The University of Texas at Arlington
School of Architecture

Architecture Program Report for 2016 NAAB Visit for Continuing Accreditation

Master of Architecture
Path A (degree plus 104 credit hours)
Path B (pre-professional degree plus 57 hours)

Year of the Previous Visit: 2010
Current Term of Accreditation: The professional architecture program: Master of
Architecture was formally granted a six-year term of
accreditation. The accreditation term is effective
January 1, 2010. The program is scheduled for its
next accreditation visit in 2016.
–NAAB decision letter, 7. 27. 2010.

Submitted to: The National Architectural Accrediting Board
Date: 3.3.16
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Section 1. Program Description

I.1.1 History and Mission

History and Mission of the Institution
A brief history of the institution, its mission, founding principles, and a description of how that is expressed in the context of the 21st century, U.S. Higher education

The University of Texas at Arlington (UT Arlington) was founded as Arlington College in 1895 and joined the University of Texas System campus in 1967. Of the nine academic institutions within the UT System, UT Arlington became the largest enrollment in 2016.

Student enrollment in the 2015 fall semester was 37,008, with students representing every state in the U.S. and more than 100 countries. UT Arlington offers 180 degree programs in 10 different schools and colleges which include the College of Architecture, Planning and Public Affairs; College of Business; College of Education; College of Engineering; Honors College; College of Liberal Arts; College of Nursing and Health Innovation; College of Science; School of Social Work and University College. When online students are added to the on campus population, the total number of number of students enrolled exceeds 51,000.

In June of 2013, President Vistasp Karhbari became the University's eighth President. His leadership is directed toward UT Arlington becoming a model 21st century urban research university.

The mission of the university is as follows: The University of Texas at Arlington is a comprehensive research, teaching, and public service institution whose mission is the advancement of knowledge and the pursuit of excellence. The University is committed to the promotion of lifelong learning through its academic and continuing education programs and to the formation of good citizenship through its community service learning programs. The diverse student body shares a wide range of cultural values and the University community fosters unity of purpose and cultivates mutual respect.

Since its inception in 1895, the founding principles of UT Arlington have been constantly evolving. Developing from its roots as a military school and a vocational school for agricultural, mechanical, and industrial trades, UT Arlington has been repositioning itself to be a major influence in the Dallas-Fort Worth region as it transitions to a megacity. Population in this twelve county metropolitan area is currently 6.8 million with a projected growth of 57% by 2040, to reach 10.7 million.

History and Mission of the Program
A brief history of the program, its mission, founding principles, and a description of how that is expressed in the context of the 21st century U.S. architecture education.

At the University of Texas at Arlington, Architecture was first taught in the early **1940's** as a two year non-degree program in the School of Engineering. The program remained unchanged until **1968** when Architecture left the umbrella of the School of Engineering and became a department in the College of Liberal Arts. Growth continued and in **1973** the Department of Architecture separated from Liberal Arts and became a School of Architecture. UT Arlington is the only institution in all of North Texas to provide architectural education in architecture and has enjoyed ongoing support from the professional architecture community throughout the region.

Initially, the curriculum provided a four-year undergraduate program with a two-year Master of Architecture program as the first professional degree. In **1974**, the School was renamed the School of Architecture and Environmental Design and quickly grew to more than one thousand students and a full time faculty of thirty one in all fields under Dean Hal Box, FAIA. Architecture, Landscape Architecture, and Interior Design remained the three dominant programs while City and Regional Planning moved to the Institute of Urban Studies and Building Systems moved into Civil Engineering.

During the **1970s and 1980s,** enrollment fluctuated while the permanent faculty continued to grow. George S. Wright FAIA became the second Dean and during his tenure, the School of Architecture established the School's Italy summer study program that has continued for more than thirty years.

In **1986,** the School moved to its present location after sharing facilities in several buildings over the years. Edward Baum, FAIA became the third dean and introduced the visiting critic program for the M.Arch. studios and established study abroad programs in Sweden, Spain and Austria. This international reach along with the School's strong design pedagogy, enhanced the School's reputation. During Baum's tenure, students and faculty from the School won more design competitions than any other ACSA professional program in the country.

In **1989**, the SAED changed its name to the School of Architecture. Architecture maintained the largest enrollments, while the programs in interior design and landscape architecture grew more slowly.

After Ed Baum retired as Dean, Professor Lee Wright, AIA served as Interim Dean for two years, **1999-2001**, as a search for a permanent Dean was conducted. Professor Martha LaGess served as Dean from **2001 to 2002** and Richard Dodge, Barlette Cocke Centennial Professor of Architecture Emeritus University of Texas at Austin, succeeded LaGess as Interim Dean.

Don Gatzke, formerly Dean at Tulane University, then served as dean from January **2004** to August **2014**. He was instrumental in strengthening connections with alumni and other professionals in both Dallas and Fort Worth. This engagement along with the support of a strong advisory council allowed Gatzke to grow the School of Architecture endowments to 3.5 million, a 360% increase in funding since his appointment as dean.

Several research centers were established during Gatzke's term as Dean:

Founded in 2011, **The David Dillon Center for Texas Architecture** continues the legacy of its namesake David Dillon, the late architecture critic for the Dallas Morning News, in advancing the public dialogue about architecture and urbanism in North Texas. In 2012, a partnership between the Dallas Morning News and the University resulted in the joint appointment of Mark Lamster to both institutions, with Lamster providing architectural criticism for the newspaper and serving on the faculty in the School of Architecture.

Established in 2012, **The Center for Metropolitan Density** engaged community development leaders with the School of Architecture through a series of Round Table discussions and offered the students an opportunity to apply knowledge of financial feasibility and real estate market forces in advanced design studios focused on large-scale urban projects. Although the Center no longer offers a certificate program, future development-based courses and a Master of Science in Real Estate are being offered through a collaboration with the College of Business beginning in Fall 2016.

The **Digital Architecture Research Consortium (DARC)** The Digital Architecture Research Consortium at UT Arlington is a network of regional and national industry partners who participate in research about how computational fabrication will transform the AEC profession in the future. Under the leadership of Professor Brad Bell, DARC conducts innovative design research into a wide range of building components. From facades to structural systems, DARC explores the interaction of structural technology, material performance and new CAD/CAM methodology. Industry partners include Pre-Cast Institute, Acme Brick, Austin Commercial, Zahner and Gate Precast.

The **Arlington Urban Design Center** was established in June 2009, a partnership between the City of Arlington and UT Arlington's School of Architecture and School of Urban and Public Affairs to collaborate on downtown and neighborhood development projects in Arlington. The Center continues to employ students in architecture, landscape architecture and planning to work alongside City planning staff in an office housed in Arlington City Hall. Since the formation of the College of Architecture, Planning and

Public Affairs (CAPPA, see below), future opportunites for student employment in urban design have been expanded through the **Institute of Urban Studies**.

Early in his term as President of the University, Dr. Karbhari recognized the opportunity to unite both the School of Architecture with the School of Urban and Public Affairs into one College. A search for a founding dean of this new College was initiated in the fall 2014 semester. Dr. Nan Ellin was the selected candidate and began as Dean in January **2015**.

Primary among her initial tasks was to identify the name, structure and mission of the new College. Dean Ellin formed a College Creation Team and with their input established the College of Architecture, Planning and Public Affairs (CAPPA) that was launched in October 2015. The College is comprised of the School of Architecture, and two departments: the Department of Planning and Landscape Architecture, and Department of Public Affairs.

The mission of CAPPA is: The College of Architecture, Planning & Public Affairs interweaves the unique gifts and expertise of each person and profession to co-create urban, ecological, and social fabrics that unleash the inherent potential of places and communities in the DFW region and beyond. The vision of CAPPA is : We work with our hands, heads, and hearts to change the world one place at a time.

The School of Architecture is the largest entity within the College and offers a Bachelor of Science and an accredited Master of Architecture degree as well as a program in interior design that offers a CIDA and NASAD accredited Bachelor of Science in Interior Design degree. Landscape architecture, previously a program within the School of Architecture, is now aligned with the planning program to form the Department of Planning and Landscape Architecture.

A sample of the types of activities and initiatives that demonstrate the program's benefit to the institution through discovery, teaching, engagement, and service.
The School of Architecture provides a benefit to UT Arlington through discovery, teaching, engagement and service. Activities and initiatives of the School include:

- Digital Fabrication and Healthcare research conducted within the SoA studios provides new knowledge to the academy, professional and industry partners. Digital Fabrication research has been particularly productive in collaboration with the College of Engineering.

- Dedication to providing a strong lecture series and exhibitions open to the public has brought prominent people in our field from around the world to UT Arlington while also strengthening the engagement of UT Arlington to the community.

- The construction of studio projects within the community such as the La Bajada Urban Youth Farm and design-build studios (Parallel Construction) are dedicated to providing specific solutions for the public good, demonstrating UT Arlington's commitment to outreach and service.

A summary of the benefits derived to the program from the institutional setting.
The University of Texas at Arlington is located in one of the twelve largest metropolitan areas in the United States. According to the US Bureau of Labor Statistics, Dallas ranked first in the rate of job growth and third in the number of jobs added during the period from July 2014 to July 2015. Dallas-Fort Worth remains a vital area for architectural jobs with access to engineering consultants, development entrepreneurs, contractors, craftsmen, and material distributors.

UT Arlington is seeking to play a larger role as the Dallas-Fort Worth region transitions into a megacity. With the addition of planning and public affairs as part of CAPPA, the college is providing research, analysis, and architectural solutions to complex urban issues, locally and globally, particularly through the Institute of Urbanism and the Arlington Urban Design Center.

The School of Architecture is positioned to be a major focus in the future of UT Arlington. The strategic goals of the University are strongly aligned with the learning outcomes for our students and the research

agendas of the faculty. As the University establishes itself as a leader in the development of "sustainable urban communities," the School of Architecture is contributing significant expertise.

A description of how the program's course of study encourages the holistic development of young professionals through the integrated study of the liberal arts and the specific discipline of architecture.
The first two years of the undergraduate curriculum are split between core courses and basic architecture courses. The core curriculum is mandated by the Texas legislature and consists of 38 credit hours in communications, language, philosophy & culture, U.S. history, mathematics, government/political science, life & physical sciences, and social and behavioral science, providing a strong liberal arts focus to the baccalaureate curriculum.

After declaring architecture as their undergraduate major, the focus of the curriculum is on acquisition of architectural knowledge: design, structures, site design, construction materials, computer graphics, and environmental systems. Students must complete 25 credit hours of major studies and 9 credit hours of advanced architecture electives including history and theory courses.

As the credit hours for major studies and major electives increase, prescribed electives across campus remain part of each student's degree plan. In order to complete the Bachelor of Science in Architecture, an additional 18 credit hours of prescribed advanced electives must be completed. Prescribed electives may include courses in anthropology, art history, business law, English, history, management, marketing, political science, real estate, sociology, or urban planning.

The graduate curriculum is primarily focused on the acquisition of knowledge needed in the architectural profession. The Path A track is for students holding a baccalaureate degree in a field outside of architecture) and the Path B track is for students holding a baccalaureate degree in architecture. The curriculum for the graduate studies focuses on advanced design studios, environmental control systems, structures, construction, and professional practice and includes 9 hours of advanced electives for the Path B track and 12 hours of advanced electives for the Path A track.

[The breakdown of basic studies, core curriculum and major studies](#) requirements is provided here.

I.1.2 Learning Culture
A description and assessment of the learning culture within the program.
Maintaining a mutually respectful environment that is responsive to learning for all is the principle objective of the [Student Culture Policy](#).

A description of the program's Studio Culture Policy including
* *By what means and how frequently the policy is distributed to faculty, students, and staff*
* *An assessment of the level to which faculty, students, and staff understand the purposes for which the policy was established*
* *A description of the process by which the policy is evaluated and updated, including those involved and the frequency of the review.*
The primary means of distributing the Studio Culture Policy has been through the website. Initially drafted in 2009, the policy was updated and approved in December 2015. The policy has been presented to students at AIAS meetings and the printed policy has been posted in every studio.

Students and faculty understand that this document describes not only the role of the individual student within the studio, but the relationship among all participants: student-to-student and faculty-to-student. Staff advisors understand and are guided by the Studio Culture Policy if student concerns about the learning environment are expressed.

The SoA maintains a Committee on Studio Culture to monitor course management, conduct, policies, and design studio pedagogy. The current policy stipulates that changes to the document should be ratified by a full faculty vote each academic year.

I.1.3 Social Equity

A description of institutional initiatives for diversity and inclusion and how the program is engaged in or benefits from these initiatives.

According to *U.S. News & World Report,* UT Arlington ranks fifth nationally for providing a racially and ethnically diverse campus. The ranking is evidenced in the population of the 2015 fall undergraduates in which 28% identify themselves as Hispanic, 16% African-American and 12% Asian. Within the School of Architecture, the student population is similarly diverse, with 36% White, 38% Hispanic, 8% Asian, 7% Black, 8% International, and 3% multiple or unknown ethnicities. Our students learn in an inclusive environment where respect for each person is paramount and diversity is celebrated.

A description of plans to maintain or increase the diversity of faculty, staff and students when compared with the diversity of the institution.

The School of Architecture has grown ethnically diverse over the last six years with the white population declining from 63% to 36% and the Hispanic population increasing from 13% to 38%. With UT Arlington gaining a national reputation for diversity and inclusion, the diversity of the students within the School of Architecture is expected to increase further.

The staff of the School of Architecture has been absorbed into the new structure of CAPPA with resulting gains in ethnic diversity and with 75% female and 25% male employees.

A prolonged hiring freeze across campus has impeded the School's progress in addressing diversity issues within the faculty. Current faculty and administrative searches within CAPPA have stressed diversity within the candidate pools.

A description of the process by which these plans are developed and the individuals involved in the process.

Diversity within the student population is expected to increase as the shift in state demographics continues to produce greater diversity and increasing numbers of international students are seeking degrees at UT Arlington with 100 countries from around the world represented in the student body. UT Arlington is one of the **50 most popular U.S. colleges and universities for international students** based on data from the Institute of International Education's 2013 Open Doors Report.

The university's [Principles of Community](#) (through the Office of Human Resources) serves as ground rules for student interaction and faculty hiring and engagement. Within CAPPA, Dean Ellin is joined by both the College and School of Architecture level committees to ensure that diversity is nurtured in student culture and student welfare policies and represented within faculty appointments, and promotion and tenure policies.

A description of whether and how these initiatives are linked to the program's self-assessment or long-range planning.

Diversity initiatives have been a part of the School's long-range planning prior to the formation of CAPPA. It has been a central objective as representation on College and School of Architecture governing committees has been established.

I.1.4 Defining Perspectives

Additional Requested Information: (Courses bolded in red in this section are required coursework for the accredited Master of Architecture Path A and Path B degrees).

A. Collaboration and Leadership

Overview

A culture of collaboration has been a cornerstone of the SoA for many years, and the recent unification with the School of Urban Planning and Public Affairs will undoubtedly enhance and extend that culture. In the years prior to 2015, the SoA consisted of separate but interconnected programs of Architecture, Landscape Architecture and Interior Design. The co-location of the programs, in itself, was a

reinforcement of the idea of cooperation and mutual benefit of these design disciplines. This physical proximity was further enhanced and reinforced by cross-disciplinary courses and comingled faculty and common events such as lectures, programs and exhibitions. The new college offers an even wider collaborative culture. It is the goal of CAPPA to capture the powerful synergies available with such a unique academic partnership of disciplines.

Teamwork and collaboration are emphasized in a number of ways at SoA. Beginning at the undergraduate level, students regularly work in studio teams on assigned projects. In addition, certain courses are inherently team-oriented and provide extensive and extended exposure to the principles of collaboration and teamwork. Examples include the undergraduate and graduate level studios in design build, digital fabrication, and real estate development. The studios in real estate development and health care design are actually embedded in working firms that specialize in these markets. In the Professional Practice courses, students study the dynamics of team interactions and the interpersonal skills of leadership through both their readings and writings, and from recognized experts as guest lecturers.

Throughout the curriculum and the culture of the SoA, there is emphasis on, and opportunity for, students' exposure to the profession of architecture and many of its most distinguished practitioners. Courses capture key contributions from the profession, utilizing guest lecturers, outside critics and visiting jurors from prominent firms in the Dallas / Fort Worth Metroplex and beyond. Students are made aware of opportunities in the professional community by means of close relationships with both AIA Dallas and AIA Fort Worth, and some courses mandate attendance at AIA events as part of course requirements. AIA Fort Worth brings a series of professional practice panel discussions every semester, and the Professional Practice course utilizes visiting professionals – architects as well as interior designers – to heighten students' awareness of the real world of inter-disciplinary collaboration, design team leadership, client service and community involvement. The active AIAS also maintains a lecture series and a vibrant mentorship program with over 40 professionals participating.

The lecture series regularly features distinguished architects and thought leaders from the world of international practice. Faculty led study abroad courses allow students access to professional offices around the globe. At the annual Building Science Expo, that held its 14th event in 2016, students interact with building product specialists and attend lectures by experts in various topics such as building methods, construction management and code/accessibility. The annual Career Fair provides students with opportunities to meet local professionals and to interview for internships as well as full-time positions.

These activities, courses and supplemental offerings, in tandem with the curriculum, prepare graduates to enter the diverse world of practice, function in complex team situations, and address an ever-evolving professional world.

Collaboration and Leadership: Courses/Activities/Learning Experiences
- *Exposure to Professional Leaders*
1. Students view professionals in leadership roles in **Professional Practice (ARCH 5331)** where they are required to attend AIA meetings and visits to local offices.
2. Lecture Series: Six/seven public lectures offered each semester delivered by local, regional, national and international professionals.
3. Building Science Expo: Students interact with vendors from various building component industries in an annual event which includes lectures on building technology topics.
4. Career Fair: Students meet local professionals and learn about their practices while having the opportunity to interview for jobs.

- *Students develop the ability to collaborate by working in teams*
1. Design Build Studio (**ARCH** 4556/**5670**) Teams of students collaboratively design projects such as urban farms (in Dallas and Arlington), multifunctional kiosks, and Accessory Dwelling Units.
2. Digital Fabrication **ARCH** 4557/**5670**: In this studio, students work in teams of 3-4 to design and fabricate various building components (façade panels, ceiling panels, sunscreen louvers) in consultation with local manufacturers.
3. Real Estate Development (**Advanced Design Studio, ARCH 5670**), The focus of this course is real estate development in which students work on collective urban design projects in conjunction with

financial experts and major real estate developers and present their work to local building officials (City of Dallas and Fort Worth).

- *Students engage in team-based studios embedded in professional offices*

1. HKS has hosted several **studios in both healthcare and real estate development (ARCH 5670)**. The healthcare studio was co-taught with an HKS senior associate in charge of their healthcare care division. Students experience the leadership of a large corporate architecture firm.

2. The Study abroad program in Mexico City (**ARCH** 4556, 4557, **5670, and 5672)** in the summer of 2013, 2014) took place in the offices of Javier Sanchez, a globally recognized architect. Students experience the leadership of an international architecture firm.

B. Design

Overview

From the earliest days in the SoA, students participate in a progression of courses, programs, activities and projects that constitute a systematic acquisition of design skills. Early courses in freehand drawing give students a haptic foundation before progressing to digital media. Emphasis is placed on a progression of ever-more-complex making / building activities – model making – from simple assemblies that define spatial relationships to elaborate constructions that represent entire communities and complex human interactions.

The teaching of design methodologies follows a similar path of ever-increasing complexity and engagement, likewise nurturing students' ever-increasing design competency. Ordering systems, geometric constructs and elements of composition lead to application of these principles in building systems, construction science, materiality and tectonics. Theoretical concepts are tested, validated and enhanced by evaluating case studies, engaging stakeholders and visiting design professionals, and studying international influences in both theoretical and practical contexts. Understanding of historical heritages and an appreciation for preserving them supports the students' ever-maturing expertise, skill and judgment.

As students advance into upper level and graduate status, they explore more advanced methodologies and concepts. Digital fabrication, advanced materials and systems, and real world design-build studios are the apex of the curriculum. In culminating their education at the SoA, students apply their communication skills, research abilities, design judgement and technical expertise to prepare for entry into the design disciplines.

Design: Courses/Activities/Learning Experiences

- *Acquisition of Communication Skills*

1. The development of communication skills starts with the freehand drawing and design sequence, ARCH 1341 & 1342, 2551, and 2552. The sequence continues with digital drafting, modeling and prototyping taught in **ARCH** 3343, 4329, **5357 (BIM and Visualization), and 5343 (Architectural Graphics II)**.

- *Design Thinking Skills*

1. Starting with the ARCH 2000 level design courses, the following formal principles are introduced; ordering systems, geometry and composition, construction science, spatial organization, design conceptualization, building orientation, materiality and tectonics. These design fundamentals are reinforced in every subsequent design course culminating in the graduate 5000 level design courses, **specifically ARCH 5670 and 5672.**

- *Knowledge of diverse global contexts*

1. Design projects incorporating national and international sites and communities is a component of ARCH 3554, 4556 & 4557, **ARCH 5670 & 5672**.

2. Students learn from international visiting design professors from countries such as Mexico, Bangladesh, Finland, Sweden, Austria, Spain, and Venezuela, among others.

- *Application of Theory, History and Social Sciences*

1. Urban analysis and historical development of Mexico City was studied in design studios, ARCH 3554 and **ARCH 5594 (Design Studio IV).**

2. An established study abroad program in Rome since 1982, involving urban design investigations in Italy and other EU countries that are frequently used in ARCH 3554, 4556, 4557, and **graduate studios ARCH 5670 & 5672.**

- *Cross Disciplinary Approach*

1. Integrated Design + Art: Collage, painting and sculpture are project generators in **ARCH** 2551, 2552, **5593 Design Studio III**.

2. Integrated Design + Literature and Cinema: Transcriptions from a literary work and film fragments were the driving force behind the design projects in ARCH 3554 and **ARCH 5670**.

3. Integrated Design + Engineering: In **Comprehensive Studio (ARCH 5672)** students collaborate with MEP consultants, structural engineers, code and regulation experts, environmental specialists, and cost analysts to achieve an integrated design outcome.

 4. Integrated Design + Urban Planning and Urban Design: Urban planners and urban designers have participated on preliminary and final reviews to assist and guide students with planning concerns in architecture and urban design. There is increased access to such expertise within CAPPA
.

- *Research in Building Components and Technology, Automation in Construction*

1. A sequence of courses in the graduate and undergraduate design curriculum (**ARCH** 4556, 4557, and **5670**) offers students intensive research based design in areas of digital fabrication and automation in construction.

- *Lecture Series*

CAPPA is carrying forward the tradition of the SoA by continuing the lecture series that is open to students, faculty, alumni, local architects and members of the community. The lectures offer a wide range of design practices in local, national and international contexts. A list of lecturers from 2014-2016 is provided here.

C. Professional Opportunity

Overview

It has been a calculated and consistent practice of the SoA to provide students broad and expansive exposure to their future roles as design professionals, licensed practitioners, educators, and any number of traditional and alternative career paths. Students have access to, and involvement with, practicing professionals at all levels of their education. In individual courses, through guest lectures and assigned readings, students develop an awareness of the breadth of professional possibilities from owner's representative to program manager, to civic leader.

In the seminal work of Ernest Boyer and Lee Mitgang – *Building Community: A New Future for Architecture Education and Practice* (1996) - educators and practitioners recognized the essential partnership between academia and the profession in the total development of architects that serve society and lead their communities. In the SoA, this partnership is integral to the students' understanding of internship and licensure. Representatives of the Texas Board of Architectural Examiners (TBAE) and of the National Council of Architectural Registration Boards (NCARB) regularly visit the school, speaking to individual classes as well as general assemblies of students.

The school has a designated IDP Coordinator who acts as a resource to students who are gaining IDP credits while in school or preparing to do so upon graduation. A faculty member who is also a practitioner in a distinguished national firm with offices in Dallas, serves as Professional Liaison for the school, providing students a bridge to firms and practitioners in the DFW area.

The SoA is closely following the Integrated Path Initiative and Licensure Task Force of the NCARB, so as to be in a position to respond to future requests for participation. SoA is particularly well positioned to offer the Integrated Path.

CAPPA is a multi-disciplinary college that integrates Architecture, Interior Design, Landscape Architecture, Planning, Public Policy, and Public Administration. Consequently, SoA students are routinely exposed to collaborative and non-traditional settings that develop their understanding of expanded roles for architects not only in the building industry, but also in the larger community. Through courses that focus on topics such as digital fabrication and real estate development, students have opportunities to explore multiple alternative career paths. The architecture critic of the Dallas Morning News offers a unique course in architectural writing that further complements the students' graphic and technical abilities, and demonstrates the importance of critical and creative writing as a tool for practice or as a career path unto itself.

The students of SoA have formed an active chapter of the American Institute of Architecture Students (AIAS) and a US Green Building Council (USGBC) Student Group. In addition, there is an annual Career Fair that brings 30 or more DFW firms to campus for a day-long event that gives students exposure to a wide variety of firms and allows practitioners to experience the full spectrum of students that comprise the SoA program. Students and professionals alike routinely comment on the unexpected diversity of both.

Professional Opportunity: Courses/Activities/Learning Experiences

- *Students gain an understanding of the path to licensure*

Students attend a school wide presentation annually by the Texas Board of Architectural Examiners (TBAE) and NCARB representatives to inform students on updates to professional licensure.
Students have access to a faculty member serving as the Architect Licensing Advisor, Heath MacDonald RA.

- *SOA Coordinator of Professional Development*

Adjunct faculty member, Ricardo Munoz, AIA, serves the students by planning events in which students and professionals exchange knowledge and expertise.

- *Students are exposed to non-traditional roles in architecture*

1. Architect within the Construction Industry: Through research based studios (**ARCH** 4556, 4557, **5670**) and construction courses (ARCH 4321/5362, **ARCH 5333, Construction II**), students gain knowledge of cutting edge advancements in new material development, digital fabrication and construction management.
2. Architect as Real Estate Developer: By attending the Roundtable Series of moderated discussions by prominent financial and real estate experts, students gain knowledge of the challenges of designing with market constraints.
3. Various electives offered in the program provide an opportunity for students to pursue careers parallel to architecture including advanced visualization, photography, graphic design, and architectural criticism.

- *Students have access to practicing professionals at all levels of their education*

1. Lecturers, Senior Lecturers, Visiting Professors, and Professors in Practice from various professions teach in design, structures, construction and environmental technologies, professional practice, digital communication, photography, portfolio and graphic design. Students are taught by practicing professionals from first year through graduate courses.
2. Local, regional, national and international critics are regularly invited to intermediate and final reviews of studio work. In addition, at the end of each spring semester, the School of Architecture conducts Super Reviews in which prominent practitioners and educators are invited to review the student work from third year curriculum to graduate level studios.
3. The work of noted architects including faculty (Richard Ferrier), alumni (Cliff Welch and Corvin Matei & Jason Cantrell), and international architects (Bernhard Hoesli) have been exhibited in the CAPPA main gallery.
4. The School has an active lecture series in which faculty of the School as well as local, national and international architects present their work. This has been a strong tradition since the formation of the School.

- *Student involvement with the professional community*

1. Students engage with AIA Dallas and Fort Worth through an active AIAS student chapter. SoA students are actively sought by the chapters to participate in various activities and community service. AIAS student leaders have representation on the boards of both chapters.
2. The USGBC student chapter allows students to interface with architects, engineers, material suppliers, and other specialists in the community.

- *SoA Career Fair*

AIAS students organize the annual Career Fair in which over 30 firms participate annually. This is a recruiting opportunity for the firms and an interview opportunity for students.

D. Stewardship of the Environment

Overview
Responsible stewardship of the natural environment and an understanding of the importance of designing for sustainability are important tenets in the pedagogy of SoA. The curriculum, of course, features specific courses focused distinctly on site geographic and climatic influences, sustainability and green architecture. There are also multiple opportunities for students to extend their knowledge and awareness of the environmental impact of design, and to engage with those who have been leading the sustainability movement.

Students are introduced to tools for energy modeling and monitoring, such as COMcheck and REScheck, giving them an empirical understanding of theoretical sustainability concepts. In seminar courses they hear from guest lecturers and visiting experts who are at the forefront of energy-conscious design, green architecture, materials labelling standards, and other components of environmental stewardship.

As mentioned previously, the SoA at UT Arlington has an active chapter of the American Institute of Architecture Students (AIAS), as well as a US Green Building Council (USGBC) Student Group. These organizations reinforce and validate course content that focuses on such initiatives as the AIA's 2030 Challenge and other national sustainability strategies. Speakers in professional practice classes include practitioners whose firms are leaders in advancing the cause of green building materials labeling.

In short, a culture of environmental stewardship permeates much of the curriculum at SoA. There is an intentional effort to develop awareness in the early courses, introduce tools for measurement and control in mid-level courses, and ultimately, inspire students to engage in advocacy and model ethical responsibility in upper level and graduate courses.

Stewardship of the Environment: Courses/Activities/Learning Experiences
- *SoA curriculum supports environmental awareness*

Environmental awareness is reinforced throughout the curriculum, while specific courses teaching environmental awareness include Architecture and the Environment (ARCH 3331/5361), Energy Use Conservation (ARCH 4330/5332), Site Design (ARCH 3337, **ARCH 5364 (Site Design, Required for Path A)**, **Programming and Site Design II (ARCH 5336)** and **Environmental Control Systems I (ARCH 5325) and Environmental Control Systems II (ARCH 5326)**.

- *Building Performance and Sustainability are studied in various design studios*

Building systems are emphasized throughout the design and in building technology courses. Building performance is studied in fourth year and advanced graduate and comprehensive design studios. Notable projects incorporating building performance and sustainability are evidenced in design studio (ARCH 4556), **advanced graduate studio (ARCH 5670)** and **comprehensive design studio (ARCH 5672)**.

- *Students gain knowledge of LEED and other rating systems*

Starting with first year lectures and in various classes throughout the curriculum, students gain knowledge of energy and sustainability rating systems. In **Programming and Site Design II (ARCH 5336)**, students document energy code compliance by utilizing such programs as COMCheck and REScheck. In **Professional Practice (ARCH 5331)** regular guest lecturers include senior and mid-level firm

management from Perkins+Will who explain their firm's recognized programs in sustainability and green material labelling.

- *Membership in the USGBC student chapter*

The student chapter of the USGBC has organized on-campus LEED Green Associate training classes, participated in service learning projects such as landscape/site work for Short Elementary in Arlington, and attended Emerging Professional events with the North Texas Chapter of the USGBC.

E. Community and Social Responsibility.

Overview
It is the duty of the architectural academy to continually replenish the profession with theoretically and technically proficient graduates. In fulfilling this mission, SoA recognizes an additional duty to prepare graduates to engage – even lead – their communities with a multitude of skills unique to architects. Although written almost 20 years ago, the words of Boyer and Mitgang in *Building Community* eloquently express the essence of the academy's challenge:

"Educating architects not only for competence but also for civic engagement is surely one of the highest priorities for architectural schools in the coming years."

At SoA, students gain an understanding of architects' unique ability to serve society from the local to the international realms. Students work in the Arlington Urban Design Center, located at Arlington City Hall, and in the Institute for Urbanism, a research-based planning and urban design entity within CAPPA. In addition to community projects completed in studio teams from as early as freshman level, students also participate in full studios dedicated to community transformation. Graduate level studios have generated built, or to-be-built, community projects. A recent neighborhood revitalization initiated through a graduate studio has led to the impending construction of an urban farm in southwest Dallas. In a studio focused on urban densification and real estate development, students developed proposals, crafted documents, and delivered presentations to city officials.

Students develop awareness of architect's role in the global community at all levels of the SoA curriculum. Early studios feature projects that are located on international sites, intermediate courses explore the global history of architecture and international visiting faculty bring a global perspective to upper level studios and seminar courses.

Students learn about the need for the profession to engage the community ethically, and they develop an awareness of architecture as an inherently ethical pursuit. Students' explorations in ethics focus not solely on the *AIA Code of Ethics and Professional Conduct*, but also on the larger, universal ethical principles that impact the profession on a broad basis. The essence of this approach can be found in *Ethics and the Practice of Architecture* by Barry Wasserman, FAIA, Patrick Sullivan, FAIA, and Gregory Palermo, FAIA, a widely recognized text used in professional practice courses at SoA that maintains:

"Architecture – in all of its manifestations from design and decision processes, to theoretical studies, education and built works – as a discipline, is a collection of practices that is inherently ethical: directed to the well-being of humankind."

Case studies in ethics are introduced from multiple sources, including actual cases from the AIA National Ethics Council, the text noted above, and ethical dilemmas present locally in the DFW area. Ethical responses to real world urban issues are also evaluated in the real estate development studio.

Community and Social Responsibility: Courses/Activities/Learning Experiences
- *Providing Services to the Community*

1. Students gain an early opportunity to interface with the community through service projects in ARCH 1101, ranging from invasive plant abatement, maintenance for on-campus green roof experiments and plan consultation for local firehouses.

2. Architecture students have been employed by the Arlington Urban Design Center for the past eight years providing architectural and urban design services for the City of Arlington. Graduate students in the Architecture program serve as research assistants within CAPPA's Institute of Urban Studies

3. The Design Build studios **(ARCH 5670)** have served local communities from the La Bajada west Dallas neighborhood (Spring 2014), the downtown Arlington urban farm (Fall 2015) and NEWS kiosks for several downtown Arlington sites (Spring 2016).

- *Ethical Considerations*

Case studies including local examples of concern, such as the adverse effects of the Museum Tower on the Nasher Sculpture Center, are discussed in **Professional Practice (ARCH 5331)**.

- *Understanding of Global Community*

1. Global communities are studied in many classes including the Introduction to Architecture and Interior Design (ARCH 1301) and The History of Architecture I & II (**ARCH** 2303/**5303**, 2304/**5304**). The School of Architecture has a tradition of utilizing actual sites in international contexts from design studio, ARCH 3554, and throughout the graduate studios. Design decisions for competition entries require an understanding of the social and cultural traditions of a particular site, such as the competition for Chandigarh, completed in ARCH 4557, fall 2015.

2. International visiting faculty provide students with specialized knowledge of their communities in design studio and seminar courses. A partial list of recent visitors includes Antonio Sanmartin (from Spain) Marina Tabassum (from Bangladesh) Alejandro Borges (from Venezuela), Oswald Jenewein (from Austria) and Pia Sarpeneva (from Finland).

- *Coursework supporting Community Building*

Students learn about community building through design build studios (above) as well as studios focused on real estate development and urban design **(ARCH 5670)** in which students interact and present to city officials and real estate developers.

I.1.5 Long Range Planning
A description of the process by which the program identifies its objectives for student learning
Aligning student learning outcomes and NAAB Student Performance Criteria associated with specific courses has benefitted the School of Architecture. All faculty syllabi are required to include the student learning outcomes that support the NAAB student performance criteria to be acquired in each course.

In addition, the School of Architecture maintains an evaluation process for each degree, certificate and minor as required by the university's accrediting body, *the* Southern Association of Colleges and Schools. The Unit Effectiveness Process is a biennial process through which UT Arlington measures, assesses and reports on unit goals for student learning. The School of Architecture has chosen to study student competencies that directly align with NAAB Student Performance Criteria. In this way the School maintains measurable data that is used for continual evaluation and improvement of courses with program accreditation expectations as a guide.

Both Dean Gatzke and Dean Ellin have maintained strong advisory councils who offer guidance and valuable connections for the School of Architecture. Seeking the counsel of local practitioners and future employers of our graduates has helped us ensure the student learning objectives are current with the expectations of the profession.

A description of the data and information sources used to inform the development of these objectives.
Data have been assessed on student learning objectives for both undergraduate and graduate courses through the university Unit Effectiveness Process (UEP).

Undergraduates have been assessed on the materials presented during the final jury for a senior level design studio with a UEP faculty representative scoring a rubric for five student competencies including 1) communication skills, 2) research and analysis skills, 3) basic architectural design ability, 4) the ability to apply concepts of ordering to an architectural project and 5) the ability to respond to local, regional, or

national contexts. The summary of undergraduate assessments far surpassed the target goals with 61% of students receiving assessments of Very Good or Exceptional. Prior to the study it was projected that only 20% of the students would perform at this level.

Graduate students have been assessed on the materials presented during the final jury of the Comprehensive Design Studio (ARCH 5672). As for undergraduates, a UEP faculty representative scores a rubric to measure seven student competencies including 1) overall design skills, 2) the ability to address accessibility, sustainability and indoor environmental systems, 3) knowledge of performance and operation systems, 4) knowledge of a project's materiality and tectonics, and 5) a verbal and visual demonstration of critical thinking skills and advanced integrative building design, 6) communication skills and 7) research and analysis skills. The summary of graduate assessments indicated that the students were underperforming the intended outcomes. It was proposed that future evaluations focus strongly on performance and operation systems, materiality and tectonics, and communication skills, where student learning outcomes can be strengthened.

In addition, studio work is presented in a public forum at the end of each semester. At the conclusion of the fall semester, the faculty attends a Show and Tell presentation of all the communication and design courses. This has been a helpful demonstration of how student competencies build throughout the curriculum and the role of faculty in coordinating the acquisition of student skills. At the conclusion of each the Spring semester, studio work is presented in a one or two day Super Jury in which commentary is provided by invited faculty (from outside UT Arlington) and professionals. The Super Juries have been effective in evaluating student learning in comparison with other architecture programs across the U.S. and with respect to the development of skills needed for the profession.

A description of the role of long-range planning in other programmatic and institutional planning initiatives.
Long range planning for the School of Architecture has been at the forefront of our activities since 2012. In the fall of 2012, a Strategic Visioning Project was initiated by Dean Gatzke. The visioning sessions were guided by outside consultants, Strategic Focus Associates, and the 16-member steering committee was comprised of faculty, staff, and administrators, and well as external representatives from university administration, AIA Dallas, alumni and local professionals. These discussions continued through the Fall of 2013 and what emerged was a projection of the changing context to which the School of Architecture would need to respond. This context includes current and future changes within the design profession, design education, higher education, and UT Arlington itself.

Further long-range planning efforts for the SOA were suspended during the selection process for the founding dean of the new College. Dean Ellin arrived in January 2015 and began the administrative changes necessary to form the new College. The School of Architecture remained as a unit within the College. A search is currently underway for a new Director of the School of Architecture who will be next person instrumental in determining the long-term trajectory of the School.

A description of the role the five perspectives play in long-range planning.
President Karbhari engaged the entire campus in establishing the 2020 strategic plan for UT Arlington. The plan was put into place in 2015, and the university is now solidly into the implementation phase of this plan.

The guiding themes of the strategic plan are Health and the Human Condition, Sustainable Urban Communities, Global Environmental Impact, and Data-Driven Discovery. The importance of these themes to the university is also central to the pedagogy and research of CAPPA and to the School of Architecture.

The implementation of the five defining perspectives; Collaboration and Leadership, Design, Professional Opportunity, Stewardship of the Environment, and Community and Social Responsibility within the curriculum are essential to realizing the long range planning of both the university and the SoA.

I.1.6.A Program Self-Assessment

A description of the program's self-assessment process, specifically with regard to ongoing evaluation of the program's mission and multi-year planning objectives.

After a lengthy strategic visioning process for the School of Architecture in 2012-2013, followed by the formation of a new College in 2015; faculty, staff and administration have clearly defined the role of the School of Architecture and its position within CAPPA. Although the structure of the School of Architecture has largely remained intact, the future evolution of the program's mission and multi-year planning objectives will be revisited with the arrival of a new School Director.

A description of the manner in which results from program self-assessment activities are used to inform long-range planning, curriculum development, learning culture, and responses to external pressures or challenges to the institution.

Self-Assessment activities are performed regularly and used to inform all aspects of the SoA.

SFS: Students evaluate the quality of instruction through institutional Student Feedback Surveys (SFS) administered and quantified by Institutional Effectiveness and Reporting. The surveys are available to the Dean, program director, and the individual faculty member of record as a quantitative and qualitative measure of the effectiveness of the teaching each semester based on this on-line student survey.

Student Surveys, Meetings with Dean and Representation: Dean Ellin has maintained strong communication with the student leaders including the leadership of the AIAS and the USGBC student chapters since her arrival in January 2015 through monthly meetings. Student views are also solicited by Dean Ellin through an annual student survey (each Spring) as well as a series of focus groups and "town hall" discussions with all CAPPA students. Student representatives have been included in all School of Architecture faculty meetings and on many CAPPA governance committees.

Faculty Governance for Curriculum Development: Faculty governance for curriculum development occurs within the School of Architecture Academic Affairs Committees, specifically the Subcommittee on Graduate Study and the Subcommittee for Curriculum with undergraduate and graduate faculty representatives. New course development and any changes to course descriptions or prerequisites in the course catalog are addressed by these committees. A separate CAPPA committee oversees the study abroad courses offered in the College including faculty led summer programs and semester long exchange programs offered in Europe, Central America, China and Mexico.

UEP: Institutional program assessment has been administered through the UT Arlington Unit Effectiveness Process (UEP) which was described in detail in the previous section. The institutional assessments are biennial reviews which govern the schedule of program study and subsequent data collection. The evaluation of the UEP data led the Program of Architecture to focus on improvements in communication skills as well as research and analysis skills for both graduate and undergraduate students. A results report for the UEP studies within the School of Architecture is included in Section 4- Supplemental Material.

I.1.6.B Curricular Assessment and Development

A chart identifying all parties in the curricular assessment process, their membership, and the roles and responsibilities of each.
Curricular Assessment Process Chart

A description of the results of faculty, students', and graduates' assessments for the accredited degree program's curriculum and learning context.
Faculty have the opportunity to assess the curriculum and to enact change through the assessment process described in the chart above.

Student assessments of the curriculum are recorded through various student surveys administered by the UT Arlington Office of Institutional Effectiveness and Reporting.

One measure is the [graduating senior exit survey](#) at the conclusion of each Fall and Spring semester. Survey results from the 2014-2015 academic year survey indicate that CAPPA respondents rated the following aspects of their major department as Excellent or Good: 78.1% Quality of upper division courses, 70.6% Clarity of degree requirements and 70.6% Your major department as a whole.

Additional student responses concerning the curriculum and physical resources of the program are gathered in the Student Feedback Surveys (SFS) administed by the University at the conclusion of every course.

A description, if applicable, of the institutional requirements for self-assessment.
An assessment of the core curriculum is required by both The Texas Higher Education Coordinating Board and the Southern Association of Colleges and Schools. The most recent example of institutional curricular assessment occurred as a response to statewide changes in the core curriculum mandated by the Texas Higher Education Coordinating Board in 2014. The assessment criteria for all core classes at UT Arlington were changed to reflect the skill level of students in six component area objectives. This evaluation was performed on ARCH 1301 Introduction to Architecture and Interior Design as a course satisfying the Creative Arts component area and ARCH 2300 Masterworks of Western Architecture as a Language, Philosophy and Culture component area course.

Section 2. Progress since the Previous Visit

Program Response to Conditions Not Met

13.16 Program Preparation

Visiting Team Report [2010]: Evidence was not found that all students were required to complete a comprehensive program based on client and user needs, with analysis of site conditions and assessment of relevant laws and standards.

> Program Activities in Response [2010-2016]:
> The program responded in the Fall 2010 semester by initiating a new required course ARCH 5336 Professional Practice: Programming and Site Design II for the professional degree (both Path A and Path B). The course content is divided into two parts so that all graduate students prepare a programming document that includes site analysis as well as applicable code and standards research.
>
> In addition, many recent graduate studio instructors have required the students to write their own program for studio projects. This approach has led to many creative design solutions as students more thoroughly understand the potential of a project through the programming process.

13.31 Professional Development

Visiting Team Report [2010]: While there is evidence that the topic may be presented in ARCH 5331 Professional Practice through a lecture and some student presentations, students are receiving this information in the final year of their curriculum and not in a consistent manner. When surveyed in the entrance meeting, a majority of students indicated that they are unfamiliar with the licensure process and the Intern Development Program.

> Program Activities in Response [2010-2016]:
> The School has maintained an annual presentation to all graduate and undergraduate students by the Texas Board of Architectural Examiners (TBAE) and representatives from the National Council of Architectural Registration Boards (NCARB). In this lecture, students obtain information about the current licensure requirements for the Intern Development Program and TBAE and participate in a question/answer session.
>
> In addition, the Program of Architecture also has two key faculty members that are licensed architects that offer recommendations to students about licensure. Heath MacDonald RA is part of the Architect Licensing Advisors Community within the school which provides students information about IDP hours and the Architect Registration Examination (ARE). Ricardo Munoz, AIA, a senior associate at Page in Dallas and a lecturer in the Program of Architecture, arranges opportunities for student-professional interactions.

Program's Response to Causes for Concern

Studio Culture

Visiting Team Report [2010] The team recognizes the environment of camaraderie and positive esteem with the school, noting the positive rapport of students and faculty. While as studio culture policy has been written and presented to the dean for implementation by a committee of students and faculty, there is no evidence of broader participation or awareness by the larger student body and student leadership. As presented, the policy lacks specificity with regard to the distinctive nature of the student body, especially non-traditional and commuter student communities.

Program Activities in Response [2010-2016]:
A comprehensive studio culture policy was crafted by the Committee on Studio Culture with student representation and approved by faculty vote during the 2015 Fall semester. The policy has been presented to the students in multiple formats. The studio culture policy has been posted on the School of Architecture website and on printed posters within each studio. In addition, the importance of the studio policy in reinforcing a positive environment for both students and faculty has been presented in AIAS student meetings and introduced prior to all-school lectures.

The student body of UT Arlington has become increasingly diverse since the 2010 NAAB visit. Therefore, the SoA studio culture policy makes no reference to the race, gender, age, ethnicity, physical abilities, sexual orientation, or national origin of the students. Due to the diverse nature of our student body, the studio culture policy is universal for all eliminating the need for specific conditions for differing student populations.

Advising

Visiting Team Report [2010] A strongly diverse student population has added greatly to the richness of the SoA environment. Some undergraduate students have not yet made professional connections with either faculty mentors or undergraduate advisors causing them to feel some amount of disassociation. Many students feel that they are underserved. The University's stated goal is 1 advisor for every 200 students. Currently the SoA provides 1 advisor for every 400 students.

Program Activities in Response [2010-2016]:
UT Arlington has divided the responsibilities for undergraduate advising. Freshmen and undeclared students are advised by the University Advising Center within University College. Transfer students and current students with 30 or more hours are advised within the SoA. A dedicated undergraduate advisor, working in conjunction with the Advising Coordinator, has been in place since 2009. The current ratio of undergraduate advisors to the undergraduate architecture students is 2:330, or 1:165 (with 2 undergraduate advisors).

Graduate advising for architecture is conducted by advising staff. Bijan Youseffzadeh, Program Director for Architecture, is an integral part of the advising process, evaluating portfolio submissions of transfer students and granting advanced placement within the curriculum based on past student performance. The current ratio of graduate advisors to graduate architecture students is 2:111, or 1:56 (with 2 graduate advisors).

It has been a policy of the SoA to provide a credentialed instructor of record for all the courses that are offered. Graduate teaching assistants work under the supervision of an experienced adjunct or member of the faculty and do not hold the primary responsibility for course content or teaching methods. As a result, all students have direct access to faculty capable of providing academic and professional mentoring in each of their courses.

Program's Response to Changes in the Conditions

The previous APR submitted in September 2009 addressed 34 student performance criteria. The Conditions evolved to five realms in 2014. The Program of Architecture has responded to these changes in the following ways:

- **Realm A: Critical Thinking and Representation** has remained the central focus of the undergraduate and graduate curricula.

- **Realm B: Building Practices, Technical Skills, and Knowledge** has been strengthened by adding a new course, ARCH 5336, Programming and Site Design II which offers additional instruction in pre-design, building codes and zoning ordinance analysis, building systems, and site design topics including grading, paving design, building placement and utilities access.

- **Realm C: Integrated Architectural Solutions** Course content in ARCH 5672, Comprehensive Design Studio has been reinforced with emphasis on precedent and case study analysis, program development, site design and building orientation, environmental stewardship, structural system analysis, environmental control system investigation, building material research, envelope systems, and codes & regulations.

- **Realm D: Professional Practice**: Professional Practice (ARCH 5331) has been further strengthened with an emphasis on professional conduct and involvement with the profession as led by Professor Messersmith, FAIA.

The previous APR submitted in September 2009 addressed 5 defining perspectives: Architectural Education and the Academic Context, Architectural Education and the Students, Architectural Education and Registration, Architectural Education and the Profession, and Architectural Education and Society. The 2014 Defining Perspectives are curriculum-centric and focus on the development of professional skills in our graduates which were previously discussed in the responses to Defining Perspectives, Section I.1.4.

Section 3. Compliance with the Conditions for Accreditation

I.2.1 Human Resources and Human Resource Development

*Resumes for **all** faculty who teach in the professional degree program*
In order to view the resumes in alphabetical order, upon opening the link, please choose the up and down arrow button to the right of the screen to sort.

Matrix that identifies courses assigned, credentials, experience, and research of each faculty member, adjunct or visiting professor who taught in the two academic years prior to the visit. Additional Requested Information: Matrix revised.

A description of the manner in which faculty members remain current in their knowledge of the changing demands of the discipline, practice, and licensure.

Faculty who are members of the American Institute of Architects must demonstrate that they have acquired 18 learning units (12 of which must be categorized as health, safety, and welfare topics) annually in order to maintain their qualifications for membership. Likewise, registered architects in the state must complete 12 continuing education practice hours annually as required by the Texas Board of Architectural Examiners (TBAE) in order to retain their license.

UT Arlington achieved the "Highest Research Activity" Research 1 Carnegie Classisification in February 2016. With this higher expectation for research and creative activity, faculty members must remain current in the demands of the discipline and ideally, competitive for research funding.

Dean Ellin instituted a series of all-College presentations titled, "What's Next?" in 2015. All faculty shared the current direction of their work and these presentations helped introduce the planning and public affairs faculty to the architecture faculty, sharpened research focus, and introduced possibilities for interdisplinary collaboration across the College.

A description of the resources (including financial) available to faculty and the extent to which faculty teaching in the program are able to take advantage of these resources.

Following the What's Next presentations, Dean Ellin solicited seed grant proposals for projects that advanced the mission of CAPPA for new or ongoing projects. Nine projects were awarded a total of $76,210 to produce exhibitions, façade panel fabrication, and various urban design studies, historical research and more.

In addition, each CAPPA faculty member has been allocated $1250/year for conference travel. A $500 travel allotment is also available to faculty from the university and another $500 form the college for presentation printing.

At the university level, Research Enhancement Grants in the amount of $10,000 per single faculty member are awarded to provide capital research equipment, maintenance and operation funds, salary for graduate research assistants, wages for hourly employees, or research travel. Research Enhancement Grants are awarded by the President from the recommendations of the Provost and the VP for Research. Faculty Development Leaves in support of publication, research, teaching, and creative activites are also available upon application to assistant, associate, or full professors.

A list of past and projected faculty research (funded or otherwise), scholarship, creative activities by full-time instructional faculty since the previous visit.

A list of past and projected faculty research:

Brad Bell

- Tracy, K., Bell, B., Yogiaman, C., Tessmer, L., McClellan, K., Vrana, A., Verboon, E. *Plastic-Cast Concrete: Fabrication as Applied Research.* Fabricate: Negotiating Design and Making FABRICATE 2014: pp 240-247.
- FABRICATE: Making Digital Architecture Slynn, Ruairi and Bob Sheil Editors. Riverside Architectural Press 2011. pp. 90-93.
- Chang[e]ing Identities, *Proceedings of the 2009 ACSA Southwest Conference.* ACSA 2010. Dr. Kate Holliday Editor. Co-Editor.
- Bell, B. "TEX-FAB A new educational model for computational fabrication" International Journal of Interior Architecture + Spatial Design: Applied Geometries, Volume 3, Sept. 2014. ASD Publications - Atrium Press. pp 86-91.
- Bell, B. "Compete to Fabricate." Interactive: TxA Proceedings 2013. pp 106-115.PCI.
- Precast Concrete Institute, grant awarded $75,000 – 2013.
- Director, Digital Architecture Research Consortium**, gift committed $250,000 – 2013.**
- UH Green Building Components, parametric modeling grant awarded $20,000 – 2011.
- UTA Innovative Teaching Grant**,** awarded $3,500 – 2009.
- Transit Oriented Development, grant awarded, $80,000 – 2009.
- Dallas Museum of Art, gift awarded $10,000 – 2008.

Rebecca Boles, AIA
- Trends in higher education classroom design (current).

Michael Buckley, FAIA
- Columbia CHDD Journals 2004-2008, MSRED Newsletter/Journals,1995-2008.
- CHDD International Incentives Study -12004.
- "The Pied Piper of Density "D Magazine, 2010.
- "Urban Infill: Mastering Investment Hurdles and Design Opportunities" Columns Magazine, 2014.
- CfMD Research Journal #1thru #5, 2012 – 2016.

Nan Ellin, Dean
- *Good Urbanism: Six Steps to Creating Prosperous Places.* Island Press, 2012. (Translated into Chinese, Korean, Farsi, Spanish, and Portuguese).
- *Integral Urbanism.* NY: Routledge, 2006. (Translated into Chinese and Farsi.)
- *Postmodern Urbanism, Revised and Updated*. NY: Princeton Architectural Press, 1999. (Translated into Chinese and Serbo-Croatian.)
- *Architecture of Fear*. Editor. NY: Princeton Architectural Press, 1997.
- *Postmodern Urbanism.* NY: Princeton Architectural Press, 1996.

Norma Figueroa, CAAPPR
- Culture, Gender and Waiting Rooms; A Kuwait Case Study (forthcoming, 2016).
- "Hard Hats and Aprons: Pioneering Female Architects Portrayed by the Press in Puerto Rico." Architecture Theory Review, peer reviewed, special issue titled 'Resigned Accommodation and Usurpatory Strategies: Women, Practice, Architecture.' Routledge. December 2012.
- " The Advertisement Media and Female Architects in Puerto Rico during the 1960's." Journal of Research on Women and Gender Studies, a peer reviewed online journal from Texas State University in San Marcos. Vol.5.

Donald Gatzke, AIA
- Applied research through founding of the Community Design Studio Fort Worth, fall 2015.

Todd Hamilton, AIA
- Significant Homes of Dallas website.
- Doug Newby, Zimmermann/Whellan house.
- Dallas AIA home tour, 2014, 2015.

- New York Times, October 19, 2014, Cedar Brush house photo in article about Dallas residential real estate.
- Shaw Building Company houses in 2013-2014 Dyer St. Woodland Drive Royalshire Drive.
- ICF Homes, LLC houses:Lindenshire, Charlestown, RoyalCrest Drive.
- Pedernales LLC houses: Farquahr Drive Trophy Lodge, Meletio Drive Charlestown Drive, 2014.
- Belmeade house for Lunia family, 2013-2015.

George Gintole
- Researching Affordable Housing: a collaboration with Stanton Architects, founding member of AFTER HOMES: a non-profit organization that researches, creates, and promotes architectural and landscape solutions for the housing victims of natural disasters – fire (F), tornado (T), and earthquakes (E).
- Researching the intersections of artists' processes with contemporary architectural productions. [The "convergence" course is a recent outcome of this research.]

Kate Holliday
- Current Research: *Telephone City: Architecture, Glamour and the Rise and Fall of AT&T*, book manuscript in progress.
- Books: *Leopold Eidlitz: Architecture and Idealism in the Gilded Age*. W. W. Norton, 2008. *Ralph Walker: Architect of the Century*. Rizzoli, 2012.
- Articles:"The AIA and the Settings for Architecture Education, 1857 and 1957," book chapter in David Leatherbarrow and Joan Ockman eds., *Architecture Education Goes Outside Itself*, in press with University of Pennsylvania Press.
  "Place and the City Biography: Between the Local and the Universal in the Sun Belt." *Journal of Urban History* 40 (July 2014): 792-798."Historiography of Southern Architecture" and "Resort Architecture," in *New Encyclopedia of Southern Culture*, vol 21. Judith Bonner and Estill Pennington, eds. Chapel Hill: University of North Carolina Press, 2013.

Douglas Klahr
- Stereoscopic Photography Encounters the Staircase: Traversing Thresholds, Borders and Passages," Archimaera 5 "Grenzwertig" Issue (July 2013).
- "The Radically Subversive Narrative of Stereoscopic Photography," Kunsttexte.de Bild/Wissen/Technik "Die Grenzen der Narration im Bild" Issue.(April 2013).
- In Documenting History, Charting Progress, and Exploring the World: Architecture in Nineteenth Century Photographs, edited by Micheline Nilsen (London: Ashgate Press, 2013).
- Sustainability for Everyone: Trespassing Disciplinary Boundaries." In Teaching Sustainability/Teaching Sustainably, edited by Kirsten Bartels and Kelly Parker (Sterling, Virginia: Stylus Press, January 2012).
- "Symbiosis between Caricature and Caption at the Outbreak of War: Representations of the Allegorical Figure Marianne in Kladderadatsch," Zeitschrift für Kunstgeschichte, Heft 4 (October 2011).
- "Luxury Apartments with a Tenement Heart: The Kurfürstendamm and the Berliner Zimmer," Journal of the Society of Architectural Historians 70, no. 3 (September 2011).
- "Munich as Kunstadt, 1900-1937: Art, Architecture and Civic Identity," Oxford Journal of Art 34, Issue 2 (June 2011).
- "Becoming Builders again in an Age of Global Crisis," trans ETH Zurich 18 (March 2011).
- PROCEEDINGS "The Stereoscopic Photo Album as Nazi Propaganda: Ephemerality of Image in Vienna, The Pearl of the Reich", in VI congresso AISU InvisibleVisible. Percepirela città tra descrizioni e omission, edited by S Adorno, G. Cristina and A. Rotondo. (Catania: Scrimm Edizioni, 2014).
- "Heroic Maneuvers in a Straitjacket," Guest Editorial, E-Architect Newsletter 160, 26 June 2012.
- "It's Still a Box in Search of a Crown," Guest Editorial, E-Architect Newsletter 107, 31 May 2011.

Heath MacDonald, RA
- National Conference on the Beginning Design Student 30: IIT – Paper and Presentation and Publication: Dallas Community Studio, Topic Assemble/Tectonics, 2014 April.
- IDEC Design Award with Steve Quevedo and Thad Reeves – Built Work, Bohden Town Home Renovation, 2012 March.
- Venice Biennale: National Pavilions Exhibition of student work for the New Orleans Prototype Housing Competition, with Bijan Youssefzadeh -2006 June.
- Architectural Record "Rebuilding After Katrina" June 2006: p. 126, instructor with Bijan Youssefzadeh – student competition, 2006 June.
- Ogden Museum of Southern Art: Exhibition of student work for the New Orleans Prototype Housing Competition, instructor with Bijan Youssefzadeh, 2006.
- Texas Architect "Paper Work" 2005: p. 16, instructor for student design-build temporary art pavilion, 2005 May – June.
- Blue Bonnet Exhibition, The University of Texas at Arlington, 2004 May.
- Pentagon Memorial Competition: Semi-finalist with Marc G Montry, Exhibition of work at the National Building Museum Washington D.C., 2002 October.

John Maruszczak
- Finalist, ARCHDaily and INDEXCanada Virtual Spaces Competition 2015 (with R.Connah).
- Honorable Mention, Fairy Tales Competition II , Blank Space 2015 (with R. Connah).
- Top 50 Jury Selection, 2015 Concordia Lighthouse Competition, 2015 (with R. Connah).
- The Future is Never, Dallas VideoFest 28, Dallas Texas 2015.
- Fairy Tales When Architecture Tells a Story II, blankspaceproject.com, 2015.

Madan Mehta, P.E.
- Mehta, Madan et al: *Building Construction: Principles, Materials and Systems*, a 1,000-page full-color book published by Pearson inc., Second edition (2012). Third edition to be out in January 2017.
- Patterson and Mehta: *Wind Pressures on Low-Slope Roofs*, a 150-page monograph, published by Roof Consultants Institute (RCI), U.S.A., 2013.
- Patterson and Mehta: *Roof Drainage*, a 75-page monograph, published by Roof Consultants Institute (RCI), U.S.A., 2003.
- Patterson and Mehta: *Roofing Design and Practice*, a 300-page book, published by Prentice Hall, 2001.
- Mehta et al: *Architectural Acoustics: Principles and Design*, a 550-page book, published by Prentice Hall, 1999.
- Mehta, Madan: *Principles of Building Construction*, a 350-page book, published by Prentice Hall, 1997.
- Harkness and Mehta: *Solar Radiation Control in Buildings*, a 300-page book, published by Applied Science Publisher, 1977.

Jerry Kunkel, P.E., FASCE
- ICF Wall Design – Presented to The Building Professionals Institute Construction Research Center, University of Texas – Arlington, 2013.
- Windstorm Engineering and Inspection Practices - Presented to The Structural Engineers Association of Texas (SEAoT), September 2013.
- Author "Understanding ADA Requirements" Presented to Society of Government Meeting Professionals (SGMP) March 2015.
- Author "Wood Frame and Steel Frame Design and Construction" Presented to Foxmoor Continuing Education Seminar, April 2015.

Steve Quevedo
- "Modern and Contemporary American Architectural Drawing", The Tchoban Foundation, Museum for Architectural Drawing Berlin, Germany, 2015.
- *The Book of Drawings + Sketches: Architecture*, van Uffelen, Chris, Braun Publishing, Salenstein, Switzerland and Stuttgart, Germany, October 2013.

Thomas Rusher, RA
- Animate Assemblies, Typologies, Flux Architecture, and Digital/Analogue Methodologies (current).

Kevin Sloan, Hon. AIA
- Sloan, Kevin (Fall 2015). "Branch Water DFW." Columns, pp. 14-18.
- Sloan, Kevin (March/April 2015). "Traffic in Reverse Engineering." Texas Architect, pp. 35-37.
- Sloan, Kevin (Jan/Feb 2012). "An Ordered Approach." Texas Architect, pp. 41-47.
- Sloan, Kevin (Summer 2011). "Un Espacio Movil." Arquine, pp.22-25.

Dustin Wheat, RA
- Ken Roberts Architectural Delineation Competition, International Best in Category – Professional Hand, 2013.
- Ken Roberts Architectural Delineation Competition, International Finalist – Professional Travel Sketch, 2012.
- Ken Roberts Architectural Delineation Competition, Best in Category – Professional Physical Submission, 2011.

Bijan Youssefzadeh
- Characteristics of Design in Small Cities in North Texas: Research on viability of small cities in North Texas as alternative living environments vastly outnumbering the urban areas, in progress.

A description of student support services, including academic and personal advising career guidance, and internship placement where applicable.

UT Arlington offers a wide variety of student support services, including:

Career Development Center: Assists students in resume building, interview preparation, and job placement.

Office for Students with Disabilities: Works with students and faculty to optimize the learning environment for students with physical or mental impairment. Specialized testing environments are available to students with disabilities in the Adaptive Resource Center.

Student Support Services: Operates as a part of the federal TRiO program to support undergraduate students by providing tutoring, guidance counseling, and financial aid workshops.

Counseling and Psychological Services: Offers counseling concerning personal issues such as stress, depression, and identity issues as well as psychiatric and psychological evaluation, diagnosis, and treatment.

Health Services: Operates a medical and immunization clinic for all enrolled students. An on-campus pharmacy is also provided.

Veteran's Assistance Center: A campus center offering assistance with financial aid, GI Bill applications, tutoring and mentoring to qualified veterans.

Within the School of Architecture, academic and personal career guidance has been offered to graduate students by faculty, primarily the Program Director of Architecture. Undergraduate advising is conducted by academic advising staff at the University level and internally by CAPPA academic advisors. Students learn of potential jobs or internship opportunities through [Employment Opportunities on the CAPPA website.](#)

The AIAS chapter has organized several activities to benefit students looking for jobs or mentoring within the profession. Students learn of job opportunities with local firms through an annual job fair organized by the AIAS chapter. In addition, the student chapter initiated the CAPPA Architecture Mentorship Program (CAMP) in the 2015-2016 academic year. The fall semester of CAMP pairs upper classmen with first and second year students for weekly evening sessions in which informal discussions, software workshops or guest speakers are offered. The spring semester matches CAMP students with professional mentors in the design community. Professional mentors are encouraged to meet with student mentees once per month, typically at their firm to offer educational and career advice. Students are required to attend at least two AIA events throughout the smester and in turn, professionals are required to attend two mixers within the SoA. Over 22 professional and students have been paired so far with assistance from AIA Dallas Emerging Leaders Program.

The name of the Architect Licensing Advisor (formerly the IDP Coordinator) and a summary of his/her recent activities, including professional development, in support of his/her responsibilities.

Heath MacDonald, RA is the Architect Licensing Advisor for the School of Architecture. Licensed in the State of Texas since 2013, Macdonald has maintained an active professional practice in addition to fulfilling his teaching duties as Assistant Professor in Practice. He also serves as coordinator for the second year design studios. The following is a list of projects by Hephaestus Architecture where MacDonald is a partner.

Hephaestus Architecture Arlington, TX 2013 – Present
Partner
Uhl Residence Farmers Branch TX – new construction – In Construction Documents
DuBearn Residence Miami FL – addition – In Design Development
Montry Residence Puerto Vallarta Mexico – new construction – In Design Development
Burns Residence Evergreen CO – addition / installation – In Design Development / construction complete
Stanford Landscape – In Design Development
Bass Residence Fort Worth, TX – addition – In Construction Documents Pending Build
Bitter Sisters Brewery Addison, TX – new construction – Complete
Avendanio Dentistry Dallas TX – Design Development Complete – Construction Pending Financing

Additional Information Request: MacDonald is scheduled to attend the NCARB Licensing Advisor Summit, August 2016, which will specifically address the transition from the IDP program to AXP, the Architectural Experience Program. He is also registered on the Licensing Advisors Online Forum with NCARB, which provides weekly updates and interpretations of licensing guidelines to forum subscribers.

I.2.2 Physical Resources

A general description, together with labeled 8 ½ x 11" plans, including all spaces used to teaching/learning, scholarship, and public interaction.

The School of Architecture is housed in the CAPPA building. It was constructed in 1986, and totals 120,000 sf on four floors. Additional resources are housed in adjacent buildings including the Woodshop in the Fine Arts Building (4,710 sf) and the Architecture Annex (5, 472 sf) which contains a drawing studio, a classroom, and a Materials and Assembly Library.

One significant area of development within the CAPPA building has been the expansion of the Digital Fabrication Lab. In its earliest inception, in 2006, the lab offered laser cutting services to students and the following year added 3D powder based printing. The facilities were initially run by two graduate research assistants and a single faculty member. Ten years later, the lab has moved to a much needed improved and expanded facility, added twelve pieces of equipment, and is operated by six graduate research assistants, a full-time lab director and one faculty supervisor.

In the current configuration the lab provides: (2) Universal laser cutters, (4) PLA/ABS desktop 3D printers, (1) Nylon dual head 3D printer, (1) 3D scanner, (2) Z-Corp 310+ powder printers, (1) Shopbot CNC table, and (1) CNC lathe attachment.

Future plans for expansion and equipment acquisition include: the purchase of a Belovac 24"x48" Belovac Vacuum Forming Table (Spring 2016), a Kuka Robotic Arm (Summer 2016), and a 4'x8' 8300 CNC Hotwire cutter (Spring 2017). These next, large scale purchases will allow for the production and growth of the lab space to greatly increase to meet the teaching and research needs of the college.

The lab is currently open 60 hours a week with those hours expanding during times of peak demand or finals. Supervision of student use is provided by graduate research assistants that have been trained on all the equipment. The lab, its maintenance, upkeep, and the supervision of the graduate research assistants is provided by the lab director who is a full-time paid staff employee of the school.

The University provides centralized support for computing in the form of both hardwired and wireless networking and technical support to faculty, staff, and students. The Office of Information Technology maintains a 42 station computer lab on the third floor of the CAPPA Building for instruction and general student use. This lab is configured with a comprehensive suite of software applications for general academic and design computing.

The CAPPA Building has both hardwired and wireless networks. All lecture rooms have digital projection capability and the large lecture halls have advanced a/v workstations to support enhanced digital instruction.

In response to student requests for expanded access to printing and plotting, the first floor lab, jointly operated by CAPPA and UT Arlington's Office of Information Technology (OIT), was renovated in the summer of 2015. It now provides a separate digital commons area with workstations, a digital collaboration area with 60" LCD screen, medium and large format scanners, laser printers, and large format plotters for bond and specialty paper presentations.

The existing digital classroom space was enlarged and upgraded, and is now equipped with 24 workstation computer seats, plus an instructor workstation and 80" LCD screen.

Software applications, specific to architecture and design, supported by the University and/or the School of Architecture available to faculty and staff include:

Accurender Nxt, Irender Nxt

Adobe : Acrobat Pro, BridgeCC, Dreamweaver CC, Encore CC,Fireworks CC, Flash Pro CC, Illustrator CC, InDesign CC, InCopy CC, and PhotoShop CC,

AutoDesk: AutoCAD 2016, Revit 2016, and 3D Studio 2016.

Autodessys: FormZ, Bonzai 3d

ESRI: ArcGIS Desktop

Google: Google Earth

IBM SPSS Statistics

MathWorks Matlab

McNeel: Grasshopper, Rhinoceros

Maxwell Render Suite V3

SketchUp Pro

SU Podium

The School maintains a mandatory laptop policy for all students at 3rd year in the undergraduate program and all graduate students. Recommended specifications for hardware and a list of required and recommended software is updated and published on the website yearly.

Faculty computing, (hardware and software) is supported from the operating budget of the College. All regular appointment faculty are provided either a desktop or laptop computer for their academic use. Laptops are encouraged to promote enhanced instruction through digital technology.

The College employs one staff person to provide technical support to faculty, students and the administration in addition to overseeing CAPPA's digital commons printing lab and classroom. An additional OIT staff member provides computing support for CAPPA faculty members in planning and public affairs.

The Floor Plans for the CAPPA Building are available here.

A description of any changes to the physical resources either under construction or proposed.

The establishment of CAPPA sparked a renovation project in the summer of 2015 with the goal of housing all former School of Urban and Public Affairs faculty, renovating the administrative suite, providing student workspaces and offices for the Institute of Urbanism, upgrading the first floor digital classroom and printing facility and establishing a new location for the Digital Fabrication workshop within the existing School of Architecture building. The 2015 renovation totaled 11, 465 sq. ft. and was funded by the university for $731,389. In addition the university Office of Facilities addressed a number of deferred maintenance projects in the building for an additional $317,930.

The College has two projects proposed for construction in the summer of 2016. A café space and community gallery (1700 sq. ft.) will be constructed on the south side of the first floor entry into the building. A component of the Urban Farming Certificate, it will provide a farm to table restaurant for students, faculty and the community, along with display spaces for student and alumni work. The summer renovation will also include an expansion of student workspace for the Institute of Urbanism on the first floor, expected to provide additional employment for architecture students in urban design research due to the Institute's rapid growth.

Identification of any significant problem that impacts the operation or services, with a brief explanation of plans by the program or institution to address it.

The current building is at maximum capacity with combined faculty office and classroom/studio demands. It is evident that the growth of the College will have to be met with a major expansion of the current facilities. Preliminary discussions concerning a new building have begun. Options include adding an additional floor onto the existing building or partnering with another college on campus to fund a joint use facility. In the short term, the College has accommodated the scheduling of all architecture courses within the CAPPA building and the Architecture Annex. The establishment of a Dallas off-site location is also

being considered, providing additional studio and classroom spaces to accommodate growing enrollments.

Additional Requested Information: Within CAPPA, interior renovations have attempted to balance the mandate to grow enrollment with the limited space available in our building. In accordance with UT system policies to improve the space utilization of all its properties, renovations in the summer of 2016 will focus on creating additional space for graduate research assistants and for the Institute of Urban Studies, which also employs architecture students. We continue to look for ways to make our existing spaces provide more as we evaluate future expansion schemes.

A description of how the program provides space for faculty to fulfill all four of their roles: teaching, scholarship, service, and advising.

The CAPPA building provides 28 studios and 9 classrooms in which faculty may teach studio or lecture courses. Other spaces that support teaching within the building include the woodshop, digital fabrication shop, the Architecture and Fine Arts Library, Materials and Assembly Library, and three digital classrooms.

All full-time faculty members are assigned a faculty office for their scholarship, creative work, and consultations with students. Service to the School or University committees which require meeting rooms are also available and scheduled through a campus wide reservation system, Astra.

Programs that leverage international programs, or off-campus settings such as urban centers, to teach courses where student performance criteria are being met, must provide a description of these venues in the APR and how they affect a program's on-campus physical resources.

The School of Architecture does not currently operate any off-campus centers.

Study abroad programs are an important part of curriculum, but the School does not maintain any facilities in international settings. Exchange programs have been established with educational institutions in Cottbus, Germany; Innsbruck, Austria; Lund, Sweden; Guatemala City, Guatemala; and various locations in Mexico and China.

Programs that use massive open online courses (MOOCs) or online learning formats to deliver SPC-related content or to meet other program or institutional requiremnts in tandem with traditional onsite learning must describe what effect, if any, MOOCs or online learning has on the physical resource requirements for the program.

MOOCs or online learning formats are not used to deliver SPC-related content or institutional requirements.

I.2.3 Financial Resources

A description of the institutional process for allocating financial resources to the professional degree program

State appropriations and tuition have been relatively flat. University resources are aligned with the university's strategic priorities. Deans present metrics for their College and discuss their strategy for aligning resources with the top priorities of the College. Plans are then made to reallocate existing resources and means by which to generate new revenue.

A description of the expense categories over which the program has either control or influence.
A description of the revenue categories over which the program has control or influence.

The School of Architecture's original FY2015 budget for state appropriations was $3,033,235 and the adjusted budget was $4,610,873. Our expenditures totaled $4,655,431.

Other academic support programs included budgeted funds of $195,744 plus revenue of $133,106 and expenditures totaled $149,921.

Revenue from local and gift accounts totaled $83,756 with $87,614 in expenditures.
Accounting summary provided.
Amended accounting summary with School of Architecture breakout provided. Additional requested information, 9.8.16.

Additional Requested Information: Financial reporting for 2015 was not separated into individual Architecture, Interior Design or Landscape Architecture accounts. During the fiscal year 2015, the School of Architecture became a unit within the College of Architecture, Planning and Public Affairs. Financial information for the fiscal year 2016 is the first that separates the School of Architecture (which includes Interior Design), the Planning and Landscape Architecture Department, and the Public Affairs Department into individual accounts.

A description of the scholarship, fellowship and grant funds available for student and faculty use.

Revenue from Scholarship endowment funds totaled $57,669 with $29,404 in expenditures.

A brief summary of the following:
Pending reductions or increases in enrollment and plans for addressing these changes.
Enrollments have declined from a total of 778 architecture students (BS Arch: 629, M Arch: 149) in the spring 2010 semester to a total of 457 architecture students (BS Arch: 357, M Arch: 103) in the spring 2016 semester. Plans are underway to identify strategies to recruit students and and retain current students. A new Recruiter position was created and filled for the College in Fall 2015. A new Associate Dean search is currently underway, and when filled, the Associate Dean will oversee enrollment management.
Additional Information: Dr. Douglas Klahr started his position as Associate Dean, June 1, 2016.

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

Pending reductions in funding include the loss and non-replacement of full-time faculty positions. A search is underway for a Director of the School of Architecture and additional faculty lines have been requested.

Additional Requested Information: Non-replacement of lost full-time faculty positions has been a University directive. An interim Director of the School of Architecture, appointed from within the faculty, will start leadership in September 2016. Two additional faculty lines for architecture have been requested by the Dean.

The reallocation of faculty funding pool will take place within the College, shifting faculty funding to units within the College that are experiencing growth in accordance with University directives. This growth-based funding model has had no noticeable impact on promotion and associated compensation increases of existing faculty, which remain eligible for promotion, merit raises, and other special assignments.

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

The university has changed its funding model for faculty. All faculty/instructional reserves relating to the departure of a faculty member are pooled together and reallocated based on enrollment growth and the college's alignment with the university's strategic priorities. Additional Information Requested: The College's alignment with the university's strategic priorities will be evaluated by the Provost with the final review and approval by President Karbhari. All available resources must be used before additional funds will be allocated to the colleges for the hiring of adjuncts over and above the appropriated limits.

Planned or in-progress institutional development campaigns that include designations for the program (e.g. capital projects or endowments).

No institutional development campaigns are planned at this time.

I.2.4 Information Resources
A description of the institutional context for library and information resources.

The UT Arlington Libraries support instruction and research at the University and in the College of Architecture, Planning, and Public Affairs by providing subject expertise and partnerships, transformative virtual and physical spaces, and a robust collection of resources. Library facilities include the Central Library, the Architecture and Fine Arts Library, the Science and Engineering Library, the Electronic Business Library, and the Library Collections Depository (on campus remote storage).

The Libraries collections support the curricular and research needs of all departments and programs. Materials for architecture are selected and recommended for purchase by the architecture librarian and through input from faculty, students, and colleagues.

The Central Library offers a FabLab, or makerspace for students and faculty from across the campus community. It is a creative hub providing access to technologies, equipment, opportunities for interdisciplinary collaboration, training, industry mentors, and inspirational spaces in support of invention and entrepreneurship. Equipment includes 3D scanners, 3D printers, large scale printer, laser cutter, vinyl cutter, mini mill, sewing machine, and cutting tools.

A branch of the UT Arlington Libraries, the Architecture and Fine Arts Library is located on the ground level of the College of Architecture, Planning, and Public Affairs (CAPPA) Building in the northeast section in room 104. The architecture collection is housed primarily therein and is administered by the Libraries.

A description of the library and information resource collections, services, staff, facilities, and equipment that includes the following:
A brief description of the content, extent, and formats represented in the current collection including subject areas represented.

The Architecture and Fine Arts Library collection has expanded over the years to include not only the areas of architecture, landscape architecture, and interior design studies, but also art, music, and photography. In addition to books, periodicals, maps, portfolios, rare books, videos, and CD's, the library provides reference and support materials.

The architecture collection of approximately 18,500 volumes supports the general needs of architecture faculty and students. Holdings consist largely of printed books and serials including portfolios and rare books, but also include DVDs and CDs, and access to a growing number of electronic resources that include e-journals, e-books, and databases. The approximately 70 architecture journals are mostly housed in the Architecture and Fine Arts Library with some in remote storage elsewhere on campus. Access to the journal literature is provided through the online Avery Index to Architecture Periodicals and through several other databases.

In order to promote discoverability of research resources the UT Arlington Libraries have invested in a next generation discovery tool called Summon. Summon searches across the majority of the Libraries resources, including the catalog of books and items physically held in the Libraries, journal and newspaper articles, conference papers, and e-books. Summon searches across the range of resources using a single, Google-like search. This discovery tool increases student use of and access to library resources which include specific databases such as Academic Search Complete, JSTOR, Science Direct, GeoScience World, GeoRef, Proquest Dissertations and Theses, and SimplyMap. These resources and their content, and their journals can all be accessed online and from remote locations.

The UT Arlington Libraries are a selective depository for US government documents. Although housed in the Central Library, this collection of print and online titles is also used by architecture faculty and students.

The sixth floor of the Central Library houses the Special Collections Department which focuses on historical materials relating to Texas, the US war with Mexico, the cartographic history of Texas and the Gulf of Mexico, and Mexico. These collections are frequently used by architecture faculty and students in assignments and projects relating to local and regional issues.

Reference service and information literacy instruction is provided during all hours that the library is open, including general orientation tours, subject-specific orientation, specialized research assistance for faculty or students, and course-related library instruction. Library services are also publicized via the Libraries web site, which includes a directory of services and subject librarians. Telephone, email, and chat assistance is also available.

The architecture librarian meets regularly with the architecture faculty to keep them informed of current policies, procedures, and library developments. Changes in program emphasis, new programs, and changes in library needs due to other factors are an important part of the continuing dialogue between the library and the architecture faculty and students.

The Architecture and Fine Arts Library provides comfortable seating and tables. There are different types of areas for reading and studying. Tables in the front of the Library may also be used for group study. A small conference room seating six to eight is available at the front of the library for group work. This room is equipped with smart board technology. A quiet study area is provided in the rear of the Library. The Library subscribes to a wealth of databases and e-journals. Knowledgeable librarians and staff are available for research consultation and guidance in using these resources.

Additional Requested Information: The architectural librarian, Mitch Stepanovich, is a full-time employee who manages a staff of two library assistants and two student assistants. Stepanovich has a Masters in Librarianship as well as a Masters in Educational Policy and Management. Two full-time library assistants, each with bachelor's degrees, are also available to assist students. The staff also includes two student assistants, currently enrolled in the university, which work on a rotating basis.

Sixteen public workstations, five wireless laptops, and ten tablets are available for student use and require UT Arlington authentication. These provide access to the library's online catalog, electronic resources and the Internet. The public workstations include the Microsoft Office Suite, Adobe Illustrator and Photoshop and DreamWeaver, ArcGIS, AutoCad, Blender, SketchUp, and SPSS. Cost-based printing is available. A self-service copier and a no-cost large format quick scanner are provided in the Library. Listening and viewing equipment is also available for viewing DVDs, CDs, and LP albums.

If the Libraries do not own a needed item, the user may order the item through interlibrary loan, also providing the user the ability to manage their transactions online. There are no direct fees to the user associated with this service. Additionally, document delivery is available to faculty and graduate students. They can request items physically held in the libraries to be delivered to their offices on campus.

The Libraries participate in TexShare, a multi-type resource sharing consortium composed of public and private academic libraries, public libraries, medical libraries, and law libraries in Texas. Participation in TexShare provides students and faculty web access to electronic books and full text journals from databases, as well as physical access to TexShare member library collections in the immediate area and throughout the State of Texas. The 694 members of TexShare include 94 public and private colleges and universities in Texas.

Services in the Architecture and Fine Arts Library continue to be exemplary, considering general budget limitations. The Library is open 88 hours per week and complies with the standards of the Americans with Disabilities Act. In addition, the Library is an extremely pleasant environment in which to browse, read, or

study. Floor to ceiling windows look south into a tree lined courtyard. Work tables and comfortable seating invite long-term use.

A brief description of any significant problem that affects the operation or services of the libraries, visual resources collections, and other information resource facilities that support the accredited program and plans for addressing them.

The UT Arlington Libraries overall collections budget is currently at $5,000,000. Most of that budget is allocated for electronic journals, databases, and e-books, which are not assigned by collection area. Due to the ever-increasing cost of serials, monograph budgets have been reduced. To adapt to this obstacle UT Arlington Libraries has joined many tier-one university research libraries such as Cornell, Kent State, and Columbia by changing our acquisitions philosophy. The new model is a just-in-time plan in which faculty see a record for an e-book in the Library catalog and immediately acquire it without ever knowing that the library did not own it to begin with. For faculty who prefer print, the Libraries provide access to print items in this same way.

I.2.5 Administrative Structure & Governance

A description of the administrative structure for the program, the academic unit within which it is located, and the institution.

CAPPA is one of ten colleges and schools that comprise UT Arlington. Dean Nan Ellin operates with a direct line of authority from the Interim Provost and Vice President of Academic Affairs, Dr. Linda Johnsrud and to the President, Dr. Vistasp Karbhari.

The School of Architecture is one part of the newly formed College of Architecture, Planning and Public Affairs (CAPPA). A Planning and Landscape Architecture Department and a Public Affairs Department, each with a separate chair complete the structure of the College.

The Program of Architecture remains within the School of Architecture in the organization of CAPPA. The Program of Architecture and the Program of Interior Design are both managed by one Program Director, Bijan Youssefzadeh.

A national search is currently underway for a Director of the School of Architecture. When the selected candidate is in place, separate Program Directors for both Architecture and Interior Design would be established, reporting directly to the Director of the School of Architecture

A description of the opportunities for involvement in governance by faculty, staff, and students in the accredited program, including curriculum development.

Opportunities for governance by faculty, staff and students occur primarily through the University, College, and School of Architecture committees. School of Architecture faculty and students as well as staff have regularly contributed to these governing committees every academic year.

University Committees:

Currently School of Architecture faculty members are serving on the following university committees:

Faculty Senate: George Gintole
Graduate Assembly: Douglas Klahr
Hearing Panel: John Maruszczak
Undergraduate Assembly: Brad Bell
Committee on Undergraduate Curricula: Heath MacDonald
Committee on Committees: Douglas Klahr
International Initiatives: Madan Mehta
Traffic and Parking Appeals Panel: Josh Nason
University Library: Douglas Klahr

Graduate Program Advisory Group: Douglas Klahr
Committee on Campus Carry: Bijan Youssefzadeh

CAPPA staff is also represented on the following University committees; Student Affairs Advisory, Traffic and Parking Appeals Panel, University Center Advisory,

CAPPA Committees:
The committee structure for CAPPA is still evolving, but the following committees are active with with representation by SoA faculty.

CAPPA Research Review Committee: Brad Bell
CAPPA Student Travel Committee: Bell, Jenewein, Sarpaneva, Youssefzadeh
CAPPA Dissertation Fellowship Committee: Douglas Klahr
CAPPA Scholarship Committee: Bijan Youssefzadeh
CAPPA IT Committee: All digital instructors within the SoA
CAPPA Lectures, Exhibits, and Building Committee: Bell, Boles, Borges, Jenewein, Nason, Quevedo,
        Sarpaneva

Staff participates in the CAPPA Student Travel Committee (Fox, Donaldson, Peredo-Manor), CAPPA Scholarship Committee (Fox, Field) and the CAPPA IT Committee (Schneider).

School of Architecture Committees:
The standing committees of the School of Architecture have been staffed to guarantee participation by faculty, staff and students. Faculty membership on these committees is solicited from tenure, tenure-track, professors in practice, visiting professors, and full-time adjunct professors.

Staff representation is present in the following standing committees of the School of Architecture:

Subcommittee on Graduate Study: Ana Peredo-Manor (Academic Advisor)
Subcommittee on Organized Research and Scholarly/Creative Activity:
        Mitch Stepanovich (Architecture Librarian)
Subcommittee on Information Technology: Charles Schneider, CAPPA IT Technical Assistant
        Ron Nidel, OIT Lab Manager
Subcommittee for Curriculum: Cheryl Donaldson, Asst. Director for Academic Affairs/Advising Coordinator
Subcommittee for Events and Exhibits: Ana Peredo-Manor, Special Events Coordinator
Subcommittee for Publications and Publicity: Rob Rummel-Hudson, Communications Assistant

Student representation is present in the following standing committees of the School of Architecture:

Subcommittee on Graduate Study: One Path B student
Subcommittee for Curriculum (Undergraduate): One Interior Design student &
        One undergraduate Architecture student
Subcommittee on Studio Culture: One graduate Architecture student, One undergraduate student
        (either Interior Design or Architeture)
Subcommittee on Student Welfare: One graduate Architecture student, One undergraduate student
        in Architecture, One undergraduate student in Interior Design.

The administrative organizational chart can be accessed here.

II.1.1 Student Performance Criteria

A matrix for each accredited degree program offered and each track for meeting the requirements of the professional degree program, which adentifies each required course and the SPC it fulfills.
SPC Matrix: Bachelor of Science in Architecture
SPC Matrix: Master of Architecture, Path A
SPC Matrix: Master of Architecture, Path B

The curriculum of the architecture program is divided into 3 segments: Pre-Architecture, Architecture major, and the Graduate Program.

Pre-Architecture is open to all admitted undergraduate students at UT Arlington and consists of a first year introduction to architecture as a cultural component, a discipline and a profession. Courses are focused on acquiring fundamental graphic and design skills and an understanding of architecture within history and society.

Simultaneously with the completion of the prescribed undergraduate sequence of architecture courses, students are completing the University prescribed undergraduate core and investigating areas outside architecture through required general education coursework.

Students apply for admission to the Architecture Major and are admitted at the 3rd year level. The curriculum of 3rd and 4th year is focused on developing basic design skills applied to the built environment and an understanding of the science and technology of building construction.

The goals of the graduate programs, both Path A and Path B, is to prepare students for entry into the architecture profession with the skills and aptitude to both become rapidly productive as interns and to eventually become firm and professional leaders.

A brief description of the pedagogy and methodology used to address Realm C.

Instruction for integrated architectural solutions culminates in ARCH 5672 Comprehensive Design Studio. The pedagogy provides student abilities in:

Research is an important component in design studios, technology, history and theory, programming and site design courses. In addition, digital fabrication courses integrate research of current CAD/CAM technologies into student design solutions.

Integrated Evaluations and Decision-Making Design Process: The pedagogy offers multiple opportunities to enable students to make informed decisions based on their knowledge of appropriate structural systems, suitable environmental control systems, for various building locations and building types.

Integrative Design: ARCH 5672 Comprehensive Design Studio integrates precedent and case study analysis, program development, site design and building orientation, environmental stewardship, structural system analysis, environmental control system investigation, building material research, envelope systems, and codes & regulations.

A brief description of the methodology for assessing student work (i.e.,"high" vs. "low" pass.)

Design studios assess student work in multiple ways: daily pinups and discussions, preliminary reviews with faculty colleagues, and final reviews with invited professionals, alumni, and faculty guest reviewers. For these reviews, guest reviewers are asked to grade the student project using grading criteria established for that project. "Super" reviews are held at the end of each spring semester in which local, regional, and national invited critics review and evaluate student work at all levels of the curriculum.

In lecture and seminar courses, student work is evaluated based on tests, quizzes, and essays. Grading of student presentations is based on an evaluation delivery and content.

II.2.1 Institutional Accreditation

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

The University of Texas at Arlington was last accredited by the Southern Association of Colleges and School Commission on Colleges (SACS) on the basis of reports and site visits conducted in 2006 and 2007. Attached is the reaffirmation of accreditation issued on January 9, 2008 for which a ten year term was granted. The next site visit by SACS is scheduled for April 4-6, 2017.

II.2.2 Professional Degrees & Curriculum
Title(s) of the degree(s) offered including any prerequisite degree(s) or other preparatory education and the total number of credits earned for the NAAB-accredited degree or track for completing the NAAB-accredited degree.

For each accredited degree program offered or track for completing the NAAB-accredited degree the program must provide the following:
  - *A table showing the distribution of general studies, required professional studies, and optional studies.*

Path	Title of Degree	Prerequisite	General Studies Hrs.	Required Professional Studies	CAPPA Graduate Electives (5000-6000 Level)	Total Credit Hrs.
Path A	Master of Architecture	B.A.or B.S. degree in a field outside of architecture	0	92	12	104
Path B	Master of Architecture	Baccalaureate degree with a major in architecture	0	48	9	57

Chart with credit distribution for NAAB-accredited degrees. Additional information requested,9.8.16.

  - *A list of the minors or concentrations students may elect to pursue for each accredited degree offered or track for completing the NAAB-accredited degree.*

No minors are offered for the Master of Architecture degree. Master of Architecture candidates may seek certifications offered within CAPPA including Urban Nonprofit Management, Public Budgeting and Financial Management, Development Review and Geographic Information Systems.

A list of the minimum number of semester credit hours required for each semester.
Master of Architecture Path A

The 3-1/2 year master's program serves students holding a degree in a field other than architecture and who do not meet the minimum requirements of a Bachelor of Science in Architecture. An intensive and integrated professional curriculum has been specifically developed for those with degrees in the liberal arts, the sciences, business, or other professions. The first 3 semesters of this program constitute foundation studies that prepare the student to then enter the 4-semester Path B curriculum described below.
A minimum of 104 credit hours in architectural design, theory, and practice is required for the professional M Arch degree. Electives must include at least one course from each of the following categories of courses offered by the school: (a) history and theory (b) technology and practice, and allied disciplines (landscape architecture, urban design, housing, and interior design).

First Year
Fall semester: 14 hours
5301 Introduction to Architecture and Interior Design
5303 History of Architecture I
5342 Architectural Design Communications
5591 Design Studio I

Spring semester: 14 hours
5304 History of Architecture II
5343 Architectural Graphics II
5364 Site Design
5592 Design Studio II

SummerSemester: 8 hours
5593 Design Studio III
5323 Construction Materials and Methods

Second Year
Fall Semester: 14 hours
5594 Design Studio IV
5357 B.I.M. & Visualization
Technical or Practice Elective 3 hours
Elective 3 hours

Spring Semester: 15 hours
5324 Architectural Structures I
5326 Environmental Controls Systems II
5670 Advanced Design Studio
History/Theory Elective 3 hours

Summer Semester: 9 hours
5670 Advanced Design Studio
Elective 3 hours

Third Year
Fall Semester: 15 hours
5325 Environmental Controls Systems I
5327 Architectural Structures II
5336 Programming and Site Design II
5670 Advanced Design Studio

Spring Semester: 15 hours
5328 Architectural Structures III
5331 Professional Practice
5333 Construction II
5672 Comprehensive Design Studio

Total Path A Degree Credit hours: 104 hours

Master of Architecture Path B

The two-year master's program serves students who hold a Bachelor of Science in Architecture degree or the equivalent from an accredited college or university. A full professional curriculum of advanced courses and design studios builds on the four-year undergraduate architecture degree. Students applying to the Path B program with an undergraduate degree from another institution are individually evaluated and an appropriate degree plan is determined. Typically, these students' first design studio is a "transitional" studio that addresses differences in skill development among students from different undergraduate architecture programs.

A minimum of 57 credit hours is required for the M Arch degree

Electives must include at least one course from each of the following categories of courses offered by the School of Architecture: (a) history and theory (b) technology and practice and allied disciplines (landscape architecture, urban design, housing, and interior design.

First Year
Fall semester: 15 hours
5325 Environmental Control Systems I
5327 Structures II
5357 B.I.M. & Visualization
5670 Advanced Design Studio

Spring semester: 15 hours
5326 Environmental Control Systems II
5328 Structures III
53xx Technical/ Practice Elective 3 hours
5670 Advanced Design Studio

Second Year:
Fall Semester: 15 hours
5336 Programming and Site Design II
53xx Architecture Elective
53xx History or Theory Elective
5670 Advanced Design Studio

Spring Semester: 12 hours
5331 Professional Practice
5333 Construction II
5672 Comprehensive Design Studio

Total Path B Degree Credit hours: 57 hours

- *A list of off-campus programs, description of facilities and resources, course requirements, and length of stay.*

Although the the Master of Architecture curriculum does not include any required off-campus courses, study abroad programs have a long history of importance within the School. Summer faculty-led trips were initiated with the first SoA trip to Rome in 1982, and the destinations have since expanded to include Tokyo, Guatemala City, Mexico City, Paris, Barcelona, and Vancouver. These courses are offered under ARCH 4305/5305, ARCH 4306/5306, ARCH 4311/5311, and ARCH 4395/5395, which may vary in length of time from two weeks up to eleven weeks.

Exchange programs offer students a semester-long opportunity to take courses at a university with a pre-established relationship with the SoA. Theses programs are available to undergraduates in the spring semester of third-year studies and to graduate students in the spring semester of second-year studies. In addition, international students from those instititutions are able to take courses within the SoA, exposing our students to their cultural and academic traditions. The universities with which the SoA has partnered with include:

- [Brandenburg Technical University](#), Cottbus, Germany
- [University of Innsbruck](#), Innsbruck, Austria
- [Lund University](#), Lund, Sweden
- [Universidad Francisco Marroquin](#), Guatemala City, Guatemala
- [Universidad Politecnica de Catalunya](#), Barcelona, Spain

A list of other degree programs, if any, offered in the same administrative unit as the accredited architecture degree program, especially preprofessional degrees in architecture and post-professional degrees.

Pre-professional Degrees: Bachelor of Science in Architecture (non-accredited)

The four-year Bachelor of Science in Architecture degree is a pre-professional degree. It provides the basis for various career possibilities, including the professional degree of Master of Architecture or other Masters Programs within CAPPA.

Entrance Requirements

All entering students majoring in Architecture are admitted as Architecture-Intended majors.
As Architecture-Intended, students complete 1st and 2nd year ARCH courses in the correct sequence and also complete their core curriculum. These courses must be completed before declaring major and enrolling in any 3000/4000 level ARCH/INTD courses.

To be declared into the Architecture major, students must complete all requirements for admission to a degree program. Applicants must meet the department's minimum 2.8 GPA both overall and within the major.

Course Sequence:
B.S. Architecture

First Year
Fall Semester: 16 hours
ARCH 1101 Academic Success Skills in Architecture (Required for degree, but not counted toward program hours.)
ARCH 1301 Intro to Architecture and Interior Design
ARCH 1341 Design Communications I
ENGL 1301 Rhetoric and Compostition I
MATH 1325 Analytic Geometry
POLS 2312 State & Local Government

Spring Semester: 15 hours
ARCH 1342-Design Communications II
ENGL 1302 Rhetoric and Composition II
HIST 1311 U.S. History
MATH 1327 Architectural Calculus
Social & Behavioral Sciences Elect. 3 hrs.

Second Year
Fall Semester: 18 hours
ARCH 2303 History of Architecture & Design I
ARCH 2551 Basic Design +Drawing I
HIST   1312 U.S. History
Language, Philosophy & Culture Elect. 3 hrs
PHYS 1441 General College Physics

Spring Semester: 18 hours
ARCH 2304 History of Architecture & Design II
ARCH 2552 Basic Design +Drawing II
Literature Elective 3 hrs
PHYS 1442 General College Physics II
POLS 2311 Government of the U.S.

Note: In order to declare the major in Architecture, students must be advised by the Undergraduate Advisor prior to enrolling in any course at the 3000 level or above. Must have completed all Basic Studies (1st & 2nd year ARCH/INTD) courses, all core hours, must have a minimum 2.8 cumulative GPA overall at UTA, a 2.8 GPA within the School of Architecture, and a laptop.

Third Year
Fall Semester: 17 hours
ARCH 3323 Construction Materials and Methods
ARCH 3343 Arch Computer Graphics
ARCH 3553 Design Studio: Architecture I
Advanced ARCH Elective: 3 hrs
University Elective: 3 hrs.

Spring Semester: 14 hours
ARCH 3324 Structures I
ARCH 3331 Architecture & Environment
ARCH 3337 Site Design
ARCH 3554 Design Studio: Architecture II

Fourth Year
Fall Semester: 17 hours
ARCH 4321 Structural Systems in Bldgs
ARCH 4556 Design Studio: Arch III
Advanced Arch History Elective-3hrs.
Advanced Elective-3hrs.
Advanced Elective-3hrs.

Spring Semester: 14 hours
ARCH 4557-Design Studio: Arch IV
Advanced Arch Theory Elective-3hrs.
Advanced Arch Elective-3 hrs.
Advanced Elective-3hrs.

Total Degree Credit hours: 128 hours

Post-professional Degrees: Path C: Master of Architecture (1 year, non accredited program)

Path C is for applicants with a five-year (B.Arch) degree in architecture or a four-year degree in architecture with professional experience including registration.

Thirty three credit hours are required for this degree, with a minimum of 18 credit hours of required architectural program courses including six hours of 5000 level history or theory courses. Electives are arranged and approved by the Graduate Advisor to meet the design or research interests of the student.

Course Sequence:
Fall Semester: 15 hours
53xx Elective
53xx Elective
53xx Elective: History/Theory
5670 Advanced Design Studio

Spring Semester: 18 hours
53xx Elective
53xx Elective
53xx Elective
53xx Elective: History/Theory
5670 Advanced Design Studio

Total Degree Credit hours: 33 hours

Programs that use massive open online courses (MOOCs) or online learning formats to deliver SPC-related content or to meet other program or institutional requirements in tandem with traditional onsite learning must describe what effect, if any, MOOCs or online learning has on the curriculum.
MOOCs have not been developed to deliver program or institutional requirements. ARCH 2300 Masterworks of Western Architecture is the only SoA online course offered as a core curriculum option at the program or institutional level.

A description of the progress for changing the title of any non-accredited, post-professional degree that uses the degree title B. Arch., M.Arch. ,or D. Arch.

No title changes of degrees are currently proposed. The Path C Master of Architecture is a non-accredited degree for individuals with an accredited Bachelor of Architecture seeking to acquire a Masters degree in the field.

Additional Requested Information: In an attempt to distinguish the Master of Architecture, Path A and Path B degrees from the post professional, non-accredited Master of Architecture degree, the School of Architecture is requesting a title change for the Path C program. Upon approval by the university's Graduate Studies Committee in the fall 2016 semester, the Texas Higher Education Coordinating Board would be petitioned to change the degree title from Master of Architecture to Master of Science in Architecture for this post professional degree.

II.3   Evaluation of Preparatory Education
A description of the policy or policies regarding admission requirements and admissions decisions.

The University Office of Records and Enrollment processes all applications for undergraduate freshman and transfer admissions. Admission to the School of Architecture is only available in the fall semesters and an incoming cohort of 300 students is accepted. A statement concerning Undergraduate admission procedures is also posted on the CAPPA website.

Undergraduate students are notified of admission decisions through the Office of Records and Enrollment.

The School of Architecture processes all graduate applications internally with a staff academic advisor and a faculty professional advisor. Admission requirements for the accredited graduate programs are provided in the university catalog: Graduate Program Requirements and also posted on the CAPPA website. In addition a step by step process has been outlined for Graduate Application Procedures in the Advising section on the website. Additional Information Requested: The link to Graduate Program Requirements within the University Catalog has been reattached.

Graduate students are notified of admission decisions through the Graduate School and the Office of Records and Enrollment.

Additional Information Requested 9.30.16

The program must demonstrate that it has a thorough and equitable process to evaluate the preparatory or pre-professional education of individuals admitted to the NAAB-accredited degree program.

- Programs must document their processes for evaluating a student's prior academic coursework related to satisfying NAAB Student Performance Criteria when a student is admitted to the professional degree program.

- In the event that a program relies on the preparatory educational experience to ensure that admitted students have met certain SPC, the program must demonstrate that it has established standards for ensuring these SPC are met and for determining whether any gaps exist.

- The program must demonstrate that the evaluation of baccalaureate degree or associate degree content is clearly articulated in the admissions process, and that the evaluation process and its implications for the length of a professional degree program can be understood by a candidate prior to accepting the offer of admission.

The program must publicly document all policies and procedures that govern how applicants to the accredited program are evaluated for admission. These procedures must include first-time, first-year students as well as transfers within and from outside the institution.

This documentation must include the following:
- Application forms and instructions

    Undergraduate

    Graduate

- Admissions requirements, admissions decisions procedures, including policies and processes for evaluation of transcripts and portfolios (where required), and decisions regarding remediation and advanced standing

    Undergraduate

    Graduate

Forms and a description of the process for the evaluation of [pre-professional degree content](#)

- Requirements and forms for applying for financial aid and scholarships

    [Undergraduate](#)

    [Graduate](#)

- [Student diversity initiatives](#)

    The Dean has established a culture of diversity in her Vision and Mission for CAPPA

II.4   Public Information
URLs for web pages

Additional Requested Information: Direct weblinks associated with hyperlinks in Section 4 (Supplemental Material) are provided below.

Bachelor of Science in Architecture Program Information:
http://catalog.uta.edu/cappa/architecture/undergraduate/#linkstext

Master of Architecture Program Information: http://catalog.uta.edu/cappa/architecture/graduate/#linkstext\

Descriptions of all courses offered within the curriculum of the NAAB-accredited degree program:
http://catalog.uta.edu/cappa/architecture/#courseinventory

Studio Culture Policy: http://www.uta.edu/cappa/academics/architecture/studio.php

Self Assessment Policies: https://www.uta.edu/ier/Unit%20Effectiveness/
UT Arlington's Unit Effectiveness Process for the School of Architecture and CAPPA departments are archived in an online database, TracDat which is available to UT Arlington administrators only.

Policies on academic integrity for students:http://www.uta.edu/conduct/academic-integrity/

Information resources policies including collection development: http://library.uta.edu/policies/collection-development-policy-electronicdigital-resources

University of Texas at Arlington website:
www.uta.edu

University Catalog (Graduate and Undergraduate)
http://catalog.uta.edu/cappa/architecture/

CAPPA website:
www.uta.edu/cappa

School of Architecture link to academic programs:
http://www.uta.edu/cappa/academics/architecture/index.php

Additional Requested Information, 9.15.16: Weblink to the following Public Information Sections

II.4.1   Statement on NAAB-Accredited Degree
            Also found in Course Catalog for Graduate Architecture

II.4.2   Access to NAAB Conditions and Procedures

II.4.3   Access to Career Development Information

II.4.4   Public Access to APRs and VTRs

II.4.5   ARE Pass Rates

II.4.6   Admissions and Advising

II.4.7   Student Financial Information

III.1.1 Annual Statistical Reports

The APR must include a statement signed or sealed by the official within the institution responsible for preparing and submitting statistical data that all data submitted to the NAAB through the Annual Report Submission system since the last site visit is accurate and consistent with reports sent to other national and regional agencies including the National Center for Education Statistics.

Letter from Academic Analytics and Operations concerning data verification for annual reports.

III.1.2 Interim Progress Reports

Not to be included in the APR. All narrative annual or interim reports submitted since the last visit and all NAAB responses to annual report between 2008 and 2012 will be provided directly to the team.

Section 4. Supplemental Material

- Descriptions of all courses offered within the curriculum of the NAAB-accredited degree program.

- Studio Culture Policy

- Self-Assessment Policies and Objectives

- Policies on academic integrity for students (e.g., cheating and plagiarism)

    This includes the Honor Code policy which is stipulated to be included in every course syllabi as per the Office of the Provost.

- Information resources policies including collection development

- The institution's policies and procedures relative to EEO/AA for faculty, staff, and students.

- The institution's policy regarding human resource development opportunities, such as sabbatical, research leave, and scholarly achievements.

- The policies, procedures, and criteria for faculty appointment, promotion, and when applicable, tenure.

    Handbook of Operating Procedures for UT Arlington, Promotion and Tenure Policies

    The promotion and tenure policies for the School of Architecture are currently under revision due to the new organization of the College. The new policy will be in place by the time of the accreditation visit and available for review.

Promotion and Tenure Guidelines for the School of Architecture

SoA Annual Review of Faculty Guidelines

- Response to the Offsite Program Questionnaire (See *2015 Procedures,* Section 8)
  Not Applicable. No Branch campus established.

Additional Requested Information: Vitae for all faculty have been provided in Section I.2.1.

Addendum: Issued 10.7.16
In response to Krista Phillips email request, 10.05.16
School of Architecture responses are in red text.

I.1.4 Defining Perspectives
II.1.1 SPC

· Arch 5670 is listed as a required course addressing multiple Defining Perspectives requirements. The course is variously listed as being a Design Build studio, a Digital Fabrication studio, a Real Estate Development Studio, a Health Care studio, Study Abroad studio, Integrated Design + Literature and Cinema studio, etc.

· In general, various studios are listed as covering very specific subjects. However, it is never clear if all sections of a given studio cover the same material or have the same focus.

· Do all the MArch students get exposed to all these topics? [This question also applies to studio coursework in Team Room with respect to SPC review/evidence to validate that standards are being met by all students in accredited programs [both tracks are reviewed together] at the time of graduation. Program must demonstrate that each graduate possesses the knowledge and skills defined by the 26 criteria through required coursework. Our assumption is that orientation to Team Room work should assist Team in deeper understanding of how both tracks are funneling/offering all students same learning outcomes.]

All graduate students take three semesters of ARCH 5670. These studios satisfy 24 out of 26 student performance criteria. Although the subject matter of the studios might vary, the topic is used as a vehicle through which students develop the ability and/or understanding of the selected criteria.

I.1.5-Long Range Planning
I.1.6.A – Program Self-Assessment

· Might the team obtain a link to report/document for the following: referenced "Strategic Visioning Project" referenced in I.1.5 of APR [referenced also in Self-Assessment-I.1.6] and the referenced "2020 Strategic Plan" referenced in I.1.5 of APR; we did not locate a hyperlink nor were they listed within the Supp Materials,I. but these two documents may be informative to response to I.1.5 and I.1.6—please verify if so and if available .

Strategic Visioning Project, Steering Committee_2012.11.16
Strategic Visioning Summary_2013.07.23

2020 Strategic Plan of UT Arlington

Is there a summary document to "demonstrate that it [program] has a planning process for continuous improvement that identifies multiyear objectives within the context of the institutional and program mission and culture." [refer to req'ts of I.1.5 – 2014 Conditions]?

The best evidence of a multiyear assessment/planning process is the UT Arlington Unit

Effectiveness Process.

From Section I.1.6.A.
UEP: Institutional program assessment has been administered through the UT Arlington Unit Effectiveness Process (UEP) which was described in detail in the previous section. The institutional assessments are biennial reviews which govern the schedule of program study and subsequent data collection. The evaluation of the UEP data led the Program of Architecture to focus on improvements in communication skills as well as research and analysis skills for both graduate and undergraduate students. Various reports for UEP studies for the undergraduate and graduate programs are included here.

2014-2015 BS Arch Assessment Activity Report
2014-2015 M Arch Assessment Activity Report

2016-2017 Undergraduate Architecture Program of Action
2016-2017 Graduate Architecture Program of Action
2016-2017 Architecture B.S. Jury Presentation Rubric
2016-2017 Architecture M Arch Jury Presentation Rubric
Architecture BS Assessment Activity Report
Architecture M Arch Assessment Activity Report

How do scores from the "MArch UEP Assessment" inform long-range planning?

UEP scores are an essential assessment tool regarding long-range planning for several reasons. First, the ever-repeating, two-year UEP cycle ensures that assessment is not merely a one-step item, but rather a *continual process*. Oversight by UT Arlington's Office of Institutional Effectiveness and Reporting is the crucial component in this process, for it is to this office that all UEPs are submitted. This office has strict standards regarding the specificity and language required in a UEP, and no UEP is approved until those standards are met. This also has an impact upon long-range planning, establishing not only a nexus of supervision independent of any academic unit, but also maintaining a university-wide standard of assessment metrics.

The rubrics for the ARCH B.S. and M. ARCH degree programs therefore passed two sets of standards: (1) the student skills that are assessed were drawn directly from the NAAB matrix; (2) the rubrics that assess these skills were approved by the Office of Institutional Effectiveness and Reporting. The scores that these rubrics deliver provide a roadmap for long-range planning regarding improvements in *specific student skill sets* that the School of Architecture's pedagogy needs to address. As each new UEP is written, the scores on the previous UEP's skill sets are examined, discussed with the faculty whose classes were assessed, and then form the basis upon which the new UEP is composed. This very cycle encourages *sustained* attention to certain skills sets, and helps direct faculty members to stress to students what prior UEPs indicate need improvement. For instance, for the past several UEPs, improving student communication skills during jury presentations has been a focus of both the undergraduate and graduate architecture UEPs. There subsequently has been a shift in

juries, where students are now aware that during presentations they must "demonstrate the ability to write and speak effectively and use appropriate representational media", as stated in both rubrics. This is one example of the scores of UEPs not only contribute to long-range planning, but also directly affect the pedagogy of the School of Architecture over the years.

· Was 'self-assessment' part of the "Strategic Visioning Project" process?

The Strategic Visioning Project followed a process of benchmarking aspirant universities to evaluate the structure, policies, and programs that lead to excellence in the varied disciplines within our College. Other activities included a scenario building exercise in which four futures for the School of Architecture were developed from two selected characteristics; adaptability (evolutional and revolutional) and technology (pervasive and discrete). The following are documents that summarized the scenarios of possible futures for the SoA.

UTA SOA Scenarios_2013.04.16
Example of Scenario: Innovative Research Lab_2013.11.22

· Were students involved in this "Strategic Visioning Project"?
No student membership was included in the Strategic Visioning Project.

· Also, can you take a look at the response in APR to page 17, "A <u>description</u> of the role the five perspectives play in long-range planning". The response states that the five perspectives are "essential" but it does not <u>describe</u> how the role of the five perspectives play/will play [realizing the APR says on page 17, as well, that further long-range planning efforts for the SOA were suspended during dean selection of the new College-CAPPA]. Can you provide clarity to this response regarding how role of the five perspectives relate to long-range planning, even if
there is a suspension of further planning?

The five defining perspectives have been present in the long range planning for the School of Architecture; both under the past guidance of Bijan Youssefzadeh and under the future direction of Brad Bell.
(In the texts that follow, defining perspectives have been shaded in grey.)

In 2006, Bijan Youssefzadeh submitted fourteen objectives to guide the long range planning for the School of Architecture

1. Build a stronger body of faculty to meet the architectural, environmental, cultural, social, and technological challenges of the twenty-first century.
2. Provide additional support for members of faculty creative achievement, research, and scholarship.
3. Build up the Visiting Professorship Program to include international visiting critics, especially from Mexico, South and Central America.

4. Recruit the most qualified body of students for both the undergraduate and especially the professional graduate program of the college.
5. Build a nationally known Basic Design Program by directing additional resources toward strengthening of the foundation design curriculum for the college.
6. Strengthen the Professional Master of Architecture Program to compete with nationally elite institutions.
7. Expand and strengthen the relationship of the program to the profession - locally, nationally, and internationally.
8. Increase and develop a more robust link with the greater DFW community.
9. Increase and expand the program International Exchange Programs for both members of faculty and students.
10. Merge and integrate sustainability with EXCELLENT design to the curriculum. Sustainable design and beautiful buildings don't have to be two different things.
11. Continue to increase the role of Digital Fabrication/CAD-CAM Technology in the program while focusing on design as the essential activity of the school.
12. Integrate BIM and High Performance Buildings in the curriculum.
13. Increase and expand the Material Library to include and exhibit the most cutting edge technologically advanced materials in the market place.
14. Increase fund raising.

Brad Bell as the newly appointed Interim Director for the School of Architecture provided the following statement:

Strategic Initiatives for the School of Architecture
NAAB Accreditation Visit
October 8th – 12th, 2016

The School of Architecture is positioned to move in a positive direction over the next three to five years. Population growth in the region, the elevation of UTA to the Research I Designation according to the Carnegie Classification of Institutions of Higher Education, and the enthusiasm surrounding the formation of the College of Architecture, Planning and Public Affairs, all provide a positive context for the school to build upon its strong reputation and educational traditions. The school has increased strategic partnerships with important professional, industry and organization leaders in the region. Most recently, a rebound in enrollment for the undergraduate and graduate programs serves to reinforce this trajectory. The School of Architecture has a long-standing reputation for producing a design-centric graduate, well equipped to immediately enter the professional office as a valuable team member and leader. With distinguished alumni, national and internationally recognized faculty, a diverse student body, the School of Architecture at UT Arlington is one of the best educational opportunities and values in a major metropolitan center in the United States.

To leverage this opportunity, the School of Architecture will undertake a series of initiatives that will increase the performance along with the local, regional, and national reputation of the school. These initiatives can generally be grouped into three areas:

New Curriculum Initiatives

Specialization must become a more intentional component of the curriculum in order for the Master of Architecture Program to become an educational destination and not just one of regional convenience. To that end, we have recently, or will start in the near future, several new studio and seminar courses offering specializations.

Design Build, Design for Health, and Educational Environments are three topical areas that will receive focus in the curriculum in the upcoming years. There will also be an expansion of the graduate curriculum to take on a broader understanding of urban issues. From design to economic, infrastructure, and history, the urban context will become a more consistent theme in the course offerings at the graduate level. Courses are currently being developed that will be offered at off-site locations to accommodate students who may be working professionals in the region.

The undergraduate level curriculum has provided a long and stable foundation for the School of Architecture. However, there are opportunities to introduce current technologies or a modification of content focus that would enhance the already strong framework. An expansion of the digital toolset into earlier years of the undergraduate curriculum, in both the communication and design studio courses will be pursued. This will not be done at the expense of core design teaching that has long held the foundational teaching elements of the school, but will augment and reconfigure some of the thinking in these courses to bring them into a more current level of operation. The undergraduate curriculum will also engage the DFW area in an effort to utilize the immediate context for educational purposes. Student will learn about urban issues by designing for the cities that surround the university. This aligns with the Strategic Vision for UTA to engage the region as a unique laboratory for understanding the future of the modern American city.

Future Actions

The School of Architecture has several initiatives tied into the introduction of new programs, certificates and connected faculty hires. These initiatives will take place over the next 3-5 years and will serve as a primary mechanism to broaden the curriculum and strengthen some of the existing educational offerings. Some of these initiatives will run parallel to the accrediting process, but will be critical to the enhancement of the school.

- Design Program: Industrial and Product Design Program would be initiated over a three-year cycle. The first year would assemble key external stakeholders in the community, building an internal pedagogical framework and building internal consensus. Year two would focus on engaging in the proper university protocols for establishing a new program, begin the advertising, recruiting, hiring process. Year

three would work with a small set of course offerings to provide the foundational courses necessary to start the program.

- Digital Architecture Research Center: At present, DARC is a consortium working with one faculty member in the School of Architecture, two faculty in the Civil Engineering Department and two faculty members in the Geotechnical Engineering Department. Led by professor Brad Bell, and pursing a number of federal funded grants, DARC has the potential now to move towards full classification as a center by UTA standards. This would help to attract additional graduate students wishing to specialize in this area of content, help attract faculty, and additional grant funding.
- Hawkins Visiting Professor: Transform the existing Hawkins Visiting Professor to target a new emerging your professor who would come to teach two classes for a full academic year with an opportunity for re-appointment for a second year. By re-calibrating this position, the School of Architecture could leverage the endowment funds, the name recognition, and the national search process to secure top-level faculty who would participate in the transformation of the school.
- TEX-FAB Visiting Fellows Program: The TEX-FAB Visiting Fellow would bring a talented teacher, researcher, and computational/ fabrication specialist to the School of Architecture as a guest professor for one semester each year. Taught as a visiting studio position, this faculty member would work with a group of selected students to advance a research initiative brought into the school by the faculty member.
- Interior Design Program – Hire a program director. In order for the program to grow and take on the correct curricular development, a program director should be hired in as a tenured faculty member within the next two years.
- General Hires: A series of 7-8 new hires at the T/TT level will be important to bring the balance and direction to the faculty over the next 3-5 years: (2) Interior Design (3) Arch (2) Design (1) Open.

·   The following distinct activities with assessment potential are identified in APR response: Course evaluations; Dean's annual solicitation of student views in meetings with students; program curriculum committees; and the Unit Effectiveness Process. However, there is no apparent identified process of self-assessment to incorporate the information that could be collected from the different activities=can you provide clarity to this section for the team?

There has not been a formalized process of self-assessment to weigh and evaluate the collective impact of these separate activities. Formerly, there has been limited data support on campus to assist the College in data collection and analysis. University Analytics has been restructured within the last two years to provide on-line access to data sets and assistance to staff, faculty, and administration in creating specialized data reporting.

I.2.3-Financial Resources

·   Meeting Request--the team determined today that we will want a meeting with business manager to review high level historic budgeting/see trends [as much as possible] in review budgeting between 2015-2010—realizing its blended with interior design and landscape due to its prior structure. There are a few other finance related questions, as well, that they can address in meeting with business manager. This meeting can occur

on Monday right after lunch. Please ask finance to be available on Monday afternoon; this meeting should include business manager and two team members.

Connie Fox, Director of Finance, will be meeting with team members, Monday, October 10, at 1:30 pm.

Part Two (II) Section 3: Evaluation of Preparatory Education; II.3 Evaluation of Preparatory Education

Part Two (II) Section 4: Public Information; II.4.6 Admissions and Advising
· Meeting Request—the team determined we will want a meeting to review processes and procedures for Admissions and evaluation of preparatory education; we will want to review the documentation provided under II.4.6 Public Review for deeper understanding of what documentation is available to the public in relations to Conditions requirements [see pages 23 and 24 of Conditions. We also want to review together the random samples of student admission and advising records [in Team Room] with whomever is charged with that part of visit content; I'm assuming that is you; who else might attend? This meeting also can occur on Monday after lunch; this meeting should include two team members and whomever is charged in the program with this component of program [assuming that is you, BJ].
Ana Peredo-Manor, my assistant, will be joining us for that meeting. We will have students' files available in the Team Room.

I.2.2 Physical Resources
· Are all of the spaces delineated in the building floor plans just for the School of Architecture or are they for the entire college? [hand-marked copies of plans in team room will suffice]
· Is it possible to just delineate the floor plans for areas supporting the program we are recommending accreditation on? [hand-marked copies of plans in team room will suffice]
A hand marked plan will be provided which shows space usage for architecture and other units within CAPPA

· Is it possible to delineate what architecture classes are taught in which rooms? [hand-marked copies of plans in team room will suffice]
No, the room assignments vary every semester.

· It would be beneficial to have a scale and north arrow on the floor plans. [hand-marked copies of plans in team room will suffice]
A north arrow has been provided. All floors plans are not to scale.

· Is it possible to get floor plans of the areas in the Fine Arts Building and Architecture Annex that support the program we are reviewing? [hand-marked copies of plans in team room will suffice]
This has been provided as well.

· Is it possible to get a campus map showing the relationship of the CAPPA Building to the Architecture Annex and the Fine Arts Building? [hand-marked copies of campus maps in

team room will suffice]
This has been provided as well.

·   Have the projects proposed in the APR for Summer 2016 construction been completed?
         –requesting update on progress
         CAPPA Café is expected to be in construction at the end of the Fall 2016 semester. The
         Institute of Urban Studies renovation plans have been completed and the project is
         under consideration by the Provost.

·   How is the CAPPA Building at capacity when enrollments have dropped significantly?-
         clarify

         The building is at capacity since we integrated the space requirement of the former
         School of Urban and Public Affairs within the School of Architecture building.

I.1.3 Social Equity
·   Need a statistical chart of student diversity in SoA as compared to university statistics
         (not just percentage differential of white and Hispanic students).

         Diversity
         Reported for Fall 2015

	SoA	UTA
White	34.00%	39%
Hispanic/Latino	27.60%	20%
Asian	4.60%	10%
Black/African American	14.00%	14%
Foreign	13.60%	12%
Multiple Ethnicities	3.00%	2.80%
American Indian/Alaska Native	0.10%	0.30%
Native Hawaiian/Pacific Islander	0.10%	0.30%
Not Specified	3.00%	2%

·   No specific plan or "plans to maintain or increase the diversity of faculty, staff and
         students when compared with the diversity of the institution" is described. Is there a
         specific document(s) to refer to?

         All posted CAPPA job listings for staff and faculty show the University commitment to
         increasing diversity in all hires.

·   There is no clear "description of whether and how these (diversity) initiatives are linked
         to the program's self-assessment or long range planning." Is there a source to refer to?

CAPPA leadership recognizes that in addition to the usual duo of general university policies and each academic unit's bylaws, there exists a third realm of policies and procedure. Therefore CAPPA leadership is assembling a Faculty and Staff Handbook, which will gather in one place policies and guidelines by which all faculty members and staff will be expected to abide. The Table of Contents has been established, and its range is substantial, including an emphasis upon the university's Principles of Community. One of the six principles is Inclusion and Diversity, which has now become part of the university's Strategic Plan. The motive for CAPPA leadership to focus upon the Principles of Community in its handbook arose from the reality that strategic plans usually don't play an active role in the daily lives of faculty members and staff. They exist as broad, overarching goals and themes and may direct the direction of research, for instance, but the day-to-day impact is muted.

This is why CAPPA leadership is making one part of the Strategic Plan – the Principles of Community – a centerpiece of its handbook. The goal is to inculcate a culture wherein the principles become part of people's daily interactions with one another, and the principle about Inclusion and Diversity plays a major role. The principle states:

> Leadership and service are best achieved when we are inclusive and value diversity in our community. In a world that requires innovative and creative responses to its problems, reaching out across divisions and differences of all types often offers the best promise in finding solutions. We affirm that inclusion and diversity enable us to be agents of change in an evolving world. Therefore, we will create a deep and abiding culture of inclusiveness that can only be accomplished by returning to our first principle, mutual respect.

Whenever CAPPA faculty members and staff refer to the handbook, which we anticipate will be on a frequent basis, they will be reminded not only of the priority that CAPPA places upon inclusion and diversity, but also the other five principles, which are: mutual respect, constructive communication, a supportive environment, collaborative relationships, and leadership and service. As can be seen in the link (https://www.uta.edu/strategicplan/plan/poc.php), these principles are mutually dependent upon one another. CAPPA leadership therefore envisions that the principle of inclusion and diversity will become a guiding force in the years to come through inclusion in its handbook, bringing it closer to faculty members and staff than it is on the university's website. One final CAPPA connection to the Principles of Community exists: the Associate Dean conceived of the interlocking, interdependent nature of the six principles and created them in this manner, leading the university-wide team that presented them to the President in 2015 when they were approved and adopted.