.124:	two design studio cohorts
GOL 3.126:	two design studio cohorts
GOL 4.106:	three design studio cohorts
GOL 4.114:	three design studio cohorts (typically landscape arch. program studios)
GOL 4.122A:	two design studio cohorts
GOL 4.130:	two design studio cohorts (typically arch comprehensive/integrative design)
SUT 2.102:	one design studio cohort
SUT 2.132:	one design studio cohort
SUT 3.108:	one design studio cohort (typically CRP practicum)
SUT 3.140:	one design studio cohort
SUT 3.142:	one design studio cohort
SUT 4.102:	two design studio cohorts
SUT 4.106:	one design studio cohort
SUT 4.108:	one design studio cohort
SUT 4.124:	two design studio cohorts
SUT 5.100:	all first-year undergraduate studios (4-5 studio cohorts)

Didactic teaching spaces in Battle Hall (BTL), Goldsmith Hall (GOL), Sutton Hall (SUT), and West Mall Building (WMB) and occupancy:

BTL 101:	30 occupants
GOL 2.110:	60 occupants (studio review capable)
GOL 3.120:	98 occupants (lecture hall)
<i>3-4 events in the UTSOA lecture series, as well as the advanced studio lottery presentation, are held in the 300 occupant capacity Jessen Auditorium in Homer Rainey Hall.</i>	
GOL 3.118:	20 occupants (studio review capable)
GOL 4.120:	24 occupants (studio review capable)
SUT 2.110:	18 occupants
SUT 2.112:	40 occupants

SUT 2.114:	35 occupants	
SUT 3.112:	18 occupants	
WMB 1.110:	22 occupants	(with digital workstations)
WMB 1.114:	32 occupants	(with digital workstations)
WMB 3.108:	18 occupants	
WMB 3.116:	15 occupants	

Exhibition spaces:

Goldsmith Hall Mebane Gallery:	2420 square feet
Goldsmith Hall North Lobby:	765 square feet
Materials Lab Exhibition Gallery:	500 square feet

In addition to the teaching and exhibition spaces within the School of Architecture buildings, teaching spaces in other campus buildings are reserved for larger classes, including Parlin Hall, Homer Rainey Hall, and Burdine Hall.

Labs / Research Centers:

The Build Lab is a collection of fabrication shops occupying approximately 8,400 square feet of interior and exterior space. Housed in the 6,600 square interior space are areas for casting concrete and plaster, a metal working shop, an extensive wood shop, a 45'x35' 25-station classroom work area and a finish room. Among the equipment it contains is a Shopbot CNC Router with a 96" by 60" bed, two Sawstop table saws, a 10hp Oliver table saw, 20" bandsaw, 16" joiner, 24" planer, 25 ton iron worker, Millermatic 252 welder an 85-watt Hypertherm plasma cutter, and a mill. The 1,800 square foot covered exterior deck features large open spaces and has 220v and 110v electrical service and water. The exterior and interior spaces are connected by two hydraulic elevators.

The Thermal Labs at The University of Texas at Austin are an outdoor testing facility for state-of-the-art research on innovative facade design. They make the consideration of both fully and partially air-conditioned rooms possible in order to simultaneously evaluate the energy demand, room climate conditions, and daylight provision of different facade variants. As a member of the faculty, visiting scholar, undergraduate or graduate student, the Thermal Lab can be utilized for cutting edge research in the field of building material sciences. Thesis papers, Undergraduate Research Fellowships (URF) and UT Green Fee projects have been executed at the Thermal Labs successfully in the previous 5 years.

The Technology Lab located in Sutton Hall 1.102. Within the lab are:

Technology Service Desk: Where students can get technical assistance with systems, software, printing, plotting, 3D Printing and a variety of other technology goods and services. The desk also has laptops, projectors and other equipment available for checkout.

Digital Fabrication Lab: Where students can use laser cutters, a CNC knife system or a CNC wire bending system to fabricate projects. Through collaboration with the Build Lab, students also have access to a CNC router.

Robotics Lab: The robotics lab is where faculty and student research into advanced robotics applications takes place.

Technology Research and Integration Group: This office houses the full time technology staff who manage and run the Technology Lab. In addition to the resources listed above, TRIG also provides access to Virtual Reality, UAV and render farm technologies.

Other Technology Resources

Classrooms & Auditoria: All classrooms in the school are outfitted with digital display devices appropriate to the space: either digital projectors or flat screen displays, and easy-to-use control systems. The largest and most frequently used also have dedicated computers.

Studios: Every studio space in the school, except where faculty opt-out, is equipped with a flat panel monitor (at least 52") for use of the faculty and students.

Review spaces: Every dedicated review space in the school has two 4k flat panel monitors (at least 50") on rolling carts for use in reviews. In addition, the Mebane Gallery – which hosts many final reviews – has three (3) dedicated 65" flat panel monitors.

Computer Classrooms/Labs: There are two computer classrooms setup for direct technology instruction: at 32 and 22 student seats. These classrooms are available as open use labs for students in the school when not scheduled for classes.

Wi-Fi Network access – In all SOA Buildings and nearly every public space on campus. With generous free bandwidth and affordable upgrade options for high-bandwidth users.

Single Sign-on with UT EID – One credential handles all authorization and authentication for online campus services.

Unlimited Cloud-based storage the UT Box: Provided by a contract with box.com.

Hardware and Software purchasing discounts and advice as part of the Student Computer Policy.

Student Computer Policy

The school has a computer policy that includes mandatory laptop and software requirements 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.

I.2.3 Financial Resources

The overall fiscal operation of the School of Architecture relies on three funding types which, in combination, are financially appropriate to support student learning and achievement in the B.Arch and M.Arch programs:

- A. Core funds (includes funds from tuition, Texas General Revenue appropriations, the Available University Fund, federal indirect cost recovery, budgeted balances on these funds, interest income, and intellectual property income);
- B. Academic Enhancement funds (includes funds from contracts and grants, gifts, endowments, and income collected for specific academic purposes such as field trips, enrollment, and cost-recovery fees);
- C. Self-supporting funds (includes funds from self-supporting enterprises such as the Summer Academy in Architecture and the Professional Residency Program).

Current fiscal resources are sufficient to support student learning and achievement. The following expounds upon the three areas of funding identified above: core funds, academic enhancement funds, and self-supporting funds.

Core funding: University resources are allocated through a historical budgeting model as well as an annual planning process between the school and the provost. The legislature of the State of Texas meets on a biennial schedule and appropriates funds for a two-year period. Tuition rates have been deregulated such that The University of Texas Board of Regents may approve tuition rate adjustments through their normal processes. The University of Texas at Austin also received funding from the Available University Fund (AUF; income derived from oil, natural gas, and mineral rights primarily in west Texas). The AUF is allocated to the university and may be further allocated to individual units such as the School of Architecture. The school also receives a very small amount of indirect cost return funds from federal projects. The vast majority of the overall operating budget at the School of Architecture is from core funding.

Academic Enhancement funding: The School of Architecture has a moderately robust externally-funded research program. In addition, our current endowment is valued at approximately \$23M, which generates annual operating income in the approximate amount of \$1.04M.

Self-supporting funding: Several small self-supporting enterprises exist within the school. These are primarily meant to enhance our reputation as well as provide added opportunities for student learning and career placement.

Expense categories over which the program has either control or influence:

The architecture programs, including the B.Arch and M.Arch professional degrees, have control and influence over the majority of the school's budget. Most of our instructional (core) funding is allocated to the architecture program. The Associate Deans for undergraduate and graduate programs jointly work to hire adjunct faculty members, visiting critics, and others. Approximately 85% of our teaching assistantships are allocated to graduate students in architecture programs. As far as enhancement funds, most of our endowments are geared toward faculty or students in the architecture programs, both undergraduate and graduate. Most gift income is also designated for use in the architecture programs.

Revenue categories over which the program has control or influence:

The architecture program has authority over revenue from both of our self-supporting units: the Professional Residency Program and the Summer Academy in Architecture.

Scholarship, fellowship, and grant funds available for student and faculty use:

The School of Architecture enjoys a healthy scholarship and fellowship budget funded by endowments. The income produced by these endowments provides more than \$500,000 in scholarships/fellowships for students. Of this total, approximately \$400,000 is dedicated to undergraduate and graduate architecture students. While this total is impressive, it is a bit misleading because one of the endowments included in this figure produces 50% of the income and is designated for international student travel only. The School of Architecture also conducts internal grant competitions which are open to all faculty members. Finally, the school participates in multiple university-wide granting opportunities. Any externally funded grant applications that we submit has provisions for student support, when appropriate.

Pending reductions or increases in enrollment and plans for addressing these changes:

The School of Architecture plans to increase undergraduate enrollment by up to nine students per year for the next four years. This will result in a need for additional studio space and associated peripherals. The school currently has the space and the resources necessary to accommodate this addition. There are currently no plans to alter graduate enrollments.

Pending reductions or increases in funding and plans for addressing these changes:

The School of Architecture has, for the past three years and for the next two, received a central merit pool for faculty salary increases. There has been no corresponding central allocation for staff merit

increases, yet we are required by the university to self-fund such increases on an annual basis. We are looking to come up with the approximately \$20,000 that we need annually for staff salaries in several ways. First, we are giving out merit bonuses to meritoriously performing staff instead of recurring raises. Second, we are shifting some salaries from core funding sources to endowment sources.

Changes in funding models for faculty compensation, instruction, overhead, or facilities since the last visit and plans for addressing these changes:

See above. We are in the process of shifting a percentage of faculty salaries from core funding sources to endowments. Also, we will be fully participating in university programs that aim to increase on-time graduation rates, allowing our students to control their total education costs controlled while enhancing the efficacy of our physical facilities and teaching faculty. We are also very pleased that we have received funds from the university and from a private donor to remodel the fifth and sixth floors of the West Mall Building which will create state-of-the-art teaching and research space for our programs.

Planned or in-progress institutional development campaigns that include designations for the program:

Development at the UT SOA is an ongoing operation, and fundraising is an increasingly important part of the Dean's portfolio. In 2014, UT Austin completed a 7-year, \$3.1 billion capital campaign, and the School of Architecture raised \$29.7 million in gifts and pledges. With new leadership across all levels of the university—including President, Provost, Vice President for Development, and Dean of the School of Architecture—UT is preparing for another comprehensive capital campaign with a more ambitious goal. The Office of Vice President for Development is currently adding new frontline officer positions to pursue a quantum increase in fundraising capacity. The upcoming capital campaign is expected to launch publicly in the next 2-3 years, and the School of Architecture's goal will likely be at least \$30 million, with a strong emphasis on creating new endowments.

School of Architecture Expenditures by Academic Year:

Expenditure Categories	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
SF) SALARIES -FACULTY	(\$5,556,307.00)	(\$5,799,403.00)	(\$5,832,074.00)	(\$5,953,357.00)	(\$5,965,955.00)
SF) SALARIES -ASSISTANT INSTRUCTOR	(\$21,000.00)	(\$28,000.00)	(\$13,667.00)	\$0.00	\$0.00
SF) SALARIES -TEACHING ASSISTANT	(\$543,900.00)	(\$559,783.00)	(\$587,960.00)	(\$569,589.00)	(\$637,092.00)
SA) SALARIES -ADMINISTRATIVE	(\$893,386.00)	(\$882,353.00)	(\$909,885.00)	(\$1,417,060.00)	(\$1,582,411.00)
SA) SALARIES -RESEARCHER	(\$131,084.00)	(\$166,106.00)	(\$258,876.35)	(\$287,371.00)	(\$226,756.00)
SC) SALARIES -CLASSIFIED	(\$1,279,867.57)	(\$1,237,051.04)	(\$1,173,796.01)	(\$3,151,326.39)	(\$3,001,581.94)
SC) SALARIES -STUDENTS	(\$569,523.27)	(\$462,504.21)	(\$265,208.52)	(\$292,653.04)	(\$244,652.35)
SC) SALARIES -LONGEVITY/BRP	(\$25,620.08)	(\$23,873.90)	(\$23,554.30)	(\$51,133.09)	(\$48,086.18)
SC) SALARIES -OVERTIME	(\$266.06)	(\$1,761.11)	(\$1,499.92)	(\$7,012.94)	(\$1,931.79)
SC) SALARIES -OTHER	(\$147,261.51)	(\$140,454.73)	(\$168,846.38)	(\$213,178.65)	(\$170,408.51)
FB) FRINGE BENEFITS	(\$171,399.01)	(\$146,270.90)	(\$143,097.31)	(\$963,184.34)	(\$813,991.79)
MO) CONSULTANTS	(\$154,236.17)	(\$206,301.49)	(\$179,660.69)	(\$242,614.06)	(\$303,908.76)
MO) SCHOLARSHIPS	(\$401,013.75)	(\$811,751.01)	(\$620,998.00)	(\$749,894.50)	(\$803,249.54)
MO) TUITION AND FEES	(\$213,659.00)	(\$11,947.00)	\$0.00	(\$1,892.00)	(\$2,370.00)
MO) BOOKS & SUBSCRIPTIONS	(\$47,929.16)	(\$33,468.22)	(\$21,600.10)	(\$43,825.74)	(\$26,631.45)
MO) COMPUTER RENTAL & TIME	(\$3,926.77)	(\$7,556.17)	(\$5,431.40)	(\$40,605.97)	(\$38,487.32)
MO) COMPUTER PURCHASES	(\$151,782.10)	(\$144,380.92)	(\$211,353.30)	(\$100,950.12)	(\$135,881.33)
MO) COMPUTER SOFTWARE	(\$62,515.03)	(\$36,889.22)	(\$20,655.65)	(\$40,564.23)	(\$83,937.73)
MO) COMPUTER MAINTENANCE	\$0.00	(\$11.83)	(\$5,774.90)	(\$5,542.16)	(\$24,071.00)
MO) CONSUMABLE SUPPLIES	(\$148,779.36)	(\$121,658.10)	(\$122,728.95)	(\$142,746.25)	(\$167,695.21)
MO) EQUIPMENT & FURNITURE	(\$72,118.59)	(\$41,277.89)	(\$107,079.90)	(\$357,688.05)	(\$157,106.77)
MO) EQUIPMENT RENTAL	(\$42,243.97)	(\$46,353.01)	(\$48,340.67)	(\$99,791.50)	(\$76,395.90)
MO) FREIGHT	(\$7,255.90)	(\$4,088.22)	(\$30,548.53)	(\$39,163.89)	(\$20,720.11)
MO) INSURANCE	\$0.00	(\$479.00)	(\$213.00)	(\$4,860.00)	(\$12,404.01)
MO) MAINTENANCE & REPAIRS	(\$45,377.63)	(\$11,766.12)	(\$40,917.55)	(\$115,627.76)	(\$73,077.28)
MO) MUSEUM ARTIFACTS	(\$1,304.74)	(\$2,028.48)	\$0.00	(\$13,000.00)	(\$7,422.50)
MO) OFFICIAL OCCASIONS	(\$289,131.67)	(\$250,447.54)	(\$185,442.41)	(\$435,419.41)	(\$260,098.99)
MO) OTHER OPERATING EXPENSES	(\$91,875.42)	(\$84,896.65)	(\$113,270.24)	(\$408,341.16)	(\$328,994.74)
MO) OTHER SERVICES	(\$927,079.49)	(\$580,516.36)	(\$535,856.13)	(\$878,115.12)	(\$929,156.99)
MO) OTHER RENTALS	(\$65,209.01)	(\$2,833.12)	\$0.00	(\$2,494.00)	(\$14,049.77)
MO) PERFORMER FEES	(\$1,135.00)	(\$2,275.00)	(\$1,575.00)	(\$3,950.00)	(\$4,562.00)
MO) PRINTING & REPRODUCTION	(\$85,627.90)	(\$140,816.62)	(\$84,867.97)	(\$244,721.65)	(\$189,414.79)
MO) POSTAGE	(\$23,585.28)	(\$22,332.58)	(\$9,092.37)	(\$86,740.22)	(\$34,374.64)
MO) TELECOMMUNICATION	(\$64,577.66)	(\$60,941.71)	(\$50,496.67)	(\$68,531.71)	(\$71,486.06)
TR) TRAVEL - EMPLOYEE	(\$284,105.67)	(\$295,749.22)	(\$349,746.60)	(\$408,808.83)	(\$393,687.99)
TR) TRAVEL - STUDENT	(\$16,031.52)	(\$39,638.65)	(\$36,428.82)	(\$61,483.99)	(\$27,343.43)
MO) UTILITIES	(\$135.00)	(\$280.00)	(\$35.00)	(\$108,561.00)	(\$98,241.30)
MO) VEHICLE RENTAL	(\$8,004.07)	(\$4,617.48)	(\$3,736.72)	(\$9,346.20)	(\$12,265.92)
MO) PURCHASE FOR RESALE	\$0.00	(\$10.16)	\$0.00	(\$430,925.81)	(\$419,775.20)
RE) REFUNDS TO GRANTORS	(\$28,441.48)	(\$5,039.25)	(\$341.40)	(\$5,220.56)	\$0.00
OH) INDIRECT COST CHARGE	(\$36,930.09)	(\$59,291.48)	(\$78,576.49)	(\$121,363.96)	(\$143,852.47)
TO) ADMINISTRATIVE CHARGE	(\$20,971.71)	(\$10,903.37)	(\$16,350.21)	(\$16,434.62)	(\$12,558.39)
EXPENDITURES	(\$12,634,597.64)	(\$12,488,106.76)	(\$12,259,583.46)	(\$18,195,089.92)	(\$17,566,088.15)

I.2.4 Information Resources

Architectural Conservation Lab

The Architectural Conservation Lab is home to the Materials Conservation course series and provides a facility for faculty and students to work on conservation projects, including funded research and campus renovation projects on historic structures. Additionally, the facility allows the School of Architecture to establish affiliations with related facilities on the UT Austin campus, including the School of Information Conservation Labs, the Engineering School Laboratory for Infrastructure Materials Engineering and the Conservation Department of the Harry Ransom Center.

The 0.25 FTE Architectural Conservation Laboratory Director reports to the Dean of the School of Architecture. Excluding salary for the Director, the Architectural Conservation Laboratory does not have a baseline budget for the 2017-2018 fiscal year. Laboratory funding is from indirect cost return from research grant projects.

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.

The Architecture & Planning Library collection totals over 100,000 volumes with over 20,000 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 University of Texas Libraries, the Architecture & Planning Library also offers access to e-book collections, nearly 700 indexes and databases as well as print collections at other branches.

The library also houses the Alexander Architectural Archive which contains documentation for historic and architecturally important projects in and out of the state, focusing primarily on work by Texas architects. 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 available through Texas ScholarWorks and 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.

Located in historic Battle Hall, the Architecture & Planning Library has approximately 23,250 square feet (of which 7,400 serve the archive) with 260 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 is open 77 hours per week during the fall and spring semesters. The archive is open by appointment.

The majority of library acquisition monies are institutional funds, although gifts and some endowments have also supported the Architecture & Planning Library.

University Co-op Materials Resource Center

The primary mission of the University Co-op Materials Lab is to support the School of Architecture's core purpose and mission "to provide the highest quality educational experience by melding principle and practice, drawing interdisciplinary connections, and fostering a supportive culture." The center 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 when designing, constructing and preserving the built environment. The center is comprised of two units, the Materials Lab and the Architectural Conservation Laboratory, each with its own director, budget, and physical space.

The Materials Lab houses one of the largest and most comprehensive material collections at any college or university in the world. It currently holds 28,000+ circulating material samples that are reflective of the current building and design market. The collection consists of building construction materials that range from traditional to emerging, with a recent focus on smart, innovative, and sustainable design materials, assemblies, and technologies. The Materials Lab maintains a comprehensive online database, developed in-house, which catalogs each of the items in the collection for increased flexibility and utility of the collection as well as consumption by a global audience. To provide further understanding of its holdings, the Materials Lab maintains a multi-media reference collection with publications that describe material composition, fabrication, performance and application. In addition to maintaining and curating the collection, the Materials Lab organizes a wide range of programming for the School of Architecture, including exhibitions, field trips, workshops, and lectures.

The Materials Lab Director reports to the School of Architecture's Assistant Dean for Administration. There are three 0.25 FTE graduate teaching assistants and between three and five material researchers (student workers) per full semester. Excluding salary for the Director, the University Co-op Materials Lab had a baseline budget of \$26,593 for the 2016-2017 fiscal year.

Visual Resources Collection

The Visual Resources Collection (VRC) is a unit within the School of Architecture that supports constituents' teaching, research, and scholarly output. To accomplish this mission, the VRC collaboratively develops, maintains and enables access to the Online Image Collection—currently numbering over 140,000 images—by collecting, creating, cataloging, curating, and disseminating images using standards and best practices; enables high-quality image production through resources and training, a circulating inventory of camera equipment, professional-grade Lighting Studio, and a fully-equipped black and white film Darkroom; educates in areas of visual literacy, scholarly use of images, data management, and image production; programs exhibitions to highlight and promote image content donated to the VRC by faculty and students; documents activities, including events and exhibitions, contributing to the promotion of the SOA's breadth of activities, both internally and externally.

The VRC's Director's position is classified as a Professional Librarian reporting to the school's Assistant Dean for Administration. There are three graduate student teaching assistant positions assigned to the VRC during the fall and spring semesters: two teaching assistant positions are .5 FTE and one position is .25 FTE. During the summer, the VRC is assigned one .25 FTE teaching assistant position.

The VRC's main office is located in Sutton Hall, Room 3.128. The Lighting Studio is in Sutton Hall 3.126 and accessed through the VRC's main office. The VRC administers the school's Darkroom located in Sutton Hall 1.108.

Excluding salary for the Director, VRC had a baseline budget of \$12,454 for the 2016-2017 fiscal year.

I.2.5 Administrative Structure & Governance

The School of Architecture is one of fifteen units in The University of Texas at Austin, which is one of eight academic institutions and six health institutions constituting The University of Texas system. 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 UTSOA is operated on the principle of faculty governance.

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. All tenured and tenure-track faculty are required to serve on committees, and many adjunct faculty and lecturers volunteer for these committees to have a voice in the initiatives and decisions of the school. Assistant Professors, especially in the final years approaching the tenure decision, are granted reduced committee loads. Student representatives selected by the student body sit on most committees, and classes within the school, with very few exceptions, are not scheduled on Tuesdays and Thursdays from 11am-12:30pm to ensure students can engage the discussions and votes of these committees. Most committees meet once per month; the Executive Committee meets twice per month.

The school is governed primarily by an elected Executive Committee, with representation across the faculty ranks and programs. The Executive Committee is comprised of members of all tenured and tenure track ranks (professor, associate professor and assistant professor) elected to two year terms. Members are elected by rank and discipline as approved by a SOA faculty vote in May 2016: eight members at rank of full professor, six members at rank of associate professor, and five members at rank of assistant professor; additionally, inclusive of all ranks, nine members shall be Architecture faculty, four members Community and Regional Planning faculty, three members Landscape Architecture faculty, and three members Interior Design faculty. 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 is made by an appointed search committee.

In addition to the Executive Committee, there are four types of committees: Academic Committees (including the Architecture Graduate Studies Committees and the Undergraduate Curriculum Committee), Administrative Committees (including the Administrative 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 Faculty Search Committees, etc.). Emphasis has been placed on equal faculty representation in governing committees.

With the exception of the Executive Committee, which is elected by blind ballot by the faculty, the assignment of committee members and chairs is the responsibility of Associate Dean for Research and Facilities, who informally solicits input from individual faculty members and past committee chairs in making these annual assignments. The membership of certain administrative committees, such as the Administrative Team and the Coordinating Committee, is based on administrative role. The Administrative Team includes the Dean, Associate Deans, Assistant Dean, and Director of Development. The Coordinating Committee of the UTSOA includes the Administrative Team with the addition of Program Directors.

School of Architecture Committees (excluding non-architecture GSCs):

- Academic Scholarships and Fellowships
- Administrative Team
- Architecture Graduate Studies Committee
- Architecture Ph.D. Studies Committee
- Coordinating Committee
- Digital Technology
- Diversity Committee
- Executive Committee
- General Faculty Meetings
- Lectures and Exhibitions
- Library and Collections
- Student Research and Travel Scholarships
- Undergraduate Curriculum Committee

In addition to the standing committees listed above, ad hoc committees are convened on an as-needed basis to address graduate admissions, searches, or other needs not easily addressed in a UCC or GSC working group.

Curricular decisions by the faculty of the accredited architecture programs are made in the Undergraduate Curriculum Committee (UCC) and the Architecture Graduate Studies Committee (ARC GSC). The membership of the UCC is open to members of the faculty (tenured, tenure-track, or senior lecturers) in the School of Architecture who teach in the undergraduate programs in architecture as well adjunct faculty teaching in their third consecutive semester. Membership of the ARC GSC includes all tenured and tenure-track faculty teaching in the architecture program. Both the UCC and the ARC GSC operate through working groups, in which the first meeting of the semester is devoted to discussion and selection of topics for the semester which are then assigned to working groups. Working groups are established and subsequent meetings within a single semester are devoted to the working group discussions. The final UCC and ARC GSC meeting in a semester is a voting meeting through which faculty table and vote on motions developed in the working groups. All working groups are open to any faculty, staff or student at the school interested in contributing to or hearing the discussions on that topic.

The School of Architecture has five administrative positions:

Dean (Michelle Addington) – Appointment is full-time for twelve months.

Associate Dean for Graduate Programs (Francisco Gomes) – 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 Undergraduate Programs (Juan Miro) – 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.

Master of Architecture SPC Matrix

		Professional Communication Skills								Design Thinking Skills								Investigative Skills								Architectural Design Skills								Ordering Systems								Use of Precedents								History and Global Culture								Cultural Diversity and Social Equity																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
		Ability		Ability		Ability		Ability		Ability		Ability		Ability		Und.		Und.		Pre-Design		Site Design		Codes and Regulations		Technical Documentation		Structural Systems		Environmental Systems		Building Envelope Systems and Assemblies		Building Materials and Assemblies		Building Service Systems		Financial Considerations		Research		Integrated Evaluation and Decision-Making		Design Process		Integrative Design		Stakeholder Roles in Architecture		Project Management		Business Practices		Legal Responsibilities		Professional Conduct																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
		A.1		A.2		A.3		A.4		A.5		A.6		A.7		A.8				B.1		B.2		B.3		B.4		B.5		B.6		B.7		B.8		B.9		B.10		C.1		C.2		C.3		D.1		D.2		D.3		D.4		D.5																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																													
SPC expected to have been met in preparatory education																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																			
SPC met in NAAB-accredited program																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																			
Realm A: Critical Thinking and Representation																				Realm B: Building Practices, Technical Skills, and Knowledge																				Realm C: Integrated Architectural Solutions										Realm D: Professional Practice																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
FIRST YEAR	Fall	ARC 694 Vertical Studio (1 of 4)			X	X	X	X													X																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														

In accordance with the NAAB Conditions for Accreditation, the matrices illustrate a selection of required courses which fulfill specific Student Performance Criteria. A maximum of 2-3 courses that provide the strongest evidence of student achievement are indicated for the team to review.

The School of Architecture looks forward to exhibiting that each graduate completes a curriculum evidencing ‘understanding’ or ‘ability’ of the knowledge and skills defined by the NAAB Student Performance Criteria through their required coursework during the team visit in the spring of 2018.

Pedagogy and Methodology to address Realm C: Integrated Architectural Solutions

Intelligent and considered integration of myriad conditions and concerns in the architectural project is fundamental to professional architectural education. While considerable knowledge is acquired in the history, theory, construction, environmental controls, visual communications, and professional foundation coursework, the ability to synthesize this range of knowledge into lucid architectural solutions is developed through the design studio curriculum.

At the UTSOA, B.Arch and M.Arch degree candidates develop skills in the design integration of relevant concerns in four broad categories through the first several years of studio classes. Although the issue sets addressed in the design curricula are similar, the undergraduate population addresses them sequentially in four Intermediate Studios (years two and three) while the graduate population is given more responsibility to choose their path of exposure to the ‘Four Streams’ through four Vertical Studios (years one and two). For all professional degree candidates, this initial learning culminates in a comprehensive individual evaluation of their design work for evidence of integration of these issues before they are eligible to enroll in advanced design studio coursework.

For all accredited architecture degree candidates, the advanced design studio coursework must include a comprehensive studio which requires the detailed design of a building project evidencing ability to integrate a full range of relevant concerns and conditions in a single extended project

design. For B.Arch candidates, this required studio course is ARC 561C Advanced Design Studio: Comprehensive. For M.Arch candidates, this required studio course is ARC 695 Advanced Design Studio: Integrative.

B.Arch Progression:

Foundation Year (1): In their first-year foundation studios, students learn fundamentals of composition and formal ordering systems in two and three dimensions while developing skills in representation and verbal presentation of design ideas. The foundation studios are coordinated with required classes in visual communications. In parallel with the foundational design and graphics courses, students have an introduction to broader architectural concerns through ARC 308 Architecture and Society and begin their architectural history sequence. The first year also includes important coursework outside of the School of Architecture to provide students with a well-rounded undergraduate education.

Intermediate Years (2-3): In the second and third years, students undertake four themed studios, each designed to broadly develop design ability while focusing on the design integration of a particular theme. These themes are: Operational (formalisms, parametricism, software influences), Environmental (context, city and nature, making place), Integration (construction materials and assembly, tectonic expressions, structural systems), and Speculation (theory and theoretical explorations, disciplinary boundaries and influences of other disciplines on design, program). In these Intermediate years, students continue the history sequence, finish their visual communication sequence with an increased emphasis on digital methods, and considerable curricular bandwidth is devoted to the construction and environmental controls course sequences. Application of the content of the non-studio classes is expected to be brought to bear on the students' design studio work and these classes are coordinated where connections are explicit (e.g. Intermediate I-Operational and Visual Communications 3, Intermediate II-Environmental and Site Design, Intermediate III-Integration and Constructions/Environmental Controls, etc.)

Advanced Years (4-5): In their final two years, after successfully completing the lower-level studios and an individual design portfolio assessment resulting in the judgement that a student has evidenced sufficient breadth and depth of knowledge and skill, the undergraduate and graduate students are combined into a single student body for their advanced studio work. One of these advanced studios is required to be the Advanced Design:Comprehensive studio, which students are advised to take as one of the first two studios in their advanced studio sequence. The advanced years and advanced studios are intended to allow students to pursue directed architectural interests, off-campus education (including study abroad and professional residency), as well as allow instructors, both visiting and permanent, to structure advanced coursework and design studio problems around their particular expertise and interests.

M.Arch Progression:

Vertical Years (1-2): In the first two years, M.Arch candidates both with and without prior architectural education are mixed vertically in equal proportion in the Vertical Studios. Students with undergraduate architectural education are typically waived from two of the required four vertical studios, but all M.Arch candidates participate in these studios allowing their varied backgrounds to contribute to the diversity of ideas and skills in the studio. 'Four Streams' of content are coordinated in the Vertical Studios and students are given the responsibility to select their studios so they acquire and evidence the integration of each of the four categories of concern in their design work at completion of the vertical studio sequence. Each studio instructor presents the degree to which their studio addresses each of the streams in the studio lottery presentations and students are surveyed at the end of the studio about their experience of these content categories.

The 'Four Streams' are:

1. Ordering Systems: geometry, number, form, space, structure, composition
2. Human Factors: program/use, intention, occasion, diversity, health human potential, culture, social life, perception, experience
3. Construction: methods, materials, fabrication/assembly, mechanisms, infrastructure, building services
4. Contexts: political, economic, ecological, climate, landscape, urban/rural development, conditions of architectural practice

During the first two years, students are immersed in parallel disciplinary coursework sequences including drawing/visual communication, construction, theory, history, and environmental controls.

Advanced Years (2-3): In their final three semesters, after successfully completing the lower-level studios and an individual design portfolio assessment resulting in the judgement that a student has evidenced sufficient breadth and depth of knowledge and skill, the undergraduate and graduate students are combined into a single student body for their advanced studio work. One of these advanced studios is required to be the Advanced Design: Integrative studio, which students may take at any point in their advanced studio sequence. The advanced years and advanced studios are intended to allow students to pursue directed architectural interests, off-campus education (including study abroad and professional residency), as well as allow instructors, both visiting and permanent, to structure advanced coursework and design studio problems around their particular expertise and interests.

Realm C: Comprehensive/Integrated Project Advanced Design Studios

For all accredited architecture degree candidates, the advanced design studio coursework must include a comprehensive studio which requires the detailed design of a building project evidencing ability to integrate a full range of relevant concerns and conditions in a single extended project design. For B.Arch. candidates, this required studio course is ARC 561C Advanced Design Studio: Comprehensive. For M.Arch candidates, this required studio course is ARC 695 Advanced Design Studio: Integrative.

The two studios are substantially identical in approach and curricular content, and are specifically structured to address the need for students to integrate a comprehensive set of architectural concerns into a lucid design project across a full range of scales. Both B.Arch and M.Arch candidates are advised (though not required) to take the required Technical Communications course in association with their Comprehensive/Integrative Advanced Studio. Beginning in 2016, B.Arch. candidates must take the required Construction 5 course concurrently with the Comprehensive Advanced Studio, and the two classes are coordinated to support the material and detail development of the studio project.

Students work in pairs to collaboratively develop the project ideas and resolve design issues and requirements associated with the conceptual and detailed design of the program, site, structure, envelope, materials and assemblies, building systems, details, and conformance with building regulation. Studio instructors require readings and design studio exercises to provide students with conceptual frameworks and analytical skills for interpreting the contexts and constructions of the architectural project as consequential design generators. Design development is a procedure for strengthening project concepts and testing architectural ideas in an iterative manner is emphasized. Technical resolution and interrelationships between ideas, design, systems, material assemblies, and building performance are an essential curricular objective in these studios. In addition to typical design reviews, reviews targeting the functional and aesthetic role of material assemblies and details are included in the coursework. Similarly, the integration of building systems, accessibility/universal design measures, and fundamental building regulation conformance is critiqued.

Collaborative production workflows and methods, including Building Information Modeling, are encouraged and supported by parallel coursework. Similarly, collaborative project presentation techniques, both visual and verbal, are addressed in the studio. Ultimately, a clear and compelling architectural design project, responsive to a comprehensive range of concerns and scales, is expected to be developed and presented in the studio.

II.2.1 Institutional Accreditation

UT Austin meets the NAAB Condition for the Institutional Accreditation requirement. The University of Texas at Austin was initially accredited by the Southern Association of Colleges and Schools Commission on Colleges in 1901, and was last reviewed and reaffirmed in 2008 for a ten year term. The reaffirmation extends to all programs offered on the institution's main campus as well as those offered at all extended program sites wherever located. UT Austin is scheduled to receive its next reaffirmation of accreditation review in 2018.

Official SACSCOC accreditation letter

II.2.2 Professional Degrees and Curriculum

B.Arch Core Curriculum, Flag Requirements, and Signature Courses. The degree plan for B.Arch students at UT SOA, like for every undergraduate student at UT Austin, includes three components: core curriculum and flag requirements, major requirements, and electives. The 42-hour core curriculum is required for all students, regardless of major. The core begins with a common intellectual experience known as the First-Year Signature Course and also includes coursework in English composition, literature, government, history, social sciences, mathematics, natural sciences and technology, and visual and performing arts. Flags are taught across the curriculum so that students may learn about each flag category in the context of their own discipline. In our school, B.Arch students fulfill the university flag requirements with required architecture coursework. For example, courses on history of architecture fulfill Writing Flag requirements, design studio courses fulfill Independent Inquiry Flag requirements, etc.

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.

Bachelor of Architecture Curriculum (2016-2018)

FIRSTYEARFALL [16]	FIRSTYEARSRING [16]
ARC/ARI 310K Foundation Studio 1 3	ARC/ARI 310L Foundation Studio 2 3
ARC/ARI 311K Visual Communication 1 3	ARC/ARI 311L Visual Communication 2 3
ARC 308 Architecture and Society 3	ARC 318K World Arch: Origins to 1750 3
UGS 302 or 303 First-Year Signature Course 3	RHE 306 Rhetoric & Writing 3
M 408C Differential & Integral Calculus ¹ 4	PHY 302K General Physics 1 ¹ 3
	PHY 102M General Physics 1 Laboratory ¹ 1
SECONDYEARFALL [16]	SECONDEARSRING [15]
ARC 320D Intermediate Studio 1 3	ARC 520E Intermediate Studio 2 5
ARC/ARI 221K Visual Communication 3 2	OR ARC 520G Intermediate Studio 4
ARC 415K Construction 1 4	ARC 415L Construction 2 ^{1,2} 4
ARC 318L World Arch: Industrial Rev to Present 3	ARC 333 Site Design 3
PHY 302L General Physics 2 ² 3	HIS 315K American History 3
PHY 102N General Physics 2 Laboratory ² 1	
THIRDYEARFALL [15]	THIRDEARSRING [15]
ARC 520F Intermediate Studio 3 5	ARC 520G Intermediate Studio 4 5
ARC 435K Construction 3 ² 4	OR ARC 520E Intermediate Studio 2
ARC 334K Environmental Controls 1 3	ARC 334L Environmental Controls 2 3
ARC 368R/342() Topic in History of Arch ³ 3	ARC 435L Construction 4 4
FALL PORTFOLIO REVIEW	Social & Behavioral Sciences Core Course 3
	SPRING PORTFOLIO REVIEW
FOURTHYEARFALL [17]	FOURTEARSRING [17]
ARC 561R Advanced Design 5	ARC 561C Comprehensive Studio 5
ARC 368R/342() Topic in History of Arch ³ 3	ARC 335M Construction 5 3
GOV 310L American Government 3	ARC 361T Technical Communication 3
Science & Technology Core Course (Part II) 3	GOV 312L American Government 3
Elective ⁴ 3	Elective ⁴ 3
FIFTHYEARFALL [17]	FIFTEARSRING [17]
ARC 561R Advanced Design 5	ARC 561R Advanced Design 5
ARC 368R/342() Topic in History of Arch ³ 3	CRP 369K Principles of Planning 3
ARC 362 Professional Practice 3	HIS 315L American History 3
E 316L, 316M, 316N, or 316P Literature 3	Elective ⁴ 3
Elective ⁴ 3	Elective ⁴ 3

The Bachelor of Architecture degree plan requires 161 credit hours. ¹ M 408C and PHY 302K/102M required prior to ARC 415L. ² PHY 302L/102N and ARC 415L required prior to ARC 435K. ³ Two ARC 368R/342() must be taken on UT campus. The third required ARC 368R/342() may be substituted with an ARC 350R/327() or an ARC 368R taken through an approved study abroad program. ⁴ Electives can be taken within Architecture, Business, Communication, Fine Arts, Liberal Arts, Natural Sciences, Engineering, Education, Information, Geosciences, Nursing, or Social Work; Architecture electives may not exceed nine hours.

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.

Bachelor of Architecture + B.S. in Architectural Engineering Curriculum (2016-2018)

FIRSTYEARFALL [17]	FIRSTYEARSRING [17]
ARC/ARI 310K Foundation Studio 1 3	ARC/ARI 310L Foundation Studio 2 3
ARC/ARI 311KV Visual Communication 1 3	ARC/ARI 311LV Visual Communication 2 3
ARC 308 Architecture and Society 3	ARC 318K World Arch: Origins to 1750 3
ARE 102 Intro to Architectural Engineering 1	M 408D Seq, Series, & Multivariable Calculus 4
M 408C Differential & Integ Calculus 4	PHY 303K Engineering Physics 1 3
UGS 302 or 303 First-Year Signature Course 3	PHY 103M Engineering Physics 1 Lab 1
SECONDYEARFALL [18]	SECONDYEARSRING [17]
ARC 320D Intermediate Studio 1 3	ARC 520E Intermediate Studio 2 5
ARC/ARI 221KV Visual Communication 3 2	OR ARC 520G Intermediate Studio 4 3
ARC 318L World Arch- Industrial Rev to Present 3	ARC 333 Site Design 3
E M 306 Statics 3	CE 311K Intro to Computer Methods 3
PHY 303L Engineering Physics 2 3	CH 301 Principles of Chemistry 3
PHY 103N Engineering Physics 2 Lab 1	EM 319 Mechanics of Solids 3
RHE 306 Rhetoric & Writing 3	
THIRDYEARFALL [17]	THIRDYEARSRING [17]
ARC 520F Intermediate Studio 3 5	ARC 520G Intermediate Studio 4 5
CE 311S Probability & Stats for Civil Engineers 3	OR ARC 520E Intermediate Studio 2 3
CE 329 Structural Analysis 3	ARE 217 Computer-Aided Design & Graphics 2
CE 324P Properties & Behavior of Engr Materials 3	ARE 335 Materials & Methods of Bldg Constr 3
ME 320 Applied Thermodynamics 3	ARE 346N Building Environ Systems 3
FALL PORTFOLIO REVIEW	M 427J Differential Equations with Linear Algebra 4
	OR M 427K Advanced Calculus for Application I
	SPRING PORTFOLIO REVIEW
FOURTHYEARFALL [15]	FOURTHYEARSRING [15]
ARC 368R/342() Topic in History of Arch ¹ 3	ARE 323K Project Mgmt & Economics 3
CE 319F Elem Mechanics of Fluids 3	CE 331 Reinforced Concrete Design 3
E 316L, 316M, 316N, or 316P Literature 3	OR CE 335 Elements of Steel Design 3
Approved Math or Science Elective 3	CE 357 Geotechnical Engineering 3
Social & Behavioral Sciences Core Course 3	CRP 369K Principles of Planning 3
	GOV 310L American Government 3
FIFTHYEARFALL [17]	FIFTHYEARSRING [16]
ARC 561C Comprehensive Studio 5	ARE 366 Contracts, Liability, & Ethics 3
ARC 335M Construction 5 3	ARE 465 Integrated Design Project 4
ARC 361T Technical Communication 3	HIS 315K American History 3
ARE 346P HVAC Design 3	Approved Technical Elective 3
OR ARE 371 Energy Simulation in Building Design 3	Approved Technical Elective 3
CE 333T Engineering Communication 3	
SIXTH YEARFALL [17]	SIXTHYEARSRING [14]
ARC 561R Advanced Design 5	ARC 561R Advanced Design 5
ARC 368R/342() Topic in History of Arch ¹ 3	ARC 362 Professional Practice 3
GEO 303 Intro to Geology 3	ARC 368R/342() Topic in History of Arch ¹ 3
HIS 315L American History 3	GOV 312L American Government 3
Approved Technical Elective 3	

The Bachelor of Architecture + Bachelor of Science in Architectural Engineering degree plan requires 197 credit hours. These hours are not counted toward the Bachelor of Architecture unless the Bachelor of Science in Architectural Engineering is also completed. ¹ Two ARC 368R/342() must be taken on UT campus. The third required ARC 368R/342() may be substituted with an ARC 350R/327() or an ARC 368R taken through an approved study abroad program.

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.

Bachelor of Architecture + Bachelor of Arts Plan II Honors Curriculum (2016-2018)

FIRSTYEARFALL	[15]	FIRSTYEARSRING	[16]
ARC/ARI 310K Foundation Studio 1	3	ARC/ARI 310L Foundation Studio 2	3
ARC/ARI 311KV Visual Communication 1	3	ARC/ARI 311LV Visual Communication 2	3
ARC 308 Architecture and Society	3	ARC 318K World Arch: Origin to 1750	3
E 303 Cor TC 303C Plan II World Literature Part 1	3	E 303 Dor TC 303D Plan II World Literature Part. 2	3
T C 302 Freshman Sig Course (Plan II)	3	M 408C Differential & Integral Calculus ¹	4
SUMMER 1	[4]	SUMMER 2	[4]
PHY 302K General Physics 1 ¹	3	PHY 302L General Physics 2 ²	3
PHY 102M General Physics 1 Laboratory ¹	1	PHY 102N General Physics 2 Laboratory ²	1
SECONDYEARFALL	[15]	SECONDYEARSPRING	[15]
ARC 320D Intermediate Studio 1	3	ARC 520E Intermediate Studio 2	5
ARC/ARI 221KV Visual Communication 3	2	OR ARC 520G Intermediate Studio 4	
ARC 415K Construction 1	4	ARC 415L Construction 2 ^{1,2}	4
ARC 318L World Arch- Industrial Rev to Present	3	ARC 333 Site Design	3
HIS 315K American History	3	ARC 368R/342() Topic in History of Arch ³	3
SUMMER 1	[variable]	SUMMER 2	[variable]
Foreign Language 1		Foreign Language 2	
THIRDYEARFALL	[15]	THIRDYEARSRING	[15]
ARC 520F Intermediate Studio 3	5	ARC 520G Intermediate Studio 4	5
ARC 334K Environmental Controls 1	3	OR ARC 520E Intermediate Studio 2	
ARC 435K Construction 3 ²	4	ARC 334L Environmental Controls 2	3
SS 301 Honors Social Science	3	ARC 435L Construction 4	4
FALL PORTFOLIO REVIEW		BIO 301E Problems in Modern Biology	3
SUMMER 1	[variable]	SUMMER 2	[variable]
Foreign Language 3		Foreign Language 4	
GOV 310L American Government	3	GOV 312L American Government	3
FOURTHYEARFALL	[14]	FOURTHYEARSRING	[17]
ARC 561R Advanced Design	5	ARC 561C Comprehensive Studio	5
PHL 610QA Prob of Knowledge	3	ARC 335M Construction 5	3
HIS 315L American History	3	ARC 361T Technical Communication	3
T C 358 Junior Seminar	3	PHL 610QB Prob of Knowledge	3
FIFTHYEARFALL	[17]	FIFTHYEARSRING	[17]
ARC 561R Advanced Design	5	ARC 561R Advanced Design	5
ARC 368R/342() Topic in History of Arch ³	3	ARC 362 Professional Practice	3
T C 359T Essay Course	3	ARC 368R/342() Topic in History of Arch ³	3
Plan II Approved Science Course	3	CRP 369K Principles of Planning	3
Elective	3	Elective	3

The Bachelor of Architecture + Bachelor of Arts Plan II degree requires 186 credit hours. ¹M 408C and PHY 302K/102M required prior to ARC 415L. ²PHY 302L/102N and ARC 415L required prior to ARC 435K. ³Two ARC 368R/342() must be taken on UT campus. The third required ARC 368R/342() may be substituted with an ARC 350R/327() or an ARC 368R taken through an approved study abroad program.

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.

The Design Sequence includes ARC 694 Vertical Studio, ARC 696 Advanced Architectural Design, and ARC 695 Advanced Architectural Design: Integrative.

Vertical Studio: The first four semesters of Vertical Studio are specifically designed for graduate students pursuing a first professional degree in architecture. These studios are taught in a format which combines students of differing degrees of design and drawing experience. Problems are set in order to maximize opportunities for learning, skill acquisition, and idea dissemination at all levels, from beginning to intermediate, allowing students to progress at their own rate. Topics are coordinated in content and timing and cover essential concerns and techniques of architectural design.

Principles and Intentions

The Four Streams

Portfolio Reviews: As students approach the conclusion of their Vertical Studio sequence, a comprehensive review of their studio work, which includes individual interaction and advising, is undertaken by the design faculty. A successful portfolio review is a requirement for beginning the advanced studio design sequence

History and Theory 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 at least one 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

Candidates must also complete two survey courses and at least one 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.

Building Systems 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.

Professional Foundation Sequence

Candidates must complete or receive credit for four semesters of media courses. The media sequence includes ARC 381D Architectural Drawing, ARC 381F Digital Drawing and Fabrication, ARC 381T Technical Communication, and ARC 380C Topics in Visual Communications.

In addition to the media courses, candidates must complete or receive credit for ARC 382 Professional Practice and ARC 383S Site Design.

Master of Architecture First Professional Degree Requirements

PREREQUISITES ¹	[8]	PROFESSIONAL FOUNDATION	[15]
M408C Calculus	4	ARC 3810 Architectural Drawing	3
PHY 302K/102M Physics [non-calculus based]	4	ARC 381F Digital Drawing & Fabrication	3
		ARC 381T Technical Communications	3
		ARC 382 Professional Practice	3
		ARC 383S Site Design	3
VERTICAL STUDIOS	[24]	ADVANCED STUDIOS	[18]
ARC 694 Vertical Studio I	6	ARC 696 Advanced Studio I	6
ARC 694 Vertical Studio II	6	ARC 695 Advanced Studio II [Integrative Studio]	6
ARC 694 Vertical Studio III	6	ARC 696 Advanced Studio III or	6
ARC 694 Vertical Studio IV	6	ARC 697 Master's Design Study [MDS] ²	
BUILDING SYSTEMS	[18]	REQUIRED ELECTIVES ³	[24]
ARC 384K Environmental Controls I	3	ARC 388R Advanced History Elective	3
ARC 384L Environmental Controls II	3	ARC 388R Advanced History Elective	3
ARC 385K Construction I	3	ARC 388R Advanced History Elective or	3
ARC 385L Construction II	3	ARC 386M Advanced Theory Elective	
ARC 385M Construction III	3	ARC 386M Advanced Theory Elective or	3
ARC 385N Construction IV	3	ARC 380C Advanced Visual Communication Elective ⁴	
		CRP or LAR Elective ⁵	3
		Open Elective ⁶ or MOS Preparation	3
		Open Elective ⁶	3
		Open Elective ⁶	3
HISTORY AND THEORY	[12]		
ARC 387F World Architecture: Origins to 1750	3		
ARC 387G World Architecture: Industrial Rev. to the Present	3		
ARC 386K Theory of Architecture I	3		
ARC 386L Theory of Architecture II	3		
TOTAL HOURS			[111]

May be waived based on an undergraduate course

May be waived based on work experience

May be waived with extensive undergraduate work in
 Architectural History (not only one course, usually a minor)

Must complete prerequisites before enrolling at UTSOA

Must complete MOS Preparation in the preceeding semester

³ Students will present a non-binding plan of their elective courses

⁴ Does not include Visual Communication courses in the Professional Foundation Sequence

⁵ As approved by Graduate Adviser. Intended to address issues of scale.

⁶ As approved by Graduate Adviser. All must be related to professional development.

No more than two electives may be taken outside the School of Architecture.

Electives taken outside the School of Architecture may be taken on a credit/no credit basis.

Master of Architecture First Professional Degree Sample Curriculum

FIRST YEAR FALL SEMESTER	[15]	FIRST YEAR SPRING SEMESTER	[15]
ARC 694 Vertical Studio I	6	ARC 694 Vertical Studio II	6
ARC 381D Architectural Drawing	3	ARC 381F Digital Drawing & Fabrication	3
ARC 385K Construction I	3	ARC 385L Construction II	3
ARC 386K Theory of Architecture I	3	ARC 387F World Architecture: Origins to 1750	3
SECOND YEAR FALL SEMESTER	[15]	SECOND YEAR SPRING SEMESTER	[15]
ARC 694 Vertical Studio III	6	ARC 694 Vertical Studio IV	6
ARC 387G World Architecture: Industrial Rev. to the Present	3	ARC 383S Site Design	3
ARC 385M Construction III	3	ARC 385N Construction IV	3
ARC 386L Theory of Architecture II	3	ARC 384K Environmental Controls I	3
THIRD YEAR FALL SEMESTER	[15]	THIRD YEAR SPRING SEMESTER	[15]
ARC 696 Advanced Studio I	6	ARC 695 Advanced Studio II [Integrative Studio]	6
ARC 384L Environmental Controls II	3	ARC 381T Technical Communications	3
Required Elective	3	ARC 382 Professional Practice	3
Required Elective	3	Required Elective or MDS Preparation	3
FOURTH YEAR FALL SEMESTER	[15]	SUMMER SESSIONS	[6]
ARC 696 Advanced Studio III or	6	Required Elective	3
ARC 697 Master's Design Study [MDS]		Required Elective	3
Required Elective	3		
Required Elective	3		
Required Elective	3		
		TOTAL HOURS	[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.3 Evaluation of Preparatory Education / Admission to Accredited Degree Programs

Student Admission – Undergraduate

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. No specific prerequisites are required prior to admission into the School of Architecture to pursue the accredited Bachelor of Architecture degree.

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:

<http://www.applytexas.org>

<https://admissions.utexas.edu/>

<http://www.soa.utexas.edu/apply/undergraduate-admissions>

Student Admission – Graduate

Master of Architecture students arrive with expertise in a wide variety of areas, and come from across the country and internationally: 36% of our M.Arch students are from Texas, 49% are from the rest of the country, and 15% are international students. 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 admission 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 test scores; and adequate preparation for the proposed graduate major.

In addition to the application materials, applicants must submit departmental requirements that include three letters of recommendation, a statement of purpose 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 admission 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 50% students with backgrounds and 50% without backgrounds.

Within their groups, the reviews of candidates are identical:

- 1) The Graduate Office and Graduate Adviser verify GIAC's evaluation that applicants meet minimal requirements for admission (bachelor's degree, GPA 3.0 or higher unless 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 5-point scale by at least two faculty members.
- 3) Scores are weighted as follows: 40% portfolio, 20% personal statement, 20% recommendations, 12% GPA, and 8% GRE.
- 4) Applicants are ranked by score and rankings are reviewed by the Graduate Adviser to reconcile inconsistencies.
- 5) Admissions offers are made according to final ranking.

Pre-requisites, including one semester of Calculus and one semester of Physics for Non-Technical Majors, are required before enrolling for all M.Arch students.

Evaluation of Preparatory Education – M.Arch students with preprofessional degrees

Students with undergraduate preprofessional degrees are required to satisfy the same coursework requirements as those new to the discipline of architecture. Waivers may be granted where successful completed equivalent prior coursework is documented. Waiver policies and processes are detailed on the Waiver Policies website.

The Graduate Office and Graduate Adviser review new students' transcripts to create an individual Program of Work for each. Since 2012, the Graduate Office has kept a record of every waiver and the corresponding courses at each institution to aid in the creation of the Programs of Work.

Vertical studio waivers for design studio experience are determined through the Program of Work process and verified by the Graduate Adviser. Students may petition for additional waivers beyond those granted during the initial review. Determination of additional vertical studio waivers, which are rare, occur through the Vertical Studio Review, which are scheduled in the third vertical studio and no sooner than the end of the semester before a student enters the advanced studio sequence.

There is an established waiver review process for some first-year courses. A student may also initiate a waiver request for required courses by submitting a waiver form with attached substantiation of course performance and content (syllabi, assignments, exams, transcripts, etc) for evaluation by the faculty member responsible for teaching the course at the UTSOA.

ARC 381T Technical Communication Waiver Form
ARC 384K Environmental Controls I Waiver Form
ARC 384L Environmental Controls II Waiver Form
ARC 385K Construction I Waiver Form
ARC 385L Construction II Waiver Form
ARC 385M Construction III Waiver Form
ARC 385N Construction IV Waiver Form
ARC 386L Theory of Architecture II Waiver Form
ARC 387F World Architecture: Origins to 18750 Waiver Form
ARC 386G World Architecture: Industrial Rev. to Present Waiver Form
Advanced History/Advanced Theory Elective Waiver Form

II.4.1 Public Information: Statement of NAAB-Accredited Degrees

A Statement on Accredited Degrees appears on the UTSOA website on a page titled "NAAB Accreditation" along with links to other NAAB required information. The statement reads:

In the United States, most registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit professional degree programs in architecture offered by institutions with U.S. regional accreditation, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted an eight-year, three-year, or two-year term of accreditation, depending on the extent of its conformance with established educational standards.

Doctor of Architecture and Master of Architecture degree programs may require a preprofessional undergraduate degree in architecture for admission. However, the preprofessional degree is not, by itself, recognized as an accredited degree.

The University of Texas at Austin School of Architecture offers the following NAAB-accredited degree programs:

- *B. Arch. (161 Undergraduate credits)*
- *M. Arch. (preprofessional degree + 60 credits)*
- *M. Arch. (non-preprofessional degree + 111 credits)*

Next accreditation visit for all programs: 2018

Both the 2016-18 Undergraduate Catalog and the 2015-17 Graduate Catalog provide a link to the home page of the UTSOA website which contains this statement. The statement will appear on the Architecture Areas of Study page in the 2017-2019 Graduate Catalog. Updated language has been submitted to the university for inclusion in the 2018-2020 Undergraduate Catalog.

II.4.2 Public Information: Access to NAAB Conditions and Procedures

Access to the NAAB 2014 Conditions for Accreditation, the NAAB 2009 Conditions for Accreditation in effect at the time of the last accreditation visit, and the current NAAB Procedures for Accreditation are provided on the NAAB Accreditation page of the UTSOA website.

2014 NAAB Conditions for Accreditation
2009 NAAB Conditions for Accreditation
2015 NAAB Procedures for Accreditation

II.4.3 Public Information: Access to Career Development Information

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 a Career EXPO and Career Week. The Career Services Center also disseminates information, for groups and individuals, concerning the NCARB Architectural Experience Program.

The School of Architecture's Career Services office assists students in both personal and interpersonal career preparation so that they may ultimately thrive in their chosen profession. Staff not only provide guidance through one-on-one meetings and group workshops, but also seek to connect students to the professional community through networking events, professional panels, employer presentations, and career fairs.

A link to the Career Services office is provided under the Career Development heading of the NAAB Accreditation page of the UTSOA website. Additionally, links to the homepages of the NCARB, the AIA, the AIAS, and the ACSA are provided at this location as additional resources for the public.

For enrolled students, the Professional Residency Program provides upper-level graduate and undergraduate architecture students 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.

II.4.4 Public Information: Public Access to APRs and VTRs

Access to the most recent APR, VTR, NAAB Decision Letter from the 2012 Accreditation visit to the UTSOA, and 2102 Annual Report narrative are provided on the NAAB Accreditation page of the UTSOA website.

2012 NAAB APR
2012 NAAB VTR and Decision Letter
2012 NAAB Annual Report [narrative only]

II.4.5 Public Information: ARE Pass Rates

Access to the UTSOA pass rates of ARE 4.0 exams in 2014-2016 are provided on the NAAB Accreditation page of the UTSOA website.

2014-2016 ARE 4.0 pass rates

II.4.6 Public Information: Admissions and Advising

Undergraduate admissions procedures are documented on the Undergraduate Admissions page of the UTSOA website. Undergraduate applications are received through the University of Texas at Austin system, and the UTSOA "Undergraduate Admissions" page includes a link to information and application instructions from the university's Office of Admissions.

Information concerning submission and evaluation of undergraduate application material is covered on the Freshman FAQ page of the UTSOA website. In addition, there is explanatory material in the same section of the website for both internal and external transfer students.

Graduate admissions procedures are documented on the Graduate Admissions page of the UTSOA website.

Information about submissions and evaluation of graduate application material is covered on the Application Instructions and Graduate Admissions FAQ pages of the UTSOA website.

Policies and processes for waiving equivalent coursework for graduate students with a pre-professional degree are documented on the Waiver Policies page of the UTSOA website.

Diversity resources and initiatives are documented on the Valuing Diversity page of the UTSOA website.

II.4.7 Public Information: Student Financial Information

The UT Austin Office of Financial Aid publishes the official cost of attendance estimates. This page is linked from the admissions FAQ pages of the UTSOA website.

Funding opportunities for students are listed on the SOA Funding Opportunities page of the UTSOA website.

Links to the UT Austin financial aid website are also provided from the UTSOA website.

III.1.1 Annual Statistical Reports

The office of Institutional Reporting, Research and Information Systems (IRRIS) assists the School of Architecture annually with statistics needed for our NAAB Annual Report. Attached is a letter from James Lincoln Holmes, The University of Texas at Austin IPEDS Keyholder in the IRRIS office stating the data they provide us for preparation of the annual reports is the same as that reported to the state and federal agencies by the university.

Verification Letter from Institutional Reporting, Research and Information Systems Office

III.1.2 Interim Progress Reports

The 2014 Guide to the Conditions for Accreditation indicates that the NAAB will provide annual and interim reports submitted since the last visit, as well as any NAAB Responses to those reports, directly to the visiting team.

Section 4. Supplemental Material

- IV.1 Resumes: faculty teaching in the accredited programs**
- IV.2 Faculty Credential Matrices**
 - Fall 2017**
 - Spring 2017**
 - Fall 2016**
 - Spring 2016**
- IV.3 Plans: physical resources assigned to the program**
 - Battle Hall Floor Plans**
 - Goldsmith Hall Floor Plans**
 - Sutton Hall Floor Plans**
 - West Mall Building Floor Plans**
- IV.4 Course Descriptions**
- IV.5 Studio Culture Policy**
- IV.6 Self-Assessment Policies and Objectives**
- IV.7 Student Policy on Academic Integrity**
- IV.8 Information Resources Policies (including collection development)**
 - Architecture and Planning Library**
 - Alexander Architectural Archives**
 - Visual Resources Collection**
 - University Co-op Materials Lab**
- IV.9 EEO/AA Policies and Procedures**
- IV.10 Human Resource Development Opportunities Policy**
- IV.11 Faculty Appointment, Promotion, and Tenure Policies and Procedures**
- IV.12 2012 VTR**
- IV.13 Institutional Accreditation Letter**
- IV.14 UT IRRIS letter regarding ARS data**